

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



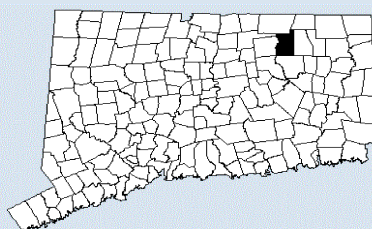
Willington School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	435
Per Pupil Expenditures ¹	\$18,903
Total Expenditures ¹	\$8,317,335

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	201	46.2	48.3
Male	234	53.8	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	16	3.7	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	17	3.9	2.7
White	396	91.0	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	87	20.0	38.0
Students with Disabilities ¹	78	17.9	13.7

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	10	5.0	0	0.0
Male	8	3.7	8	3.5
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	8	2.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	7	7.2	*	*
Students with Disabilities	*	*	*	*
District	18	4.3	8	1.8
State		9.6		7.0

Number of students in 2014-15 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	37.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	4.0
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	2.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	28.1

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	1.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	52	98.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	94.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.4

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	22	91.7
Other Health Impairment	15	*
Other Disabilities	0	0
Speech/Language Impairment	11	*
District	55	84.6
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	*	1.0
Intellectual Disability	*	0.5
Learning Disability	24	4.6
Other Health Impairment	17	2.8
Other Disabilities	*	1.0
Speech/Language Impairment	15	1.9
All Disabilities	70	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,852,821	11,312	9,387
Instructional Supplies and Equipment	125,787	293	318
Improvement of Instruction and Educational Media Services	283,489	661	541
Student Support Services	461,182	1,075	1,048
Administration and Support Services	1,084,529	2,528	1,790
Plant Operation and Maintenance	786,665	1,834	1,608
Transportation	528,941	763	845
Costs of Students Tuitioned Out	192,721	N/A	N/A
Other	1,200	3	194
Total	8,317,335	18,903	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	831,923	37.6
Noncertified Personnel	260,236	11.8
Purchased Services	544,513	24.6
Tuition to Other Schools	178,341	8.1
Special Ed. Transportation	126,064	5.7
Other Expenditures	271,442	12.3
Total Expenditures	2,212,519	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.7	67.4
State	30.9	30.3
Federal	2.3	2.3
Tuition & Other	0.0	0.0

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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	11	*	11	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	253	69.0	253	65.2	78	56.8
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	85	56.7
Eligible for Free or Reduced-Price Meals	58	66.2	58	58.5	17	*
Not Eligible for Free or Reduced-Price Meals	217	69.8	217	66.9	68	57.6
Students with Disabilities	52	51.5	52	49.4	24	45.0
Students without Disabilities	223	73.1	223	68.8	61	61.3
High Needs	95	61.2	95	55.6	35	50.2
Non-High Needs	180	73.1	180	70.2	50	61.2
District	275	69.0	275	65.2	85	56.7

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			
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	90.6	100.0	98.0	N/A	149	96.0
Curl Up	86.8	68.9	86.3	N/A	149	81.2
Push Up	90.6	73.3	68.6	N/A	149	77.9
Mile Run/PACER	83.0	91.1	82.4	N/A	149	85.2
All Tests - District	71.7	57.8	58.8	N/A	149	63.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

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 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	69.0	75	46.0	50	92.0	67.7
	High Needs Students	61.2	75	40.8	50	81.6	56.7
Math Performance Index	All Students	65.2	75	43.4	50	86.9	61.4
	High Needs Students	55.6	75	37.1	50	74.2	49.9
Science Performance Index	All Students	56.7	75	37.8	50	75.6	57.5
	High Needs Students	50.2	75	33.5	50	67.0	47.0
ELA Academic Growth	All Students	69.2%	100%	69.2	100	69.2	63.8%
	High Needs Students	72.8%	100%	72.8	100	72.8	58.3%
Math Academic Growth	All Students	70.5%	100%	70.5	100	70.5	65.0%
	High Needs Students	73.6%	100%	73.6	100	73.6	57.4%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	6.3%	<=5%	47.5	50	95.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		91.5%	94%	48.7	50	97.3	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.7% 63.1%	75%	42.1	50	84.1	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				712.9	900	79.2	

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	73.1	61.2	11.9	16.5	
Math Performance Index Gap	70.2	55.6	14.6	18.9	
Science Performance Index Gap	61.2	50.2	11.0	17.2	
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	95.9
	High Needs Students	97.1
Math	All Students	95.2
	High Needs Students	95.1
Science	All Students	98.9
	High Needs Students	97.3

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: 55.7

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Willington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools