

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



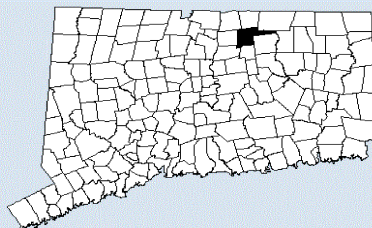
## Ellington School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,735
Per Pupil Expenditures <sup>1</sup>	\$14,292
Total Expenditures <sup>1</sup>	\$40,175,787

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,330	48.6	48.4
Male	1,405	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	310	11.3	5.2
Black or African American	113	4.1	12.8
Hispanic or Latino of any race	145	5.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	78	2.9	3.6
White	2,084	76.2	52.4
English Learners	55	2.0	7.6
Eligible for Free or Reduced-Price Meals	444	16.2	42.1
Students with Disabilities <sup>3</sup>	368	13.5	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	85	6.6	37	2.7
Male	114	8.5	119	8.3
Black or African American	19	18.1	22	19.3
Hispanic or Latino of any race	25	19.2	15	10.0
White	126	6.2	106	5.0
English Learners	7	12.7	0	0.0
Eligible for Free or Reduced-Price Meals	81	17.9	64	12.5
Students with Disabilities	71	19.3	58	13.4
District	199	7.5	156	5.6
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 118**

**Number of school-based arrests: 7**

<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 2018-19

## Ellington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	178.6
Paraprofessional Instructional Assistants	8.8
<b>Special Education</b>	
Teachers and Instructors	30.0
Paraprofessional Instructional Assistants	90.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	10.2
<b>Library/Media</b>	
Specialists (Certified)	4.6
Support Staff	4.9
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	6.1
Other Staff Providing Non-Instructional Services/Support	88.2

<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	4	1.6	1.1
Black or African American	2	0.8	3.8
Hispanic or Latino of any race	1	0.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	247	96.9	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	7	*
White	148	91.4	164	98.2
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	21	70.0	31	91.2
Students with Disabilities	21	70.0	24	88.9
District	171	91.0	194	98.0
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	22	53.7
Emotional Disturbance	16	59.3
Intellectual Disability	*	*
Learning Disability	124	75.2
Other Health Impairment	58	78.4
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	244	69.9
State		67.6

<sup>3</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 2018-19

## Ellington School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	43	1.6	1.9
Emotional Disturbance	27	1.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	165	6.0	5.5
Other Health Impairment	75	2.7	3.2
Other Disabilities	35	1.3	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	362	13.2	15.0

<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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$24,886,293	\$8,853	\$10,545
Support services - students	\$4,218,074	\$1,573	\$1,373
Support services - instruction	\$1,221,632	\$455	\$644
Support services - general administration	\$594,404	\$222	\$462
Support services - school based administration	\$1,854,308	\$691	\$1,007
Central and other support services	\$1,297,637	\$484	\$671
Operation and maintenance of plant	\$3,404,021	\$1,269	\$1,629
Student transportation services	\$2,060,800	\$760	\$1,231
Food services	.	.	\$13
Enterprise operations	\$553,541	\$206	\$157
Minor school construction	\$85,077	\$32	\$65
Total	\$40,175,787	\$14,292	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,894,208	32.4	29.7
Instructional Aide Salaries	\$1,287,117	14.4	9.6
Other Salaries	\$533,719	6.0	10.4
Employee Benefits	\$1,272,089	14.3	13.0
Purchased Services Other Than Transportation	\$806,696	9.0	5.5
Special Education Tuition	\$1,608,724	18.0	22.6
Supplies	\$81,427	0.9	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$413,380	4.6	8.0
Equipment	\$17,057	0.2	0.2
All Other Expenditures	\$4,739	0.1	0.1
Total	\$8,919,155	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.2	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	70.7
State	24.7
Federal	1.5
Tuition & Other	3.1

