

STRATEGIC SCHOOL PROFILE 2012-13

Single Elementary School District Edition

Voluntown Elementary School

Voluntown School District

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Voluntown,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London	Per Capita Income in 2000: \$23,707
Town Population in 2000: 2,528	Percent of Adults without a High School Diploma in 2000*: 14.1%
1990-2000 Population Growth: 19.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: 97.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

TYPE OF SCHOOL**STUDENT ENROLLMENT**School Type: Traditional/Regular Education
School Grade Range: PK - 8Enrollment on October 1, 2012: 315
5-Year Enrollment Change: 1.9%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	77	24.4	31.6	41.3
K-12 Students Who Are Not Fluent in English	0	0.0	3.5	8.1
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.0
Students with Disabilities	30	9.5	11.8	11.2
Kindergarten Students who Attended Preschool, Nursery School or Headstart	23	82.1	72.5	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	250	98.0	96.5	95.5
Homeless	0	0.0	0.4	0.3

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	939	999

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	34	33
Computer Education **	34	19
English Language Arts	360	429
Family and Consumer Science	0	0
Health	21	20
Library Media Skills **	28	20
Mathematics	260	201
Music	34	35
Physical Education	34	43
Science	73	99
Social Studies	61	90
Technology Education	0	3
World Languages	0	15

Type of Kindergarten:

This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	56.7	33.9
World Languages	0.0	46.5

Average Class Size	School	DRG	State
Kindergarten	14.0	16.7	18.9
Grade 2	17.0	18.3	19.8
Grade 5	16.0	20.8	21.3
Grade 7	15.9	18.3	20.2

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	3.4	8.0
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	93.3	82.2	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.3	2.4	2.7
% of Computers with Internet Access	100.0	97.8	98.1
% of Computers that are High or Moderate Power	100.0	96.2	93.5
# of Print Volumes Per Student*	49.7	37.2	29.7
# of Print Periodical Subscriptions	N/A	10	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.
General Education:	Teachers and Instructors	26.00	
	Paraprofessional Instructional Assistants	3.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	12.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs			
	District Central Office	0.40	
	School Level	2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		1.60	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		20.35	

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	15.9	14.6	13.7
% with Master's Degree or Above	93.1	83.2	81.8
Attendance, 2011-12 Average Days Absent Due to Illness or Personal Time	11.0	8.8	9.1
% Assigned to Same School the Previous Year	96.6	88.3	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses : All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

- Voluntown Elementary School participated in several activities that enhanced home/school communication and support: Annual Open House, Parent/Teacher Conferences, and a Family Academy Program.
- Our preschool teacher made home visits. Our Early Childhood Council met on a regular basis and this team included parent representatives. This council actively planned for parent workshops.
- A Title I Family Involvement Coordinator provided workshops to train parents in ways to enhance their child's learning at home.
- A parenting skills series of workshops was made available to all parents in the district.
- Teacher websites were available to parents/students.
- Power School program offered parents of students in Grades 6-8 the opportunity to view up-to-date student grades online.
- A "Ready, Set, Read" program was held at the end of the year to help parents review ways to enhance student reading skills over the summer months

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	1.0
Asian American	2	0.6
Black	5	1.6
Hispanic	10	3.2
Pacific Islander	0	0.0
White	280	88.9
Two or more races	15	4.8
Total Minority	35	11.1

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

- The Voluntown School District provides opportunities for reducing racial, ethnic and economic isolation by providing all high school students with the opportunity to choose one of seven available high schools programs.
- Voluntown participated in an inter-district program entitled Legacy, through EASTCONN. Grade 6 students met and worked on assignments together with students from various schools as well as DARE activities with schools across Connecticut.
- Our Grade 4 students participated in a Lego Robotics program with another district, establishing relationships with students from another school district.
- Our 8th Grade students traveled to Boston, Massachusetts to experience an urban environment.
- Intensive staff development centered on ensuring that all children became proficient readers by the end of the second grade, regardless of racial, ethnic, or economic background.
- We provided a free early childhood program funded by a School Readiness Grant and free transportation for all Voluntown three-year-olds of all economic, racial and ethnic backgrounds--including children with disabilities.
- We provided a free Pre-K program for four-year-olds from all economic, racial, and ethnic backgrounds, including children with disabilities.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	70.8	52.0	84.2
Grade 6	83.3	50.6	98.0
Grade 8	69.2	50.6	85.1

