

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2023-24**



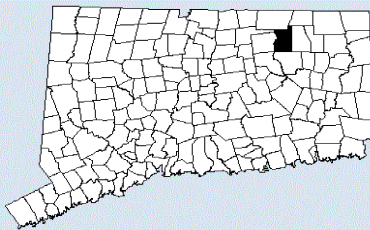
**Willington School District**

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

**District Information**

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	394
Per Pupil Expenditures <sup>1</sup>	\$24,707
Total Expenditures <sup>1</sup>	\$10,080,285

<sup>1</sup> Expenditure data reflect the 2022-23 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 2023-24 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://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, 2023 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	199	50.5	48.3
Male	195	49.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	6	1.5	5.2
Black or African American	6	1.5	12.5
Hispanic or Latino of any race	40	10.2	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	4.1	4.7
White	322	81.7	46.2
English Learners/Multilingual Learners	6	1.5	10.5
Eligible for Free or Reduced-Price Meals	143	36.3	44.0
Students with Disabilities <sup>3</sup>	71	18.0	17.9

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	20	10.4	6	2.9
Male	24	12.6	15	7.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	37	12.1	*	*
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	18.5	14	8.0
Students with Disabilities	18	23.4	13	14.4
District	44	11.5	21	5.0
State		17.7		7.0

**Number of students qualified as truant under state statute: 28**

**Number of school-based arrests: 0**

<sup>4</sup> 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.

<sup>5</sup> 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 2023-24

## Willington School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	8.0
<b>Special Education</b>	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	13.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	2.0
<b>Library/Media</b>	
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	35.1

<sup>1</sup> 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.8
Hispanic or Latino of any race	1	1.7	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	58	98.3	88.3

#### Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.6	13.3

### Instruction and Resources

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disability	0	0
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	21	87.5
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	52	78.8
State		66.8

<sup>2</sup> 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 2023-24

## Wilmington School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	2.6	2.6
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	19	5.0	6.4
Other Health Impairment	24	6.3	3.5
Other Disabilities	*	*	1.2
Speech/Language Impairment	11	2.9	2.0
<b>All Disabilities</b>	<b>70</b>	<b>18.5</b>	<b>17.3</b>

<sup>1</sup> 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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.0
Private Schools or Other Settings	*	*	4.6

<sup>2</sup> 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<sup>3</sup>: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$6,446,045	\$15,799	\$12,942
Support services - students	\$443,411	\$1,114	\$1,724
Support services - instruction	\$301,074	\$756	\$905
Support services - general administration	\$322,064	\$809	\$520
Support services - school based administration	\$527,537	\$1,325	\$1,207
Central and other support services	\$391,447	\$984	\$771
Operation and maintenance of plant	\$1,037,282	\$2,606	\$2,101
Student transportation services	\$611,425	\$1,536	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
<b>Total</b>	<b>\$10,080,285</b>	<b>\$24,707</b>	<b>\$21,143</b>

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

### Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$813,367	27.6	27.6
Instructional Aide Salaries	\$481,331	16.4	10.2
Other Salaries	\$204,763	7.0	10.5
Employee Benefits	\$400,311	13.6	13.2
Purchased Services Other Than Transportation	\$315,906	10.7	6.4
Special Education Tuition	\$511,189	17.4	22.2
Supplies	\$29,738	1.0	0.7
Property Services	\$39,771	1.4	0.4
Purchased Services For Transportation	\$146,166	5.0	8.4
Equipment	.	.	0.3
All Other Expenditures	\$637	0.0	0.1
<b>Total</b>	<b>\$2,943,178</b>	<b>100.0</b>	<b>100.0</b>
<b>Percent of Total Expenditures Used for Special Education</b>		<b>29.2</b>	<b>25.0</b>

### Expenditures by Revenue Source<sup>4</sup>: 2022-23

	Percent of Total (%) Excluding School Construction
Local	69.7
State	24.8
Federal	5.2
Tuition & Other	0.3

<sup>4</sup> 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 2023-24

## 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., 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
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	23	55.7	23	60.2	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	*	*
White	208	63.1	206	64.1	84	61.8
English Learners/Multilingual Learners	9	*	9	*	*	*
Non-English Learners/Non-Multilingual Learners	240	62.9	239	64.2	*	*
Eligible for Free or Reduced-Price Meals	98	54.0	97	56.3	35	50.4
Not Eligible for Free or Reduced-Price Meals	151	68.6	151	69.0	64	67.2
Students with Disabilities	48	41.8	47	40.6	18	*
Students without Disabilities	201	67.8	201	69.5	81	66.6
High Needs	122	53.6	121	55.2	46	50.9
Non-High Needs	127	71.7	127	72.5	53	70.2
District	249	62.8	248	64.0	99	61.3

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> 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, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	54.8	100.0	96.0	N/A	127	83.5
Curl Up	50.0	74.3	70.0	N/A	127	64.6
Push Up	52.4	44.1	32.0	N/A	126	42.1
Mile Run/PACER	83.3	79.4	68.6	N/A	127	76.4
All Tests - District	31.0	36.4	24.0	N/A	125	29.6
All Tests - State	53.6	48.4	44.6	42.3		47.2

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2023-24

## Wilmington 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.8	75	41.9	50	83.8	63.9
	High Needs Students	53.6	75	35.7	50	71.5	54.1
Math Performance Index	All Students	64.0	75	42.7	50	85.4	60.2
	High Needs Students	55.2	75	36.8	50	73.6	49.5
Science Performance Index	All Students	61.3	75	40.8	50	81.7	61.8
	High Needs Students	50.9	75	33.9	50	67.9	51.4
ELA Academic Growth	All Students	60.8%	100%	60.8	100	60.8	58.7%
	High Needs Students	56.6%	100%	56.6	100	56.6	54.2%
Math Academic Growth	All Students	68.6%	100%	68.6	100	68.6	61.4%
	High Needs Students	66.2%	100%	66.2	100	66.2	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	11.5%	<=5%	37.1	50	74.2	17.7%
	High Needs Students	16.9%	<=5%	26.1	50	52.2	25.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	91.5%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		90.2%	94%	48.0	50	96.0	84.5%
4-year Graduation All Students (2023 Cohort)		.	94%	.	.	.	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		.	94%	.	.	.	86.6%
Postsecondary Entrance (Class of 2023)		.	75%	.	.	.	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		94.7%   29.6%	75%	19.7	50	39.5	93.6%   47.2%
Arts Access		.	60%	.	.	.	55.0%
<b>Accountability Index</b>				<b>615.0</b>	<b>900</b>	<b>68.3</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	71.7	53.6	18.1	16.9	
Math Performance Index Gap	72.5	55.2	17.3	18.2	
Science Performance Index Gap	70.2	50.9	19.3	17.9	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>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 (%) <sup>3</sup>
ELA	All Students	97.7
	High Needs Students	96.9
Math	All Students	96.6
	High Needs Students	95.4
Science	All Students	98.1
	High Needs Students	96.0

<sup>3</sup>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: 49.7**

# District Profile and Performance Report for School Year 2023-24

## Wilmington School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Wilmington 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 Wilmington 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 Wilmington 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 Wilmington 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, Wilmington 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.

Wilmington 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 Wilmington 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 2023-24

## 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.