

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



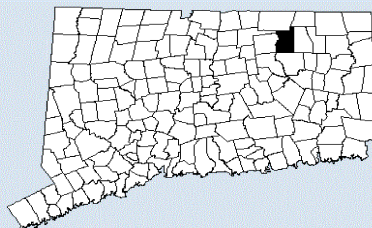
Willington School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	430
Per Pupil Expenditures ¹	\$18,351
Total Expenditures ¹	\$8,441,597

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	199	46.3	48.3
Male	231	53.7	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	14	3.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	10	2.3	2.5
White	399	92.8	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	78	18.1	37.6
Students with Disabilities ¹	65	15.1	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	14	7.3	*	*
Male	15	6.8	*	*
Black or African American	*	*	*	*
Hispanic or Latino	0	*	0	*
White	24	6.4	11	2.7
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	15.2	*	*
Students with Disabilities	10	14.9	8	9.5
District	29	7.1	13	2.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	38.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	28.6

¹In 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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	3.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	52	96.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	18	90.0
Other Health Impairment	10	*
Other Disabilities	0	0
Speech/Language Impairment	11	*
District	45	84.9
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	20	4.8	4.4
Other Health Impairment	10	2.4	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	14	3.4	1.9
All Disabilities	57	13.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,024,140	10,994	9,134
Instructional Supplies and Equipment	183,670	402	334
Improvement of Instruction and Educational Media Services	302,844	663	498
Student Support Services	448,941	982	1,001
Administration and Support Services	1,026,230	2,246	1,694
Plant Operation and Maintenance	765,128	1,674	1,572
Transportation	558,310	719	813
Costs of Students Tuitioned Out	131,134	N/A	N/A
Other	1,200	3	186
Total	8,441,597	18,351	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	925,462	41.3	35.1
Noncertified Personnel	242,131	10.8	14.2
Purchased Services	556,152	24.8	5.2
Tuition to Other Schools	123,044	5.5	22.0
Special Ed. Transportation	97,248	4.3	8.6
Other Expenditures	294,818	13.2	14.9
Total Expenditures	2,238,855	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.0	68.0
State	30.1	30.1
Federal	1.8	1.8
Tuition & Other	0.1	0.1

⁴Revenue 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 Correction).

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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	N/A	N/A	N/A	*	N/A	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	9	*	9	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	256	68.8	256	63.6	88	60.6
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	92	60.5
Eligible for Free or Reduced-Price Meals	61	63.7	61	57.2	17	*
Not Eligible for Free or Reduced-Price Meals	212	70.3	212	65.5	75	61.3
Students with Disabilities	53	51.3	53	46.6	14	*
Students without Disabilities	220	73.1	220	67.8	78	63.3
High Needs	96	59.3	96	54.6	27	52.1
Non-High Needs	177	74.0	177	68.6	65	63.9
District	273	68.9	273	63.7	92	60.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.9	94.5	88.6	N/A	132	90.9
Curl Up	97.0	65.5	88.6	N/A	132	81.1
Push Up	84.8	69.1	52.3	N/A	132	67.4
Mile Run/PACER	87.9	90.9	77.3	N/A	132	85.6
All Tests - District	78.8	58.2	47.7	N/A	132	59.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.9	75	91.8	100	91.8	67.9
	High Needs Students	59.3	75	79.1	100	79.1	56.7
Math Performance Index	All Students	63.7	75	84.9	100	84.9	59.3
	High Needs Students	54.6	75	72.8	100	72.8	47.8
Science Performance Index	All Students	60.5	75	80.6	100	80.6	56.5
	High Needs Students	52.1	75	69.5	100	69.5	45.9
Chronic Absenteeism	All Students	7.1%	<=5%	45.9	50	91.8	10.6%
	High Needs Students	13.2%	<=5%	33.5	50	67.1	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.1% 59.8%	75%	39.9	50	79.8	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				648.0	800	81.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.0	59.3	14.7	17.3	
Math Performance Index Gap	68.6	54.6	14.0	19.6	
Science Performance Index Gap	63.9	52.1	11.8	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.5
	High Needs Students	98.0
Math	All Students	97.6
	High Needs Students	98.1
Science	All Students	98.9
	High Needs Students	100.0

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

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: 50.1**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

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. The scientifically-based research strategies outlined in the District Improvement Plan were carefully selected. Each year the district data team does an analysis of scores and makes modifications to the plan based on the new data. We will be reviewing the plan to include strategies to address the common core curriculum, the safe school climate initiative, the new teacher evaluation plan and the transition to the Smarter Balance Assessment. The Willington Public School System will monitor the progress of this plan through the collection of data and anecdotal evidence at the district level, through analysis of progress presented by data teams, and with support from the Willington Public Schools' Board of Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Though the school district population contains some degree of racial, ethnic and economic diversity, we are a geographical distance from districts which might offer magnet or interdisciplinary programs for our students. Our Middle School continues a partnership with the University of Connecticut and profit from its broad range of programs, staff and students. In conjunction with E.O. Smith High School, assemblies are held to showcase their foreign exchange students. These students share video, dance, song and the culture of their native land with our middle school. A Wide Area Network (WAN) and classroom accessibility to the Internet has expanded our students' contact with other schools and a more diverse population of students. Our teachers strive to include a variety of multicultural lessons and materials within every curriculum area. In grades two through eight, Willington students study Spanish with an emphasis on cultural and language experience.

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Equitable Allocation of Resources among District Schools

The Willington Board of Education procedures regarding 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 needs. The school principals and the superintendent hold monthly meetings that include monitoring 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.