

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



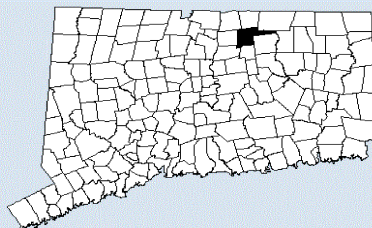
Ellington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,633
Per Pupil Expenditures ¹	\$13,173
Total Expenditures ¹	\$36,264,500

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,301	49.4	48.3
Male	1,332	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	193	7.3	4.9
Black or African American	95	3.6	12.8
Hispanic or Latino	115	4.4	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	2,158	82.0	55.9
English Learners	42	1.6	6.4
Eligible for Free or Reduced-Price Meals	249	9.5	38.0
Students with Disabilities ¹	306	11.6	13.7

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	45	3.5	37	2.8
Male	66	5.0	102	7.6
Black or African American	7	7.0	17	16.8
Hispanic or Latino	11	9.9	14	12.4
White	78	3.7	102	4.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	13.2	44	16.7
Students with Disabilities	45	14.1	46	12.9
District	111	4.3	139	5.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 35

Number of school-based arrests: 6

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	165.9
Paraprofessional Instructional Assistants	9.8
Special Education	
Teachers and Instructors	25.7
Paraprofessional Instructional Assistants	58.4
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.6
Library/Media	
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	105.3

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	1.7	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	0.1
White	233	97.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	*	*
Hispanic or Latino	7	*	6	*
White	117	68.0	139	86.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	6	*
Students with Disabilities	10	45.5	17	73.9
District	140	67.6	159	86.9
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	13	50.0
Emotional Disturbance	15	60.0
Intellectual Disability	*	*
Learning Disability	103	76.3
Other Health Impairment	38	77.6
Other Disabilities	*	*
Speech/Language Impairment	19	90.5
District	196	69.0
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	28	1.0
Emotional Disturbance	25	0.9
Intellectual Disability	*	*
Learning Disability	135	5.0
Other Health Impairment	49	1.8
Other Disabilities	30	1.1
Speech/Language Impairment	*	*
All Disabilities	296	11.0

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,267,777	7,634	9,387
Instructional Supplies and Equipment	710,186	267	318
Improvement of Instruction and Educational Media Services	1,574,661	593	541
Student Support Services	3,743,886	1,410	1,048
Administration and Support Services	2,872,119	1,082	1,790
Plant Operation and Maintenance	3,439,316	1,295	1,608
Transportation	1,892,298	703	845
Costs of Students Tuitioned Out	1,277,747	N/A	N/A
Other	486,510	183	194
Total	36,264,500	13,173	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,268,381	478	1,524

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

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,838,612	39.6
Noncertified Personnel	1,103,316	15.4
Purchased Services	386,223	5.4
Tuition to Other Schools	1,088,086	15.2
Special Ed. Transportation	437,405	6.1
Other Expenditures	1,308,374	18.3
Total Expenditures	7,162,016	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.4	68.3
State	39.7	29.8
Federal	1.6	1.6
Tuition & Other	0.3	0.3

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	111	85.2	111	83.8	32	69.2
Black or African American	52	61.3	52	51.8	28	51.2
Hispanic or Latino	50	68.7	50	62.6	21	58.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	21	66.2
White	1187	76.8	1187	70.3	506	65.3
English Learners	35	74.1	35	71.4	11	*
Non-English Learners	1407	76.5	1407	70.3	597	64.8
Eligible for Free or Reduced-Price Meals	145	65.2	145	56.4	63	55.0
Not Eligible for Free or Reduced-Price Meals	1297	77.7	1297	71.8	545	65.8
Students with Disabilities	204	57.3	204	51.5	84	51.1
Students without Disabilities	1238	79.6	1238	73.4	524	66.9
High Needs	325	62.9	325	56.7	134	54.4
Non-High Needs	1117	80.4	1117	74.2	474	67.6
District	1442	76.4	1442	70.3	608	64.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	82.1	86.0	91.4	73.5	775	83.7
Curl Up	82.6	87.0	81.7	83.3	775	83.7
Push Up	60.7	71.6	74.1	65.4	775	68.1
Mile Run/PACER	84.1	84.2	72.6	71.0	775	78.5
All Tests - District	49.3	60.5	57.4	37.7	775	52.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	26	100.0	.		.
Students with Disabilities	35	82.9	.		.
District	206	97.1	94.0	Yes	94.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.5	115	56.9
Male	96.3	80	42.6
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	97.3	175	52.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	96.2	6	23.1
Students with Disabilities	*	*	*
District	96.9	195	50.0
State	95.6		40.7

⁵College 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

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.

