

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



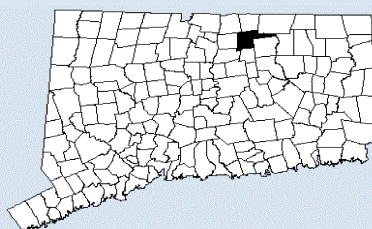
Ellington School District

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

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	2,664
Per Pupil Expenditures ¹	\$11,825
Total Expenditures ¹	\$32,978,904

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,313	49.3	48.3
Male	1,351	50.7	51.6
American Indian	*	*	0.2
Asian	150	5.6	4.6
Black or African American	108	4.1	12.9
Hispanic or Latino	116	4.4	21.2
Pacific Islander	0	0.0	0.0
White	2,208	82.9	58.4
Two or More Races	*	*	2.3
English Language Learners	40	1.5	5.7
Eligible for Free or Reduced-Price Meals	276	10.4	37.3
Students with Disabilities ¹	305	11.4	12.8

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	49	3.8	27	2.0
Male	51	3.8	93	6.8
Black or African American	6	5.8	11	10.5
Hispanic or Latino	14	12.7	11	9.9
White	73	3.4	89	4.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	33	12.9	40	13.9
Students with Disabilities	36	12.2	26	7.5
District	100	3.8	120	4.4
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 192

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.

District Profile and Performance Report for School Year 2013-14

Ellington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	160.6
Paraprofessional Instructional Assistants	10.1
Special Education	
Teachers and Instructors	22.6
Paraprofessional Instructional Assistants	61.4
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	8.4
Library/Media	
Specialists (Certified)	3.6
Support Staff	4.7
Instructional Specialists Who Support Teachers	9.5
Counselors, Social Workers and School Psychologists	13.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	107.6

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 (%)
Asian	2	0.9	1.0
Black or African American	1	0.4	3.5
Hispanic	1	0.4	3.6
Native American	0	0	0.1
White	225	98.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	0	0
White	*	*	22	12.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	*	*
District	17	8.3	28	14.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	11	52.4
Emotional Disturbance	15	55.6
Intellectual Disability	*	*
Learning Disability	112	77.2
Other Health Impairment	18	64.3
Other Disabilities	*	*
Speech/Language Impairment	21	75.0
District	184	65.7
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Ellington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	27	1.0	1.0
Intellectual Disability	*	*	0.4
Learning Disability	146	5.4	4.2
Other Health Impairment	28	1.0	2.5
Other Disabilities	37	1.4	1.0
Speech/Language Impairment	32	1.2	1.9
All Disabilities	296	10.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,087,434	7,033	8,769
Instructional Supplies and Equipment	579,043	213	275
Improvement of Instruction and Educational Media Services	907,449	334	487
Student Support Services	2,680,526	988	965
Administration and Support Services	2,566,018	945	1,600
Plant Operation and Maintenance	3,477,856	1,281	1,472
Transportation	1,890,077	693	786
Costs of Students Tuitioned Out	1,341,184	N/A	N/A
Other	449,317	166	178
Total	32,978,904	11,825	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,446,113	533	1,434
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,241,663	35.4	35.6
Noncertified Personnel	973,229	15.4	14.5
Purchased Services	433,157	6.8	5.0
Tuition to Other Schools	1,166,159	18.4	21.4
Special Ed. Transportation	391,957	6.2	8.5
Other Expenditures	1,121,427	17.7	14.9
Total Expenditures	6,327,592	100.0	100.0

PK-12 Expenditures Used for Special Education	19.2	21.9
-----------------------------------------------	------	------

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.9	65.7
State	31.5	32.6
Federal	1.6	1.7
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

Ellington School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	79.5	75.6	80.5	75.3	.	.	.	.
Hispanic or Latino	83.4	80.7	88.0	85.9	.	.	.	.
English Language Learners	.	.	.	86.2	.	.	.	.
Eligible for Free or Reduced-Price Meals	84.7	74.9	81.0	78.1	.	.	.	.
Students with Disabilities	72.5	62.1	70.4	70.3	.	.	.	.
High Needs	76.8	69.6	76.8	76.3	.	.	.	.
District	90.6	89.8	91.2	91.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	59.5	.	.	.	.	.
Students with Disabilities	35.9	45.7	55.8	53.5	.	.	.	.
High Needs	46.2	56.6	60.2	63.1	.	.	.	.
District	82.7	82.3	82.5	83.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.9	83.7	95.1	84.1	751	88.4
Curl Up	76.6	92.1	85.4	72.9	751	81.6
Push Up	66.5	69.1	74.1	67.1	751	69.1
Mile Run/PACER	79.8	80.9	75.7	75.3	751	78.0
All Tests - District	52.3	52.2	59.5	48.2	751	53.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

District Profile and Performance Report for School Year 2013-14

Ellington School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	20	75	.		.
Students with Disabilities	*	*	.		.
District	198	91.9	94.0	No	94.0
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.2	100	50.8
Male	67.8	72	35.1
Black or African American	*	*	*
Hispanic or Latino	55.0	*	*
White	76.1	150	44.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	55.9	*	*
Students with Disabilities	39.1	*	*
District	74.4	172	42.8
State	72.9		37.6

⁵College 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

⁶Participation 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.

