

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Willington School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	376
Per Pupil Expenditures	\$27,211
Total Expenditures	\$10,911,786

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	186	49.5	48.4
Male	190	50.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	8	2.1	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	42	11.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	19	5.1	4.8
White	299	79.5	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	134	35.6	44.8
Students with Disabilities	75	19.9	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	10	5.5	*	*
Male	11	6.5	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	15	5.4	*	*
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	16	12.9	10	7.5
Students with Disabilities	10	13.9	8	9.1
All Students - District	21	6.0	15	3.9
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 23
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Willington School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	36.4
General Education Paraprofessionals	5.0
Special Education Teachers and Instructors	6.4
Special Education Paraprofessionals	15.0
District Central Office Administrators	2.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	28.5

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	1.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	55	98.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	10	16.9	6.8
Teachers	9	19.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	22	100.0
Other Disabilities	*	*
Speech/Language Impairment	8	*
All Disabilities - District	53	79.1
All Disabilities - State		68.0

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).

District Profile and Performance Report for School Year 2024-25

Willington School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	8	2.2	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	19	5.3	6.5
Other Health Impairment	22	6.1	3.6
Other Disabilities	6	1.7	1.1
Speech/Language Impairment	14	3.9	2.0
All Disabilities	73	20.3	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$7,044,873	\$17,568	\$13,471
Support services - students	\$582,731	\$1,487	\$1,826
Support services - instruction	\$295,374	\$754	\$972
Support services - general administration	\$330,592	\$843	\$568
Support services - school based administration	\$507,789	\$1,295	\$1,274
Central and other support services	\$421,577	\$1,075	\$761
Operation and maintenance of plant	\$844,323	\$2,154	\$2,125
Student transportation services	\$883,926	\$2,255	\$1,695
Food services	\$600	\$2	\$10
Enterprise operations	.	.	\$219
Total	\$10,911,786	\$27,211	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$910,327	26.7	26.4
Instructional Aide Salaries	\$492,817	14.5	10.1
Other Salaries	\$210,513	6.2	10.5
Employee Benefits	\$394,353	11.6	13.3
Purchased Services Other Than Transportation	\$210,762	6.2	6.8
Special Education Tuition	\$817,316	24.0	22.8
Supplies	\$4,757	0.1	0.6
Property Services	\$13,421	0.4	0.4
Purchased Services For Transportation	\$352,427	10.3	8.7
Equipment	\$1,188	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$3,407,881	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	31.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	67.6
State	25.5
Federal	6.8
Tuition & Other	0.0

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 2024-25

Willington School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	23	61.2	23	63.7	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	184	66.1	183	67.5	65	69.6
English Learners/Multilingual Learners	7	*	7	*	*	*
Non-English Learners/Non-Multilingual Learners	222	65.6	221	67.1	*	*
Eligible for Free or Reduced-Price Meals	87	60.4	86	60.8	32	59.9
Not Eligible for Free or Reduced-Price Meals	142	68.5	142	70.3	49	75.6
Students with Disabilities	51	46.6	50	47.4	15	*
Students without Disabilities	178	70.8	178	72.1	66	74.6
High Needs	115	57.9	114	58.2	38	58.1
Non-High Needs	114	73.0	114	75.2	43	79.4
All Students - District	229	65.4	228	66.7	81	69.4

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	67.7	95.6	89.2	N/A	113	85.8
Curl Up	67.7	62.2	94.9	N/A	115	74.8
Push Up	58.1	68.9	59.5	N/A	113	62.8
Mile Run/PACER	78.1	84.4	80.0	N/A	112	81.3
All Tests - District	35.5	46.7	42.9	N/A	111	42.3
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Willington School District

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.4	75	43.6	50	87.2	64.7
ELA Performance Index	High Needs Students	57.9	75	38.6	50	77.2	54.9
Math Performance Index	All Students	66.7	75	44.5	50	88.9	61.1
Math Performance Index	High Needs Students	58.2	75	38.8	50	77.6	50.6
Science Performance Index	All Students	69.4	75	46.3	50	92.5	62.6
Science Performance Index	High Needs Students	58.1	75	38.7	50	77.4	52.1
ELA Academic Growth	All Students	61.3%	100%	61.3	100	61.3	60.6%
ELA Academic Growth	High Needs Students	63.6%	100%	63.6	100	63.6	55.7%
Math Academic Growth	All Students	71.7%	100%	71.7	100	71.7	62.3%
Math Academic Growth	High Needs Students	60.9%	100%	60.9	100	60.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	6.0%	<=5%	48.1	50	96.1	17.2%
Chronic Absenteeism	High Needs Students	11.4%	<=5%	37.1	50	74.2	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	88.0%	94%	46.8	50	93.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.3%	75%	28.2	50	56.5	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				668.1	900	74.2	

Physical Fitness Estimated Participation Rate - District: 92.6% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.0	57.9	15.1	16.9	N
Math Performance Index Gap	75.0	58.2	16.8	18.4	N
Science Performance Index Gap	75.0	58.1	16.9	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	96.7
ELA	High Needs Students	94.4
Math	All Students	96.3
Math	High Needs Students	93.6
Science	All Students	97.6
Science	High Needs Students	95.0

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

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 analyzes 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.

Special education programs provide outstanding student support through small caseloads, numerous opportunities for behavioral health support, after-school programming, and regular communication with families.

Parent outreach includes Google surveys, weekly principal newsletters (Digital Backpack), Zoom and in-person meetings, social media posts (Facebook), and various electronic communications from teachers using Google Classroom and Seesaw. Curriculum documents have also been provided in the public library for community inspection.

School counselors, teachers, and administrators meet regularly to review attendance and connect with families to prevent truancy and engage learners. Students are also provided SEL utilizing the Second Step program throughout the year.

The Board of Education's goals include:

Student Growth and Success. The Willington Public Schools will identify, define, and measure the critical skills and attributes that are required for success and foster intellectual risk-taking to increase achievement for all students by providing a rigorous, relevant and engaging curriculum.

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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Students in kindergarten through eighth grade participate in 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. Middle school students have access to various language learning opportunities through Rosetta Stone as well. 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 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. 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 implementing 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 of community members has also been created to guide this work. Lastly, the district is implementing the Second Step SEL program to support our work in this area.

District Profile and Performance Report for School Year 2024-25

Willington School District

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.

District Profile and Performance Report for School Year 2024-25

Willington School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	11.1	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	11.1	2.2
Personal Reasons	2	22.2	6.7
Position Eliminated or Expired	1	11.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	11.1	32.0
Retired	2	22.2	23.7
Teach/Admin in Other CT Dist	1	11.1	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	9		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.