

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



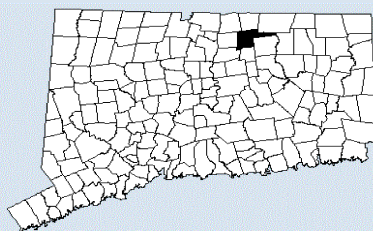
Ellington School District

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

District Information

Grade Range	K-12
Number of Schools/Programs	7
Enrollment	2,688
Per Pupil Expenditures ¹	\$14,051
Total Expenditures ¹	\$38,485,170

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,311	48.8	48.4
Male	1,377	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	288	10.7	5.1
Black or African American	106	3.9	12.8
Hispanic or Latino	125	4.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	69	2.6	3.3
White	2,097	78.0	53.6
English Learners	54	2.0	7.2
Eligible for Free or Reduced-Price Meals	288	10.7	36.7
Students with Disabilities ¹	329	12.2	14.8

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	71	5.5	28	2.1
Male	101	7.4	95	6.8
Black or African American	14	13.0	10	9.3
Hispanic or Latino	20	15.7	13	9.7
White	106	5.2	90	4.3
English Learners	6	10.9	0	0.0
Eligible for Free or Reduced-Price Meals	68	17.8	44	10.7
Students with Disabilities	69	19.4	34	8.6
District	172	6.5	123	4.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 137

Number of school-based arrests: 17

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	174.1
Paraprofessional Instructional Assistants	15.2
Special Education	
Teachers and Instructors	27.0
Paraprofessional Instructional Assistants	78.8
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	9.6
Library/Media	
Specialists (Certified)	4.5
Support Staff	4.8
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	14.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	95.2

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.6	1.1
Black or African American	1	0.4	3.7
Hispanic or Latino	2	0.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	242	97.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.9	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	8	*	11	*
White	145	87.3	136	93.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	70.4	26	96.3
Students with Disabilities	13	59.1	14	60.9
District	173	86.9	166	93.3
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	16	48.5
Emotional Disturbance	15	65.2
Intellectual Disability	*	*
Learning Disability	111	74.0
Other Health Impairment	48	77.4
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	211	67.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	1.3	1.8
Emotional Disturbance	23	0.8	1.1
Intellectual Disability	*	*	0.5
Learning Disability	150	5.5	5.2
Other Health Impairment	62	2.3	3.1
Other Disabilities	35	1.3	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	328	12.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	4.3	8.3
Private Schools or Other Settings	6	1.8	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,304,801	8,436	9,847
Instructional Supplies and Equipment	553,745	209	287
Improvement of Instruction and Educational Media Services	1,590,820	602	589
Student Support Services	3,621,133	1,370	1,120
Administration and Support Services	2,978,246	1,126	1,905
Plant Operation and Maintenance	3,452,577	1,306	1,648
Transportation	1,956,100	735	904
Costs of Students Tuitioned Out	1,448,057	N/A	N/A
Other	579,691	219	208
Total	38,485,170	14,051	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,961,831	742	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,357,638	40.8	33.8
Noncertified Personnel	1,545,471	18.8	14.5
Purchased Services	468,586	5.7	5.5
Tuition to Other Schools	1,077,152	13.1	23.4
Special Ed. Transportation	456,468	5.5	8.7
Other Expenditures	1,325,074	16.1	14.1
Total Expenditures	8,230,389	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.0	69.0
State	32.9	27.7
Federal	1.4	1.5
Tuition & Other	1.6	1.7

