

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



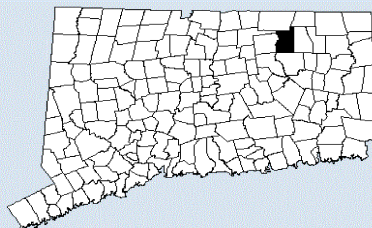
Willington School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	439
Per Pupil Expenditures ¹	\$20,124
Total Expenditures ¹	\$8,894,675

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	202	46.0	48.4
Male	237	54.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	8	1.8	12.7
Hispanic or Latino of any race	36	8.2	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	385	87.7	51.1
English Learners	7	1.6	8.3
Eligible for Free or Reduced-Price Meals	159	36.2	43.3
Students with Disabilities ³	84	19.1	16.0

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	24	12.1	0	0.0
Male	19	8.6	10	4.1
Black or African American	*	*	0	*
Hispanic or Latino of any race	9	24.3	*	*
White	31	8.6	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	24	14.9	*	*
Students with Disabilities	12	15.8	*	*
District	43	10.3	10	2.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ 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 2019-20

Willington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	36.1
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	13.0
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	4.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	23.8

¹ 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	1.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	53	98.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	13	*
Other Health Impairment	21	84.0
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	56	82.4
State		67.8

² 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	1.4	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	16	3.8	5.7
Other Health Impairment	26	6.1	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	19	4.5	1.8
All Disabilities	75	17.7	15.6

¹ 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 District²

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

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,575,435	\$12,614	\$10,923
Support services - students	\$632,345	\$1,481	\$1,277
Support services - instruction	\$318,527	\$746	\$682
Support services - general administration	\$307,565	\$720	\$467
Support services - school based administration	\$550,178	\$1,288	\$1,021
Central and other support services	\$298,631	\$699	\$679
Operation and maintenance of plant	\$604,091	\$1,415	\$1,718
Student transportation services	\$582,200	\$1,363	\$1,288
Food services	\$1,200	\$3	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$24,503	\$57	\$59
Total	\$8,894,675	\$20,124	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$857,562	31.0	28.5
Instructional Aide Salaries	\$259,839	9.4	10.1
Other Salaries	\$199,931	7.2	11.1
Employee Benefits	\$329,906	11.9	13.0
Purchased Services Other Than Transportation	\$679,148	24.6	5.7
Special Education Tuition	\$253,343	9.2	22.5
Supplies	\$10,950	0.4	0.6
Property Services	\$8,189	0.3	0.3
Purchased Services For Transportation	\$164,166	5.9	8.0
Equipment	\$1,996	0.1	0.2
All Other Expenditures	\$515	0.0	0.1
Total	\$2,765,546	100.0	100.0
Percent of Total Expenditures Used for Special Education		31.1	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	69.4
State	27.5
Federal	2.7
Tuition & Other	0.4

⁴ 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 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

¹ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	10.3%	<=5%	12.2%
	High Needs Students	13.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		97.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Willington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Willington Public Schools' 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 school year including weekly principal newsletters (Digital Backpack), the creation of social media accounts (Twitter and Facebook), and various electronic communications from teachers using Google Classroom, Remind, and Bloomz. Families are engaged in various activities in the district including musical performances, a STEAM night, and grade level celebrations of learning.

The Board of Education goals include: 1. Student Growth and Success: The Willington Public Schools will foster intellectual risk-taking and increase achievement for all students through a rigorous, relevant, and engaging curriculum.

2. School Culture and Climate: The Willington Public Schools will provide a welcoming environment that is socially, emotionally and physically safe, fosters meaningful collaborative relationships in an innovative culture, and embraces student diversity in an inclusive setting.

3. Sustainable and Strategic Investments for the School Facilities: The Willington Public Schools will develop a comprehensive long term plan for the efficient and effective use of the school building facilities.

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. 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. The district continues to direct funds to purchase age-appropriate books at both schools to promote understanding, tolerance, and respect.

Willington Public Schools is committed to addressing and condemning racism directly. Our schools must be a safe place for learning, and racism and injustice have no place in our school or community. This requires our school system and community to facilitate difficult conversations to address racial injustice, for our students and community. Students need to develop into strong individuals who possess the tools to be anti-racist. The district is working to combat social injustice by helping students develop these skills and providing professional development for staff. The Willington Public Schools is in the process of creating a Portrait of the Graduate, a perfect platform for identifying specific curricular grade-level expectations to teach critical skills needed to address social injustice. A district-level committee comprised of community members has also been created to guide this work.

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Equitable Allocation of Resources among District Schools

The Willington Board of Education ensures that each school receives a base level of material and financial resources. The base level of support is determined by the approved 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.