

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



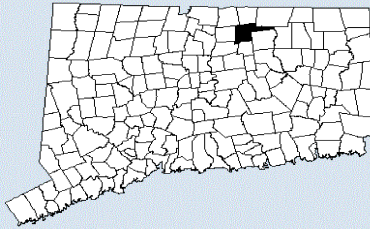
## Ellington School District

Mr. Stephen Cullinan, Superintendent • 860-896-2300 • <http://www.ellingtonschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,658
Per Pupil Expenditures <sup>1</sup>	\$12,804
Total Expenditures <sup>1</sup>	\$35,415,796

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,317	49.5	48.3
Male	1,341	50.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	165	6.2	4.7
Black or African American	103	3.9	12.9
Hispanic or Latino	122	4.6	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	2,191	82.4	57.2
English Language Learners	41	1.5	6.3
Eligible for Free or Reduced-Price Meals	257	9.7	37.6
Students with Disabilities <sup>1</sup>	294	11.1	13.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	61	4.7	23	1.7
Male	58	4.4	91	6.7
Black or African American	*	*	21	20.0
Hispanic or Latino	14	11.6	15	12.1
White	89	4.1	65	2.9
English Language Learners	9	20.0	*	*
Eligible for Free or Reduced-Price Meals	33	13.2	41	15.1
Students with Disabilities	39	13.1	37	10.8
District	119	4.5	114	4.2
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 133**

<sup>2</sup>A 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.

<sup>3</sup>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 2014-15

## Ellington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	165.5
Paraprofessional Instructional Assistants	9.4
<b>Special Education</b>	
Teachers and Instructors	24.7
Paraprofessional Instructional Assistants	62.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	9.6
<b>Library/Media</b>	
Specialists (Certified)	3.6
Support Staff	4.7
Instructional Specialists Who Support Teachers	12.2
Counselors, Social Workers and School Psychologists	14.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	105.9

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.3	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	232	97.9	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.8
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.9	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	9	*
White	106	67.9	140	80.5
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	6	*	12	*
Students with Disabilities	9	*	22	64.7
District	121	68.0	172	81.9
State		58.4		73.8

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	14	58.3
Emotional Disturbance	17	65.4
Intellectual Disability	0	0
Learning Disability	116	81.7
Other Health Impairment	23	69.7
Other Disabilities	8	34.8
Speech/Language Impairment	20	83.3
District	198	72.0
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Ellington School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	26	1.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	143	5.3	4.4
Other Health Impairment	34	1.3	2.6
Other Disabilities	29	1.1	1.0
Speech/Language Impairment	27	1.0	1.9
All Disabilities	289	10.6	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,595,568	7,751	9,134
Instructional Supplies and Equipment	857,475	323	334
Improvement of Instruction and Educational Media Services	1,609,598	606	498
Student Support Services	2,611,165	983	1,001
Administration and Support Services	2,688,934	1,012	1,694
Plant Operation and Maintenance	3,322,270	1,250	1,572
Transportation	1,941,802	718	813
Costs of Students Tuitioned Out	1,345,591	N/A	N/A
Other	443,393	167	186
Total	35,415,796	12,804	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,412,209	532	1,272
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<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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,639,169	37.3	35.1
Noncertified Personnel	1,164,957	16.5	14.2
Purchased Services	489,346	6.9	5.2
Tuition to Other Schools	1,113,612	15.7	22.0
Special Ed. Transportation	441,983	6.2	8.6
Other Expenditures	1,231,956	17.4	14.9
Total Expenditures	7,081,023	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.7	66.6
State	32.3	31.2
Federal	1.5	1.6
Tuition & Other	0.5	0.6

<sup>4</sup>Revenue 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 2014-15