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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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.3	85.9
Male	73.3	85.2
Black or African American	*	*
Hispanic or Latino	*	*
White	80.7	86.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.0	*
Students with Disabilities	64.5	*
District	79.3	85.6
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the 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	76.4	75	50.0	50	100.0	67.7
	High Needs Students	62.9	75	41.9	50	83.9	56.7
Math Performance Index	All Students	70.3	75	46.9	50	93.7	61.4
	High Needs Students	56.7	75	37.8	50	75.7	49.9
Science Performance Index	All Students	64.7	75	43.1	50	86.2	57.5
	High Needs Students	54.4	75	36.3	50	72.6	47.0
ELA Academic Growth	All Students	65.1%	100%	65.1	100	65.1	63.8%
	High Needs Students	53.7%	100%	53.7	100	53.7	58.3%
Math Academic Growth	All Students	69.7%	100%	69.7	100	69.7	65.0%
	High Needs Students	60.6%	100%	60.6	100	60.6	57.4%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	11.0%	<=5%	37.9	50	75.8	15.6%
Preparation for CCR	% Taking Courses	76.7%	75%	50.0	50	100.0	67.6%
	% Passing Exams	50.0%	75%	33.3	50	66.7	40.7%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		84.6%	94%	90.0	100	90.0	78.6%
Postsecondary Entrance (Class of 2015)		79.3%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.8% 52.0%	75%	34.7	50	69.3	89.2% 50.5%
Arts Access		38.9%	60%	32.4	50	64.8	47.5%
Accountability Index				1083.5	1350	80.3	

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	62.9	12.1	16.5	
Math Performance Index Gap	74.2	56.7	17.5	18.9	
Science Performance Index Gap	67.6	54.4	13.1	17.2	
Graduation Rate Gap	94.0%	84.6%	9.4%	15.3%	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	99.1
Math	All Students	99.3
	High Needs Students	99.1
Science	All Students	99.8
	High Needs Students	99.3

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: 56.5

State: 51.4

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 development of both District and School Instructional Plans. For 2015-2016, the district set targets using the Smarter Balanced Assessments in English Language Arts and Mathematics, as well as AP/ECE enrollment at the high school level. 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.

During the 2015-2016 school year, teachers in grades K-5 continued to refine implementation of the 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. We continued efforts to communicate with families to share strategies to support student learning at home. . . 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 fifth 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.

Finally, the district created a plan to support the implementation of full-day kindergarten, including planning for staffing, instructional support, instructional materials and other supplies. A series of parent information sessions were held to engage the community in fully understanding the rationale behind the full-day kindergarten implementation.

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. In February 2016, the Ellington Board of Education authorized the opening of 30 additional seats. Due to the continued growth of our local enrollment, opportunities are limited for additional spaces for students are limited and thus this increase is impressive. In addition, a growing number of Ellington students participate in magnet school programs.

Center School continued its tradition of organizing 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 many families taking advantage of the opportunity.

Each classroom at Crystal Lake School is working on our school's priority social-emotional standards of Cooperation, Advocacy, Respect, Empathy and Self-Control (CARES). These characteristics have been identified by Responsive Classroom as essential skills for both academic and social success. Each Crystal Lake School teacher has identified a way to recognize students for independently demonstrating these characteristics.

Windermere School proudly introduced a Buddy Bench, new to our playground this school year. We hope that students who seek friendship from others or just need a kind word or gesture will utilize the buddy bench and know that the kindness and graciousness of our Windermere students will invariably emerge.

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Equitable Allocation of Resources among District Schools

The 2015-2016 school year saw a continued commitment to providing resources for all students across the district. The district added a number of positions designed to support student learning and to increase access to instructional support in all schools. Positions added include: two full-time mathematics interventionists, a .5 library media specialist, one music teacher and 4.5 kindergarten teachers.

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. .