Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Ellington School District

Dr. Scott Nicol, Superintendent • 860-896-2300 • http://www.ellingtonschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,681
Per Pupil Expenditures[1]	$14,520
Total Expenditures[1]	$41,250,812

[1] *Expenditure data reflect the 2018-19 school year.*
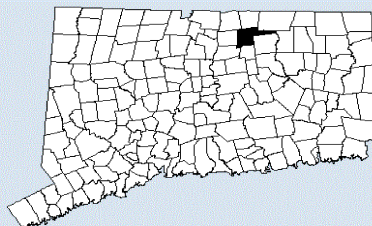
Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,298	48.4	48.4
Male	1,383	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	298	11.1	5.2
Black or African American	110	4.1	12.7
Hispanic or Latino of any race	151	5.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	82	3.1	3.8
White	2,035	75.9	51.1
English Learners	46	1.7	8.3
Eligible for Free or Reduced-Price Meals	472	17.6	43.3
Students with Disabilities[3]	366	13.7	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

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

[3] 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[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	110	8.8	22	1.7
Male	109	8.1	78	5.5
Black or African American	19	18.1	12	10.5
Hispanic or Latino of any race	27	18.9	9	5.9
White	134	6.7	68	3.3
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	85	18.5	47	8.8
Students with Disabilities	70	19.2	39	9.4
District	219	8.4	100	3.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 94

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	174.6
Paraprofessional Instructional Assistants	12.7
Special Education	
Teachers and Instructors	30.0
Paraprofessional Instructional Assistants	84.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	12.3
Library/Media	
Specialists (Certified)	4.6
Support Staff	4.9
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	6.1
Other Staff Providing Non-Instructional Services/Support	87.2

[1] 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	4	1.6	1.2
Black or African American	2	0.8	4.0
Hispanic or Latino of any race	1	0.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	248	97.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	10	*	*	*
White	132	85.7	153	98.1
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	30	85.7	25	89.3
Students with Disabilities	20	66.7	27	87.1
District	167	84.8	177	95.7
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	23	59.0
Emotional Disturbance	21	70.0
Intellectual Disability	0	0
Learning Disability	117	80.1
Other Health Impairment	71	87.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	244	73.9
State		67.8

[3] 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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	1.5	2.0
Emotional Disturbance	30	1.1	1.1
Intellectual Disability	*	*	0.5
Learning Disability	148	5.5	5.7
Other Health Impairment	81	3.0	3.3
Other Disabilities	37	1.4	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	349	13.0	15.6

[1] 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[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

[2] 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[3]: 2018-19

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$24,768,097	$8,718	$10,923
Support services - students	$4,456,454	$1,631	$1,277
Support services - instruction	$1,417,674	$519	$682
Support services - general administration	$829,907	$304	$467
Support services - school based administration	$1,998,725	$732	$1,021
Central and other support services	$1,277,064	$467	$679
Operation and maintenance of plant	$3,636,148	$1,331	$1,718
Student transportation services	$2,306,761	$829	$1,288
Food services	.	.	$12
Enterprise operations	$559,982	$205	$163
Minor school construction	.	.	$59
Total	$41,250,812	$14,520	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$3,056,873	35.7	28.5
Instructional Aide Salaries	$1,617,642	18.9	10.1
Other Salaries	$636,877	7.4	11.1
Employee Benefits	$1,280,108	15.0	13.0
Purchased Services Other Than Transportation	$405,720	4.7	5.7
Special Education Tuition	$1,189,542	13.9	22.5
Supplies	$57,317	0.7	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$288,466	3.4	8.0
Equipment	$24,888	0.3	0.2
All Other Expenditures	$3,858	0.0	0.1
Total	$8,561,290	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.8	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	69.4
State	26.6
Federal	1.4
Tuition & Other	2.6

[4] 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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, click here.