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	39.3	56.9	9.4
Writing	51.9	60.0	21.1
Mathematics	60.7	61.4	34.2
Grade 4 Reading	70.0	62.6	50.6
Writing	67.7	63.0	49.4
Mathematics	87.1	65.1	88.6
Grade 5 Reading	69.2	66.9	39.1
Writing	80.8	65.6	73.3
Mathematics	88.0	69.2	82.0
Science	76.9	62.3	61.5
Grade 6 Reading	90.6	73.3	86.8
Writing	84.4	65.1	81.8
Mathematics	75.0	67.0	49.4
Grade 7 Reading	79.4	78.9	32.9
Writing	80.0	64.9	74.7
Mathematics	79.4	65.4	67.1
Grade 8 Reading	85.2	76.2	53.8
Writing	85.7	67.2	78.6
Mathematics	92.6	65.0	97.5
Science	71.4	60.4	47.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	95.2	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 12 students were responsible for these incidents. These students represent 3.7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	1	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	4	0
Total	13	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible: 40
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities: 10.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	4	1.0	1.3	1.3
Learning Disability	13	3.3	3.8	4.0
Intellectual Disability	3	0.8	0.5	0.4
Emotional Disturbance	3	0.8	1.3	1.0
Speech Impairment	11	2.8	2.1	2.0
Other Health Impairment*	4	1.0	2.3	2.4
Other Disabilities**	2	0.5	0.9	1.0
Total	40	10.3	12.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	8	20.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	31	77.5	73.7	72.0
40.1 to 79.0 Percent of Time	3	7.5	15.9	16.4
0.0 to 40.0 Percent of Time	6	15.0	10.4	11.6

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	14.3	34.5	72.9	69.2
Writing	35.3	19.9	75.4	64.4
Mathematics	35.7	29.0	80.2	65.5
Science	N/A	N/A	74.1	61.3

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	26.1
	% With Accommodations	73.9
% Assessed Using Skills Checklist		21.7

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$2,544	\$7,975	\$8,481	\$8,246	\$8,570
Instructional Supplies and Equipment	\$140	\$438	\$334	\$310	\$257
Improvement of Instruction and Educational Media Services	\$102	\$321	\$424	\$275	\$471
Student Support Services	\$404	\$1,265	\$998	\$775	\$950
Administration and Support Services	\$639	\$2,003	\$1,742	\$1,611	\$1,547
Plant Operation and Maintenance	\$408	\$1,280	\$1,277	\$1,488	\$1,459
Transportation	\$372	\$839	\$731	\$811	\$765
Costs for Students Tuitioned Out*	\$419	N/A	N/A	N/A	N/A
Other	\$45	\$140	\$106	\$175	\$170
Total*	\$5,072	\$15,560	\$14,878	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$85	\$265	\$1,117	\$1,495	\$1,398

*Town total expenditures (in 1000s) for PK-12 are: Total, \$6,382 Tuition Costs, \$1,729. Total town expenditures per pupil for PK-12 are \$14,440.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,410,582	22.1	20.6	21.8

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers’ Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	56.2	41.9	1.9	0.0
Excluding School Construction	55.6	42.5	1.9	0.0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

• Our preschool program for all three-year-olds in the district offered a variety of educational experiences in a half-day, all school year program and we provided transportation to and from school. • We also implemented a Full Day Kindergarten program in 2008-2009 as an extension of our early childhood initiative and continue to document excellent academic growth of students, especially as they enter first grade. • A Curriculum Steering Committee meets on a regular basis to implement a curriculum improvement process. Last year we updated a significant portion of our language arts program, Treasures, for Grades K-5. Professional development activities and monthly meetings for teachers promoted the improvement of reading and writing. • An After School Title I tutorial program for grades 5 through 8 offered additional support for students to further develop their academic skills. • Appropriate SRBI Tier I, II, and III academic support was also implemented to systematically identify student needs and implement support in reading and math. • The SRBI Behavior Committee met on a regular basis to implement our School Climate Improvement Plan and utilized Benchmark Assessment data. • The Board of Education has a four-year Strategic Plan that prioritizes finances, building and grounds, transportation, community and public relations, students as a focal point, and curriculum, learning and instruction.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

• Voluntown Elementary School continued with all necessary procedures for our NAEYC accreditation for our School Readiness Program for three-year-olds. The report sent just prior to the 2010-2011 school year commended Voluntown for their continued efforts for students in the program. • The Second Step program continues to be ongoing and was incorporated into our social studies curriculum throughout the grades. The program promotes responsible and respectful behavior. • Our students began a Recycling Club for the elementary school as well as our central office, collecting paper weekly and having recycling containers available throughout the school building. • Our elementary school continues to strive to build and implement a strong academic program that inspires life-long learning for our students with the support of the community.