## Ellington 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	*	*	*	*	*	*
Asian	93	87.2	93	80.4	34	68.8
Black or African American	53	62.3	53	54.6	27	51.1
Hispanic or Latino	52	64.2	51	57.9	31	52.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1190	75.6	1192	68.2	549	65.6
English Language Learners	29	72.6	29	67.1	9	*
Non-English Language Learners	1397	75.5	1398	68.0	646	64.6
Eligible for Free or Reduced-Price Meals	137	65.3	137	55.6	61	55.5
Not Eligible for Free or Reduced-Price Meals	1289	76.5	1290	69.3	594	65.4
Students with Disabilities	177	57.9	177	48.3	84	44.6
Students without Disabilities	1249	77.9	1250	70.8	571	67.4
High Needs	294	63.0	294	54.4	131	51.5
Non-High Needs	1132	78.7	1133	71.5	524	67.7
District	1426	75.4	1427	68.0	655	64.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.6	87.1	92.9	77.1	804	84.6
Curl Up	85.3	93.8	90.0	73.4	804	85.8
Push Up	58.8	77.8	81.0	64.4	804	70.5
Mile Run/PACER	76.3	85.1	76.8	72.9	804	77.7
All Tests - District	42.2	67.0	63.0	35.6	804	52.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2014-15

## Ellington School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	23	91.3	.		.
Students with Disabilities	22	81.8	.		.
District	194	95.4	94.0	Yes	94.0
State <sup>4</sup>		87.0			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	76.2	104	50.5
Male	67.0	73	40.1
Black or African American	*	*	*
Hispanic or Latino	65.0	6	30.0
White	72.1	153	46.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	44.0	*	*
Students with Disabilities	31.8	*	*
District	71.9	177	45.6
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	81.9	92.9
Male	62.2	92.8
Black or African American	*	*
Hispanic or Latino	*	*
White	73.4	93.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	48.0	*
Students with Disabilities	40.0	*
District	71.9	92.8
State	72.6	88.8

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2014-15

## Ellington School District

### Next Generation Accountability Results

These statistics are the first 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	75.4	75	100.0	100	100.0	67.9
	High Needs Students	63.0	75	84.0	100	84.0	56.7
Math Performance Index	All Students	68.0	75	90.7	100	90.7	59.3
	High Needs Students	54.4	75	72.5	100	72.5	47.8
Science Performance Index	All Students	64.5	75	86.0	100	86.0	56.5
	High Needs Students	51.5	75	68.7	100	68.7	45.9
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	12.1%	<=5%	35.7	50	71.4	17.3%
Preparation for CCR	% Taking Courses	74.2%	75%	49.5	50	99.0	66.1%
	% Passing Exams	45.6%	75%	30.4	50	60.8	37.3%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		95.4%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		70.3%	94%	74.8	100	74.8	77.6%
Postsecondary Entrance (Class of 2014)		72.4%	75%	96.5	100	96.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.1%   52.1%	75%	34.7	50	69.5	87.6%   51.0%
Arts Access		41.5%	60%	34.6	50	69.2	45.7%
<b>Accountability Index</b>				<b>1058.0</b>	<b>1250</b>	<b>84.6</b>	

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?					N
ELA Performance Index Gap	75.0	63.0	12.0	17.3	
Math Performance Index Gap	71.5	54.4	17.1	19.6	
Science Performance Index Gap	67.7	51.5	16.2	17.2	
Graduation Rate Gap	94.0%	70.3%	23.7%	15.2%	Y

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.5
	High Needs Students	98.7
Math	All Students	98.6
	High Needs Students	98.7
Science	All Students	99.7
	High Needs Students	98.5

### 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: 57.8      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Ellington School District

### Narratives

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

For the eighth consecutive year, the Ellington Public Schools continued its ambitious and highly focused process to address improved student achievement through the development of both District and School Instructional Plans. For 2014-2015, the district used local performance measures in its plan development. The administrative team analyzed school and district student achievement results to develop district goals in 1) reading 2) mathematics, and 3) community involvement. Each district and school goal is supported by multiple actions, strategies, and interventions with corresponding timelines, means of evaluation and person or persons responsible.

School goals are aligned with the District Instructional Plan, and at least one Professional Growth Objective for each educator is aligned to the school goals. Each school produces a monthly instructional report that provides detailed information on the 1) status of initiatives 2) next steps, and 3) recognitions. A similar report is produced each month for the entire district that is presented to the Board of Education and is published on the district website.

