

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



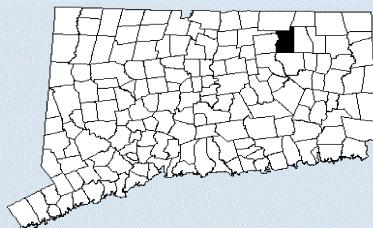
## Willington School District

Mr. Philip Stevens, Superintendent • 860-487-3130 • <http://www.willingtonpublicschools.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	430
Per Pupil Expenditures <sup>1</sup>	\$19,227
Total Expenditures <sup>1</sup>	\$8,613,795

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2018-19 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 [edsight.ct.gov](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	202	47.0	48.4
Male	228	53.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	27	6.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	15	3.5	3.6
White	376	87.4	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	109	25.3	42.1
Students with Disabilities <sup>3</sup>	70	16.3	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	18	9.3	0	0.0
Male	13	6.2	10	4.2
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	23	6.5	6	1.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	11.3	*	*
Students with Disabilities	9	12.5	*	*
District	31	7.7	10	2.3
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

<sup>4</sup>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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Willington School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	36.1
Paraprofessional Instructional Assistants	1.0
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	7.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	25.6

<sup>1</sup>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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	1.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	55	98.2	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.0

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	13	*
Other Health Impairment	14	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	44	78.6
State		67.6

<sup>3</sup>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 2018-19

## Willington School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	16	3.9	5.5
Other Health Impairment	17	4.2	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	14	3.4	1.8
All Disabilities	62	15.2	15.0

<sup>1</sup>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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup>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:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,394,750	\$12,042	\$10,545
Support services - students	\$608,326	\$1,389	\$1,373
Support services - instruction	\$341,745	\$780	\$644
Support services - general administration	\$242,736	\$554	\$462
Support services - school based administration	\$541,825	\$1,237	\$1,007
Central and other support services	\$280,359	\$640	\$671
Operation and maintenance of plant	\$616,882	\$1,408	\$1,629
Student transportation services	\$585,971	\$1,332	\$1,231
Food services	\$1,200	\$3	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$8,613,795	\$19,227	\$17,153

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$812,798	31.2	29.7
Instructional Aide Salaries	\$237,534	9.1	9.6
Other Salaries	\$203,635	7.8	10.4
Employee Benefits	\$279,414	10.7	13.0
Purchased Services Other Than Transportation	\$580,838	22.3	5.5
Special Education Tuition	\$274,293	10.5	22.6
Supplies	\$22,430	0.9	0.6
Property Services	\$9,068	0.3	0.4
Purchased Services For Transportation	\$181,095	7.0	8.0
Equipment	\$2,212	0.1	0.2
All Other Expenditures	\$731	0.0	0.1
Total	\$2,604,049	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.2	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	71.7
State	25.5
Federal	2.7
Tuition & Other	0.0

<sup>4</sup>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 2018-19

## Willington 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., 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	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	16	*	16	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	244	70.0	244	67.8	66	67.2
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	70	66.3
Eligible for Free or Reduced-Price Meals	80	64.8	80	60.1	20	58.5
Not Eligible for Free or Reduced-Price Meals	196	72.0	196	70.3	50	69.5
Students with Disabilities	45	55.8	45	53.9	14	*
Students without Disabilities	231	72.7	231	70.0	56	68.4
High Needs	108	63.4	108	59.8	28	57.9
Non-High Needs	168	74.1	168	72.2	42	72.0
District	276	69.9	276	67.4	70	66.3

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Grade 4			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>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. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.6	70.5	81.1	N/A	144	77.1
Curl Up	82.6	85.2	83.8	N/A	144	84.0
Push Up	71.7	75.4	97.3	N/A	144	79.9
Mile Run/PACER	89.1	83.6	97.3	N/A	144	88.9
All Tests - District	56.5	60.7	78.4	N/A	144	63.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Willington 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.9	75	46.6	50	93.2	67.7
	High Needs Students	63.4	75	42.3	50	84.5	58.1
Math Performance Index	All Students	67.4	75	44.9	50	89.8	63.1
	High Needs Students	59.8	75	39.9	50	79.8	52.7
Science Performance Index	All Students	66.3	75	44.2	50	88.5	63.8
	High Needs Students	57.9	75	38.6	50	77.2	54.2
ELA Academic Growth	All Students	46.6%	100%	46.6	100	46.6	59.9%
	High Needs Students	39.5%	100%	39.5	100	39.5	55.1%
Math Academic Growth	All Students	62.5%	100%	62.5	100	62.5	62.5%
	High Needs Students	58.9%	100%	58.9	100	58.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.7%	<=5%	44.7	50	89.3	10.4%
	High Needs Students	10.4%	<=5%	39.2	50	78.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.0%   63.9%	75%	42.6	50	85.2	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>640.4</b>	<b>900</b>	<b>71.2</b>	

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 Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.1	63.4	10.7	15.4	
Math Performance Index Gap	72.2	59.8	12.4	17.6	
Science Performance Index Gap	72.0	57.9	14.1	16.1	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.2
	High Needs Students	94.7
Math	All Students	97.2
	High Needs Students	94.7
Science	All Students	97.3
	High Needs Students	93.3

<sup>3</sup>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: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Willington School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Willington Public School's District Improvement Plan outlines the goals and objectives of the Board of Education. Each year the district data team does an analysis of scores and makes modifications to the plan based on the new data. The plan includes strategies to address: the whole child, safe schools, student achievement, curriculum and instructional practices, and facilities. The Willington Public School System will monitor the progress of this plan through the collection of data with support from the Board of Education. Parent outreach improved greatly during the 17-18 school year including weekly principal newsletters, the creation of social media accounts and various electronic communications from teachers including Facebook, Remind and Bloomz. This has continued into the 2018-2019 school year. Families are engaged in various activities in the district including musical performances, a STEAM night, and grade level celebrations of learning.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Students in kindergarten through eighth grade participate in PBIS initiatives at the beginning of the year and during various activities throughout the school year with a focus on kindness and acceptance. In grades kindergarten through eight, Willington students study Spanish with an emphasis on cultural experiences. Classroom accessibility to the Internet has expanded our students' contact with other schools and a more diverse population of students via Google Hangouts. Our teachers strive to include a variety of multicultural lessons and materials within every curriculum area that fosters tolerance and respect. Middle school students also participate in an advisory block that has a curriculum that focuses on building community and teaches empathy, tolerance, and respect. Lastly, the district has directed funds to purchase age-appropriate books at both schools to promote understanding, tolerance, and respect. .

# District Profile and Performance Report for School Year 2018-19

## Willington School District

### **Equitable Allocation of Resources among District Schools**

The Willington Board of Education procedures regarding the distribution of district resources ensure that each school within the district receives a base level of material and financial resources. The base level of support that each school receives is determined, in part, by the approved school board budget for the year. An assessment of needs is completed by the superintendent and administrators to determine specific program needs. This assessment takes into account such factors as the student population served, the age of school facilities and student performance compared to local and state programs in order to ensure equity and address district needs. The school principals and the superintendent hold regular meetings that include time spent planning for, and the review of, the allocation of resources. The board of education conducts several public hearings and workshops during the budget season allowing input from the community and parents. This facilitates an understanding of the needs of the district and ensures an equitable distribution of resources among the schools.