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	42	90.5
Students with Disabilities	28	92.9
District	201	97.5
State		88.5

[1] The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	83.3	94.3
Male	72.9	91.9
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.4	92.6
English Learners	75.4	*
Eligible for Free or Reduced-Price Meals	56.4	*
Students with Disabilities	44.4	*
District	78.3	93.2
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	70.5%	100%	60.4%
	Oral	77.4%	100%	57.6%
Chronic Absenteeism	All Students	8.4%	<=5%	12.2%
	High Needs Students	16.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	90.1%	75%	80.4%
On-track to High School Graduation		98.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		78.2%	75%	71.5%
Arts Access		63.1%	60%	51.8%

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[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	87.8%	6.2%	10.9%	N

[1] 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.
[2] 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

The Ellington Public Schools continued its ambitious and highly focused process to address improved student achievement through the continued implementation of both District and School Improvement Plans. For 2019-2020, the district set targets using the Smarter Balanced Assessments in English Language Arts and Mathematics in grades 3-8, and for SAT performance at the high school. School goals were aligned with the District Improvement Plan, The district implemented a revised vision, mission, and core beliefs by identifying three areas of focus: efficient operations, high quality instruction, and social emotional learning. These three focus areas have been widely shared with parents and the broader community. A key vehicle to communicate the work of the district has been the Board of Education's Communications Committee (which has been in existence for the past seven years). During the 2019-2020 school year (with guidance and directions from the Communications Committee) the district continued to increase efforts to share important district/school information using communication tools such as School Messenger, Twitter, and Facebook. The district also created a parent friendly annual Report. And the district's website was regularly updated to include the use of social media feeds, which provide real-time updates on what is happening in schools across the district. A specific example of the district's focus on communication was the creation of parent, student, and staff resources during the extended school closure due to COVID-19. Parent and teacher forums continued to meet and multi-media district communications described the work being done. Finally, in support of district and school improvement plans, the district continued its ECLIPSE program to meet the needs of students receiving transition services after leaving the high school. ECLIPSE has proven to be a key community-based setting for students to continue vocational and life skills development.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Over the past decade, Ellington has steadily increased the number of enrolled in its schools through the Hartford Open Choice Program. Due to the continued growth of our local enrollment, opportunities are.limited for additional spaces for students, however the district takes pride in continued collaboration with Open Choice. In addition, a growing number of.Ellington students participate in magnet school programs. The district focus on equitable opportunities has led to the development of many new.professional learning opportunities for teachers and administrators. Ellington educators continued to participate in professional learning related to equity.issues including study groups and book clubs related to this topic and has organized community events with CREC. This was directly related to the District.Improvement Plan, which includes the following action steps: 1. Provide training for district leaders, administrators, teacher leaders and students related.to implicit bias 2. Creation of a PDEC subcommittee to examine relationship between implicit bias and student behavior data. Additionally, the district continued to host a CREC Open Choice family night in Hartford that provided teachers an opportunity to learn, reflect, and celebrate our daily work and.interactions with students, colleagues and the community here in Ellington. EPS is also happy to report that our district entered into an agreement with CREC to participate in a Minority Teacher Recruitment program to diversify the teaching force. Finally, during the extended school closure the district worked closely with CREC to ensure our students participating in Open Choice had access to technology. And the district partnered with local food banks and our food service vendor to ensure that ALL students in the district had access to breakfast and lunch during the extended school closure.

Equitable Allocation of Resources among District Schools

The 2019-20 school year saw a continued commitment to providing resources for all students across the district. Staffing has continued to focus on.supporting student learning to increase access to instructional support in all schools. The district also worked hard to decentralize supports and resources.to the schools to increase support for all students. In studying class sizes and enrollment trends across all schools, the district continued to implement a.new Elementary School Enrollment Policy, which works to better ensure more equitable access to programming while balancing class sizes. The district.continues to monitor the implementation of this new policy and work to continuously improve equitable allocation of resources across the district. Finally,.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. Based on the analysis of student intervention data as well overall student performance data the district reorganized the intervention model to more equitably distribute staffing resources.