

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



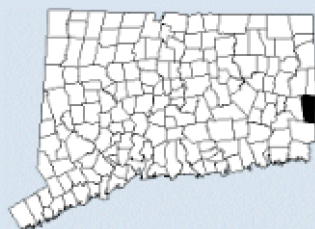
Voluntown School District

Adam Burrows, Superintendent • 860-376-9167 • <http://www.voluntownct.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	217
Per Pupil Expenditures	\$23,596
Total Expenditures	\$7,716,033

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	107	49.3	48.4
Male	110	50.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	12	5.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	8	3.7	4.8
White	190	87.6	45.1
English Learners/Multilingual Learners	11	5.1	11.3
Eligible for Free or Reduced-Price Meals	79	36.4	44.8
Students with Disabilities	35	16.1	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	9	11.0	*	*
Male	10	10.3	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	*	*	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	14.7	*	*
Students with Disabilities	*	*	0	0.0
All Students - District	19	10.6	*	*
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Voluntown School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	22.0
General Education Paraprofessionals	9.5
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	9.0
District Central Office Administrators	1.8
School Level Administrators	0.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.4

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	15.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	3.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	31	96.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	14.7	6.8
Teachers	4	14.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	0	0
Intellectual Disability	*	*
Learning Disability	14	66.7
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	26	57.8
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2024-25

Voluntown School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	6	2.2	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	6	2.2	0.6
Learning Disability	21	7.6	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	6	2.2	2.0
All Disabilities	48	17.4	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$4,819,959	\$14,740	\$13,471
Support services - students	\$594,937	\$2,532	\$1,826
Support services - instruction	\$300,802	\$1,280	\$972
Support services - general administration	\$318,520	\$1,355	\$568
Support services - school based administration	\$239,051	\$1,017	\$1,274
Central and other support services	\$179,450	\$764	\$761
Operation and maintenance of plant	\$669,975	\$2,851	\$2,125
Student transportation services	\$581,883	\$1,556	\$1,695
Food services	.	.	\$10
Enterprise operations	\$11,456	\$49	\$219
Total	\$7,716,033	\$23,596	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$430,189	22.1	26.4
Instructional Aide Salaries	\$165,441	8.5	10.1
Other Salaries	\$93,120	4.8	10.5
Employee Benefits	\$177,319	9.1	13.3
Purchased Services Other Than Transportation	\$268,269	13.8	6.8
Special Education Tuition	\$752,532	38.6	22.8
Supplies	\$11,891	0.6	0.6
Property Services	\$6,985	0.4	0.4
Purchased Services For Transportation	\$37,258	1.9	8.7
Equipment	\$3,805	0.2	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$1,947,059	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	63.0
State	31.7
Federal	5.3
Tuition & Other	0.0

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25

Voluntown School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	6	*	6	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	106	66.3	106	67.3	38	72.7
English Learners/Multilingual Learners	6	*	6	*	*	*
Non-English Learners/Non-Multilingual Learners	114	65.6	114	65.7	*	*
Eligible for Free or Reduced-Price Meals	51	58.2	51	57.1	11	*
Not Eligible for Free or Reduced-Price Meals	69	70.0	69	71.2	30	74.0
Students with Disabilities	25	48.1	25	42.2	7	*
Students without Disabilities	95	69.4	95	71.3	34	72.8
High Needs	61	58.2	61	56.5	15	*
Non-High Needs	59	72.0	59	74.3	26	76.5
All Students - District	120	65.0	120	65.2	41	68.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	90.9	*	*	N/A	55	94.5
Curl Up	*	*	*	N/A	51	92.2
Push Up	90.9	*	*	N/A	55	81.8
Mile Run/PACER	90.5	*	*	N/A	53	83.0
All Tests - District	*	*	*	N/A	49	69.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Voluntown School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.0	75	43.3	50	86.6	64.7
ELA Performance Index	High Needs Students	58.2	75	38.8	50	77.6	54.9
Math Performance Index	All Students	65.2	75	43.5	50	87.0	61.1
Math Performance Index	High Needs Students	56.5	75	37.6	50	75.3	50.6
Science Performance Index	All Students	68.9	75	45.9	50	91.8	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	60.8%	100%	60.8	100	60.8	60.6%
ELA Academic Growth	High Needs Students	57.6%	100%	57.6	100	57.6	55.7%
Math Academic Growth	All Students	68.5%	100%	68.5	100	68.5	62.3%
Math Academic Growth	High Needs Students	62.7%	100%	62.7	100	62.7	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	10.6%	<=5%	38.8	50	77.5	17.2%
Chronic Absenteeism	High Needs Students	12.0%	<=5%	35.9	50	71.8	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	100.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	69.4%	75%	23.1	50	46.3	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				606.6	850	71.4	

Physical Fitness Estimated Participation Rate - District: 87.5% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	72.0	58.2	13.8	16.9	N
Math Performance Index Gap	74.3	56.5	17.8	18.4	N
Science Performance Index Gap	75.0	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.2
ELA	High Needs Students	100.0
Math	All Students	99.2
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	.

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Voluntown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

School District Improvement Plans: The Board has a Strategic Plan prioritizing finances, facilities, transportation, public relations, students as a focal point, and curriculum.

A Curriculum Steering Committee meets on a regular basis and updated our Language Arts Program with Houghton Mifflin Harcourt Into Reading which is a model K-3 state approved curriculum. Our Math program utilizes the Eureka Math2 K-5 and Glencoe 6-8 series for math instruction. Our Language Arts and Mathematics programs to align to the Connecticut Core Standards, with the implementation of ELA and Math Units of Study. Science instruction aligns to the Next Generation Science Standards and our Social Studies Units of Study to align to the CT State Framework. In 16-17 we implemented Standards-Based Report Cards in K-4 and Foundations (K-3). Art, Music, Computer, Library, Physical Education-Health Units of Study are updated on an ongoing basis. Professional development for teachers focuses on improving instruction, assessment practices and promoting the health and wellbeing of students.

Our preschool program offers a variety of experiences in a half-day program with transportation and a family style meal provided. Full Day Kindergarten extends early childhood initiatives to document excellent academic, social and emotional growth, especially as students enter first grade.

Title I allows students in grades 5-8 to receive additional support with academic and study skills. MTSS systematically identifies student needs to implement academic at Tier I, II and III in reading, math and behavioral support based on Benchmark Assessment Data (STAR, CORE Phonics, DIBELS and other pertinent assessments).

Our Safe School Climate Committee implements a Mentoring Program to create opportunities to build positive relationships between staff, community members and students. Service Learning Projects are also done throughout the year to promote community relations.

We focus on being kind to yourself and others by living a healthy, positive lifestyle. Various assemblies provided by PTO and YSB, a school-wide Spirit Week, and comprehensive Health and SEL (Social Emotional Learning) program encourages school safety and promotes a positive well-being for all. Professional development includes a variety of topic but not limited to the Science of Reading, social-emotional well-being of students, and content area professional learning.

Parental Outreach Activities: Home-school communication and support includes Open house, Conferences, JHS-HS Information and a High School survey of student choice from eight designated high schools. We schedule such family events as Math Night, School Garden Clean-Up, Field Day, Trimester Assemblies-Annual Awards Ceremony, Family Literacy Activities, a Take-Out Pasta Dinner, and other family friendly activities such as a Family STEAM Night, Screen Free Week, Family Movie Nights, Fall and Spring Family Book Fair Nights, Family Dance, and a Family Paint Nights are other outreach activities.

Our Early Childhood Council meets on a regular basis and includes parent, school and community representatives. Voluntown Youth Service Bureau (YSB), in cooperation with the school, supports annual programs to strengthen our home-school connection as well as offer activities for children. Parent resources are located within our library for parents to access.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Opportunities for reducing racial, ethnic, and economic isolation are provided to all high school students with the opportunity to choose one of eight available high school programs (Griswold High School, H. H. Ellis Technical High School, Killingly Agricultural Education Program, Marine Science Magnet High School, Norwich Free Academy, North Stonington Wheeler High School, Norwich Technical High School, and Quinebaug Middle College) located throughout Eastern Connecticut.

We provided a free early childhood program funded by a School Readiness Grant, free transportation, and free lunch for all three- and four-year-old students in Voluntown of all racial, ethnic, and economic backgrounds, including children with disabilities.

Our students raised money and/or goods in support of the local food bank, Jump Rope for Heart (American Heart Association) and the CCMC for Childhood Cancer (Vie for the Kids and Pajama Day).

Our PTO hosted school-wide activities in order to bring authentic, educational, entertaining, and diverse experiences to our students.

Staff development centered on equity, diversity, tolerance, and cultural competence in order to ensure that all children became proficient readers by the end of second grade, regardless of their backgrounds.

District Profile and Performance Report for School Year 2024-25

Voluntown School District

Equitable Allocation of Resources among District Schools

We have one Preschool through eighth grade school in the district, which allows for equitable distribution of resources and programming.

District Profile and Performance Report for School Year 2024-25

Voluntown School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.