

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



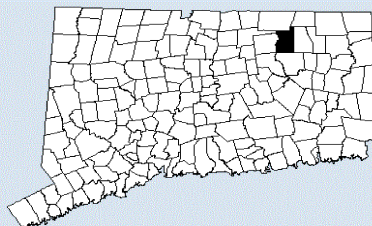
Willington School District

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

District Information

Grade Range	PK-8
Number of Schools	2
Enrollment	458
Per Pupil Expenditures ¹	\$16,912
Total Expenditures ¹	\$8,151,606

¹Expenditure data reflect the 2012-13 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](#)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	215	46.9	48.3
Male	243	53.1	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	17	3.7	21.2
Pacific Islander	0	0.0	0.0
White	416	90.8	58.4
Two or More Races	13	2.8	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	74	16.2	37.3
Students with Disabilities ¹	68	14.8	12.8

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	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	13	3.2	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	8.9	*	*
Students with Disabilities	10	14.3	6	6.8
District	19	4.3	18	3.8
State		10.8		7.4

Number of students in 2012-13 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.

District Profile and Performance Report for School Year 2013-14

Willington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	39.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	6.0
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	2.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	30.1

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	2	3.6	3.6
Native American	0	0	0.1
White	53	96.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	19	*
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	14	*
District	49	90.7
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Willington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	19	4.3	4.2
Other Health Impairment	9	2.0	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	19	4.3	1.9
All Disabilities	59	13.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,923,212	10,278	8,769
Instructional Supplies and Equipment	231,981	484	275
Improvement of Instruction and Educational Media Services	272,699	569	487
Student Support Services	432,335	903	965
Administration and Support Services	999,746	2,087	1,600
Plant Operation and Maintenance	710,449	1,483	1,472
Transportation	512,708	624	786
Costs of Students Tuitioned Out	67,276	N/A	N/A
Other	1,200	3	178
Total	8,151,606	16,912	14,642

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	925,237	43.3	35.6
Noncertified Personnel	241,240	11.3	14.5
Purchased Services	547,606	25.6	5.0
Tuition to Other Schools	67,276	3.2	21.4
Special Ed. Transportation	64,326	3.0	8.5
Other Expenditures	289,806	13.6	14.9
Total Expenditures	2,135,491	100.0	100.0
PK-12 Expenditures Used for Special Education		26.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.9	65.9
State	31.4	31.4
Federal	2.4	2.4
Tuition & Other	0.4	0.4

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).

District Profile and Performance Report for School Year 2013-14

Willington School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	73.5	70.1	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	59.9	72.8	75.4	74.1	.	.	.	.
Students with Disabilities	54.6	57.2	55.6	56.3	.	.	.	.
High Needs	60.3	65.3	67.1	67.7	.	.	.	.
District	81.0	81.2	83.1	83.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	95.6	91.8	95.2	156	94.2
Curl Up	77.8	81.6	91.9	156	84.6
Push Up	62.2	73.5	79.0	156	72.4
Mile Run/PACER	86.7	91.8	79.0	156	85.3
All Tests - District	51.1	63.3	67.7	156	61.5
All Tests - State	50.2	50.7	50.3		51.1

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.

District Profile and Performance Report for School Year 2013-14

Willington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

SCHOOL DISTRICT IMPROVEMENT PLANS AND 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, with support from the Willington Public Schools Board of Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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. 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.

District Profile and Performance Report for School Year 2013-14

Willington School District

Equitable Allocation of Resources among District Schools

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 res