<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 2018-19

## 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	*	*	*	*	0	N/A
Asian	139	85.9	139	86.8	50	82.0
Black or African American	59	55.1	59	51.1	26	59.0
Hispanic or Latino of any race	59	64.1	59	58.7	27	56.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	17	*
White	1,096	73.1	1,096	70.2	480	73.0
English Learners	49	70.3	49	69.4	15	*
Non-English Learners	1,343	73.3	1,343	70.5	585	72.3
Eligible for Free or Reduced-Price Meals	241	61.7	241	56.1	101	61.9
Not Eligible for Free or Reduced-Price Meals	1,151	75.6	1,151	73.5	499	74.4
Students with Disabilities	206	50.9	206	47.5	85	55.3
Students without Disabilities	1,186	77.0	1,186	74.4	515	75.1
High Needs	398	60.2	398	56.5	161	61.3
Non-High Needs	994	78.4	994	76.0	439	76.3
District	1,392	73.2	1,392	70.5	600	72.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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, [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	HS	Count	Rate (%)
Sit & Reach	90.0	79.7	92.8	77.6	803	85.2
Curl Up	89.1	80.2	89.0	67.9	803	81.7
Push Up	71.1	72.1	83.7	63.3	803	72.7
Mile Run/PACER	84.6	76.6	66.5	67.9	803	73.8
All Tests - District	60.7	51.3	59.3	49.5	803	55.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

<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 2018-19

## Ellington School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	12	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	29	96.6
Students with Disabilities	19	*
District	181	96.7
State		88.3

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	100	52.9
Male	97.5	105	53.3
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	99.1	179	54.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.9	20	31.3
Students with Disabilities	87.7	6	10.5
District	98.2	205	53.1
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	84.1	94.0
Male	68.1	87.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.9	92.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.6	*
Students with Disabilities	*	*
District	75.7	90.7
State	71.0	87.8

<sup>5</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>6</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 2018-19

## Ellington 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	73.2	75	48.8	50	97.5	67.7
	High Needs Students	60.2	75	40.1	50	80.2	58.1
Math Performance Index	All Students	70.5	75	47.0	50	93.9	63.1
	High Needs Students	56.5	75	37.7	50	75.4	52.7
Science Performance Index	All Students	72.3	75	48.2	50	96.4	63.8
	High Needs Students	61.3	75	40.9	50	81.7	54.2
ELA Academic Growth	All Students	59.5%	100%	59.5	100	59.5	59.9%
	High Needs Students	56.1%	100%	56.1	100	56.1	55.1%
Math Academic Growth	All Students	68.2%	100%	68.2	100	68.2	62.5%
	High Needs Students	62.7%	100%	62.7	100	62.7	55.2%
Progress Toward English Proficiency	Literacy	78.7%	100%	39.4	50	78.7	60.0%
	Oral	65.6%	100%	32.8	50	65.6	52.1%
Chronic Absenteeism	All Students	7.5%	<=5%	44.9	50	89.8	10.4%
	High Needs Students	16.0%	<=5%	28.0	50	55.9	16.1%
Preparation for CCR	% Taking Courses	94.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	53.1%	75%	35.4	50	70.8	42.6%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.7%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		91.4%	94%	97.3	100	97.3	83.3%
Postsecondary Entrance (Class of 2018)		75.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.7%   55.0%	75%	36.7	50	73.4	96.4%   52.9%
Arts Access		60.0%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1173.4</b>	<b>1450</b>	<b>80.9</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	75.0	60.2	14.8	15.4	
Math Performance Index Gap	75.0	56.5	18.5	17.6	
Science Performance Index Gap	75.0	61.3	13.7	16.1	
Graduation Rate Gap	94.0%	91.4%	2.6%	11.1%	N

<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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.0
	High Needs Students	97.8
Math	All Students	99.0
	High Needs Students	97.8
Science	All Students	98.7
	High Needs Students	96.5

<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: 57.7      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Ellington School District

### Narratives

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#### **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 2018-2019, 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 2018-2019 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 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 is the work surrounding mastery-based learning. Parent and teacher forums continued to meet 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 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 and in February of 2019, 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 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 equity issues in education [and] 3. Create district-wide study group to examine relationship between the achievement gap, implicit bias, expectations, instruction and curricula. A CREC Open Choice family night in Hartford provided teachers an opportunity to learn, reflect, and celebrate our daily work and interactions with students, colleagues and the community here in Ellington.

# District Profile and Performance Report for School Year 2018-19

## Ellington School District

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

The 2018-19 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.