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	140	84.9	140	84.5
Black or African American	55	60.0	55	52.6
Hispanic or Latino	61	63.3	61	59.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	32	73.5	32	67.2
White	1148	74.0	1143	69.3
English Learners	55	71.1	55	70.4
Non-English Learners	1382	74.2	1377	69.6
Eligible for Free or Reduced-Price Meals	197	64.1	194	57.0
Not Eligible for Free or Reduced-Price Meals	1240	75.6	1238	71.7
Students with Disabilities	192	50.1	189	46.3
Students without Disabilities	1245	77.7	1243	73.2
High Needs	368	61.6	365	56.5
Non-High Needs	1069	78.3	1067	74.2
District	1437	74.0	1432	69.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.5	81.6	89.2	76.0	805	83.9
Curl Up	85.1	86.4	80.2	80.4	805	83.1
Push Up	72.1	80.6	64.6	75.4	805	73.0
Mile Run/PACER	80.3	85.9	65.1	72.1	805	75.9
All Tests - District	57.2	60.7	51.4	51.4	805	55.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	11	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	20	90.0
Students with Disabilities	25	80.0
District	206	96.6
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.5	122	67.0
Male	96.9	117	60.0
Black or African American	*	*	*
Hispanic or Latino	100.0	10	45.5
White	98.4	202	64.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	19	35.2
Students with Disabilities	84.4	*	*
District	98.1	239	63.4
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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.

Copyright © 2018 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.4	93.5
Male	72.0	90.7
Black or African American	*	*
Hispanic or Latino	*	*
White	79.2	92.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.1	*
Students with Disabilities	50.0	*
District	79.2	92.5
State	70.9	88.3

⁵College 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.

⁶College 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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.0	75	49.4	50	98.7	67.6
	High Needs Students	61.6	75	41.1	50	82.1	57.5
Math Performance Index	All Students	69.7	75	46.4	50	92.9	62.7
	High Needs Students	56.5	75	37.6	50	75.3	52.0
ELA Academic Growth	All Students	64.8%	100%	64.8	100	64.8	60.7%
	High Needs Students	60.7%	100%	60.7	100	60.7	55.6%
Math Academic Growth	All Students	62.4%	100%	62.4	100	62.4	61.9%
	High Needs Students	53.3%	100%	53.3	100	53.3	55.4%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	93.9	10.7%
	High Needs Students	15.5%	<=5%	28.9	50	57.9	16.6%
Preparation for CCR	% Taking Courses	89.9%	75%	50.0	50	100.0	74.8%
	% Passing Exams	63.4%	75%	42.3	50	84.5	44.8%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		96.6%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.1%	94%	96.9	100	96.9	81.8%
Postsecondary Entrance (Class of 2017)		79.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 55.3%	75%	36.9	50	73.7	96.6% 50.1%
Arts Access		65.7%	60%	50.0	50	100.0	51.2%
Accountability Index				1017.7	1250	81.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.6	13.4	15.9	
Math Performance Index Gap	74.2	56.5	17.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	91.1%	2.9%	12.7%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	98.2
Math	All Students	98.8
	High Needs Students	97.2
Science	All Students	99.0
	High Needs Students	98.0

³Minimum participation standard is 95%.

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: 52.6

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 2017-2018, 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 are aligned with the District Improvement Plan, and at least one Professional Growth Objective for each educator is aligned to the school goals. The district implemented a revised vision, mission, and core beliefs by identifying four areas of focus: mastery-based learning, personalized learning, innovative practices and equitable opportunity. These four 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 2017-2018 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. In addition, the district's website was reinvented 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 is the work surrounding mastery-based learning. Parent and teacher forums and multi-media district communications describe the work being done. Parent forums have included teachers sharing specific examples of work they are doing with students, and many students have participated as well. Finally, in support of district and school improvement plans, the district implemented a new program, ECLIPSE, 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 and in February of 2018, the Ellington Board of Education authorized the opening of additional seats. 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 Equity Summits with surrounding districts. 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 equity issues in education [and] 3. Create district-wide study group to examine relationship between the achievement gap, implicit bias, expectations, instruction and curricula. The two summits provided teachers an opportunity to learn, reflect, and discuss issues that resonate across the country and impact our daily work and interactions with students, colleagues and the community here in Ellington.

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Equitable Allocation of Resources among District Schools

The 2017-18 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. In studying class sizes and enrollment trends across all schools, the district created and implemented a new Elementary School Enrollment Policy, which works to better ensure more equitable access to programming while balancing class sizes. The district continue 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.