As a result of annual Brainstorming Sessions, the Ellington Board of Education in cooperation with the administration reviewed and refined the Multi-Year Academic Support Plan to further enhance the educational program and opportunities available to our students. For identified area, the Multi-Year Academic Support Plan lists a number of related actions, strategies or interventions.

During the 2014-2015 school year, teachers in grades K-5 implemented a new mathematics program, Bridges in Mathematics. The Bridges program is a comprehensive K-5 mathematics curriculum that equips teachers to fully implement the Connecticut Core Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration

Significant focus continues to be given to the achievement of special education students as well as all students performing below expectation in reading and mathematics. The process of reviewing IEPs to ensure that objectives were aligned with grade appropriate objectives continues. In addition, district staff continues to develop Tier I, II, and III Interventions for use with the SRBI model. Much planning, organization, and training led to the implementation of co-teaching models in several of our schools.

This was the fourth year of operation of the Board of Education's Communications Committee. The district conveys important information using School Messenger, providing rapid communication with all families and staff. In addition, the district continued the publication of the Superintendent's Monthly Report as well as all documents related to the development of the budget. The Superintendent contributes an article to the town's quarterly newsletter the Ellington Connection. Parental workshops to assist parents in supporting their child were offered in a variety of venues. An annual Spring Curriculum Update was distributed to all families and made available on the district website.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Over the past eight years, Ellington has increased its enrollment from ten students to sixty-one students enrolled in its schools through the Hartford Open Choice Program. In February 2015, the Ellington Board of Education authorized the opening of 12 additional seats. Due to the size and configuration of our schools' enrollment, opportunities are limited and thus this increase is impressive. In addition, a growing number of Ellington students do participate in magnet school programs. Ellington High School sponsored three foreign exchange students, from Austria, Germany and Denmark.

Center School organized a Welcome Back to School Bingo Night honoring the many new families to our community. Over one hundred people attended. An Open Choice bus was arranged bringing students and their family members from Hartford for this evening social event, with nineteen riders taking advantage of the opportunity.

Crystal Lake School's Responsive Classroom work will continue this year with particular focus on Academic Choice and Teacher Language. Teachers will be participating in a book club with the Responsive Classroom companion text, *The Language of Learning: Teaching Students Core Thinking, Listening, and Speaking Skills* by Margaret Berry Wilson. Crystal Lake School launched CARES Groups in October. The CARES groups are small multi-age groups of students who meet throughout the year to learn together about Cooperation, Advocacy, Respect, Empathy and Self-Control. October's meeting focused on anti-bullying and advocacy.

The Windermere school year began with teachers helping students to navigate through the school with clear, consistent expectations in the lunchroom, hallways, and recess. Teachers and students created classroom rules which linked directly to the PBIS process. Mr. Welch met with each grade level, communicated the "Making Good Decisions" guidelines for students, and supported students at Windermere in making good choices and decisions.

A very successful anti-bullying campaign took place in October as part of a school-wide advisory initiative at Ellington High School. Students created unique anti bullying slogans for classroom doors that were colorful and informative.

# District Profile and Performance Report for School Year 2014-15

## Ellington School District

### **Equitable Allocation of Resources among District Schools**

The 2014-2015 school year saw a continued commitment to providing resources for all students across the district. Two instructional technology specialist positions were added, which will enhance district capacity by providing professional development and coaching to district staff. The district also increased the support for all students at the middle school by adding a .5 FTE school counselor, who will provide support for the development of student success plans and for individual and small group counseling. A full-time Board Certified Behavior Analyst was added to provide support for students on the autism spectrum and to enhance district capacity to provide training and support for educators.

Great care is made to provide necessary resources at all schools and at all levels. The district closely monitors class size so as to maintain an equitable allocation across the district. Each school develops and maintains a list of students in need of support or intervention and the support provided; this process focuses the administration and staff to appropriately prioritize available resources based upon student need.