

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

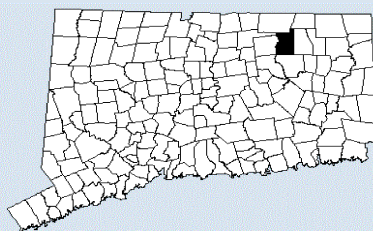


Willington School District

860-487-3130 • <http://www.willingtonpublicschools.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	440
Per Pupil Expenditures ¹	\$19,637
Total Expenditures ¹	\$8,502,911

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	200	45.5	48.4
Male	240	54.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	24	5.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	15	3.4	3.3
White	389	88.4	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	107	24.3	36.7
Students with Disabilities ¹	73	16.6	14.8

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	7	3.6	0	0.0
Male	10	4.5	26	10.8
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	13	3.5	21	5.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	8	6.1	11	8.0
Students with Disabilities	*	*	10	11.6
District	17	4.1	26	5.8
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 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	35.1
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	2.0
Library/Media	
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	26.1

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	54	98.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	6	*
Intellectual Disability	0	0
Learning Disability	19	95.0
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	53	89.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	6	1.4	1.8
Emotional Disturbance	6	1.4	1.1
Intellectual Disability	*	*	0.5
Learning Disability	20	4.7	5.2
Other Health Impairment	11	2.6	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	14	3.3	1.8
All Disabilities	63	14.8	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	4,726,292	11,095	9,847
Instructional Supplies and Equipment	117,829	277	287
Improvement of Instruction and Educational Media Services	313,938	737	589
Student Support Services	557,955	1,310	1,120
Administration and Support Services	1,156,378	2,715	1,905
Plant Operation and Maintenance	718,488	1,687	1,648
Transportation	617,446	930	904
Costs of Students Tuitioned Out	293,385	N/A	N/A
Other	1,200	3	208
Total	8,502,911	19,637	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	900,057	36.4	33.8
Noncertified Personnel	283,069	11.5	14.5
Purchased Services	520,383	21.1	5.5
Tuition to Other Schools	284,185	11.5	23.4
Special Ed. Transportation	214,928	8.7	8.7
Other Expenditures	268,318	10.9	14.1
Total Expenditures	2,470,940	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	68.2	68.2
State	29.2	29.2
Federal	2.5	2.5
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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	14	*	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	8	*	8	*
White	254	73.1	254	68.5
English Learners	*	*	*	*
Non-English Learners	281	73.2	281	68.5
Eligible for Free or Reduced-Price Meals	66	67.4	66	61.4
Not Eligible for Free or Reduced-Price Meals	217	74.8	217	70.4
Students with Disabilities	44	59.3	44	52.0
Students without Disabilities	239	75.6	239	71.3
High Needs	93	65.8	93	60.2
Non-High Needs	190	76.6	190	72.3
District	283	73.1	283	68.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	83.3	80.8	81.3	N/A	136	81.6
Curl Up	86.1	94.2	85.4	N/A	136	89.0
Push Up	75.0	67.3	70.8	N/A	136	70.6
Mile Run/PACER	69.4	84.6	75.0	N/A	136	77.2
All Tests - District	58.3	46.2	56.3	N/A	136	52.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.1	75	48.7	50	97.4	67.6
	High Needs Students	65.8	75	43.9	50	87.8	57.5
Math Performance Index	All Students	68.3	75	45.6	50	91.1	62.7
	High Needs Students	60.2	75	40.2	50	80.3	52.0
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	60.7%
	High Needs Students	63.8%	100%	63.8	100	63.8	55.6%
Math Academic Growth	All Students	66.3%	100%	66.3	100	66.3	61.9%
	High Needs Students	62.4%	100%	62.4	100	62.4	55.4%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	4.8%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		94.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1% 52.9%	75%	35.3	50	70.6	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				624.4	800	78.1	

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	75.0	65.8	9.2	15.9	
Math Performance Index Gap	72.3	60.2	12.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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: 51.5**

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. 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. 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 foster 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.

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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 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.