Copyright © 2014 The College Board. www.collegeboard.org

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

Copyright © 2015 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.7	94.7
Male	78.8	91.8
Black or African American	*	*
Hispanic or Latino	*	*
White	83.1	93.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.1	93.2
State	72.7	88.5

⁷College 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.

⁸College 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 2013-14

Ellington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

For the seventh 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 2013-2014, as the pilot testing for the Smarter Balanced Assessment Consortium would not provide district, school or individual student results, it was necessary for the district to use local performance measures in its plan development. As a result of annual Brainstorming Sessions, the Ellington Board of Education in cooperation with the administration developed a Multi-Year Academic Support Plan to further enhance the educational program and opportunities available to our students. The Board of Education identified nine areas of interest which have the potential to further support the work of the Board and the success of our students.

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 special education administrators developed a system to support the individual student need for Extended School Year (ESY) for the summer of 2014. In an effort to reduce the achievement gap between students with special needs and those without special needs, the high school administration, in partnership with special services administration, worked to identify areas in need of improvement for the 2014-2015 school year. The Special Services Department continued its most popular series Parent Conversations. This series provides a guest speaker on topics of interest to parents and are intended to provide support for parents in working with their students.

In the spring of 2014, the members of Ellington's School Readiness Council expanded their efforts towards parenting education and outreach as they embraced the concept of creating a video that would provide a valuable resource to assist families and early childhood educators as they prepare children for kindergarten. The video, entitled "Kindergarten Readiness", is distributed to parents when they register their children for kindergarten. Copies were also distributed to various preschool programs throughout Ellington. Most importantly, this video can be accessed through the website of the Ellington Public Schools at www.ellingtonschools.org.

Windermere staff presented an internet safety program for parents "Keeping Your Child Safe on the Internet." The Windermere sixth grade teaching team created their first edition of the Sixth Grade Parent-Teacher Newsletter. Windermere School PBIS coaches presented a packet entitled "PBIS at Windermere School and how it can work at home too."

The Ellington Public Schools hosted the 8th annual ESL Potluck Supper. The Windermere School cafeteria was filled with parents, siblings, and family members of students involved in our ESL program. The Ellington Public Schools was honored by the College Board with placement on the 4th Annual AP District Honor Roll for simultaneously increasing access to advanced placement course work and the percentage of students earning scores of 3 or higher on AP exams. Only ninety schools districts in the United States and Canada achieved this honor.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Over the past seven years, Ellington has increased its enrollment from ten students to sixty-three students enrolled in its schools through the Hartford Open Choice Program. In addition, a growing number of Ellington students do participate in magnet school programs. Ellington High School sponsored three foreign exchange students and continued its Sister School Program through the CREC Pupil Partners grant.

Ellington Middle School instituted an Advisor/Advisee with a focus upon increasing academic success while preventing bullying and harassment. The College Power Positive Leaders Program provides opportunities for all students to spend time on a college campus. Crystal Lake Safe School expanded the school's CARES program which promotes Cooperation, Advocacy, Respect, Empathy, and Self-Esteem. Center School continued to offer the very popular parent workshop series Parenting with Love and Logic. Center School instituted a pilot Breakfast Program for students.

As part of their Core Values and Beliefs, staff provided students at Ellington High School with an exciting, enriching, multi-cultural experience. Alephonsion Deng, one of three authors of the book They Poured Fire on Us From the Sky presented his inspirational story of surviving the genocide in Sudan based upon the experience of the three lost boys of Sudan.

Windermere staff organized and ran Rachel's Rally which highlighted the work being done by students within the Rachel's Challenge Friends of Rachel Clubs. The Ellington High School Unified Basketball Team finished the season by jumping into the icy waters of Crystal Lake. The Ellington High School community was the largest group in attendance. The Ellington Public Schools hosted the 8th annual ESL Potluck Supper.

Ellington students do participate in a variety of locally funded programs to increase awareness of the diversity of individuals and cultures. A highlight of the intermediate school curriculum is culminated in Immigration Day. The middle school students continue with a most impressive and important program by visiting nursing homes. Among the other varied activities that Ellington students participated in were: Exploring Diverse Cultures Workshop, African Dance Program, and Pequot Museum field trips.

District Profile and Performance Report for School Year 2013-14

Ellington School District

Equitable Allocation of Resources among District Schools

The 2013-2014 school year saw a continued commitment to providing resources for all students across the district. The entire district will derive the benefits of the addition of two curriculum supervisor positions, additional reading specialists, four paraprofessional positions and speech and language services. Extended day programs to provide personalized and engaging learning opportunities were implemented.

Wireless infrastructure was installed and more than 1,500 Chrome books were purchased. The Board of Education approved a "Bring Your Own Device" policy to enhance our use of technology.

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. In addition, each school develops and maintains a list of students in need of support or intervention and lists the corresponding support provided. This process focuses the administration and staff to appropriately prioritize available resources based upon student need. Prioritization of budget requests and any subsequent reductions are made by building principals for their respective schools.