Connecticut State Department of Education

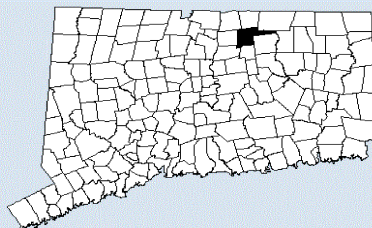# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

Ellington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,647
Per Pupil Expenditures[1]	$13,632
Total Expenditures[1]	$37,380,231

[1]*Expenditure data reflect the 2015-16 year.*

Community Information

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

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2017)](#)
(2017® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,284	48.5	48.4
Male	1,363	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	243	9.2	5.1
Black or African American	112	4.2	12.9
Hispanic or Latino	116	4.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	2,105	79.5	54.8
English Learners	54	2.0	6.8
Eligible for Free or Reduced-Price Meals	272	10.3	35.9
Students with Disabilities[1]	323	12.2	14.3

[1]Students 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	67	5.3	30	2.3
Male	96	7.2	135	9.9
Black or African American	*	*	21	18.3
Hispanic or Latino	20	17.2	19	16.1
White	95	4.6	118	5.6
English Learners	9	16.1	*	*
Eligible for Free or Reduced-Price Meals	51	18.3	56	19.2
Students with Disabilities	55	16.5	51	13.9
District	163	6.3	165	6.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 79

Number of school-based arrests: 7

[2]A 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.

[3]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	172.0
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	26.1
Paraprofessional Instructional Assistants	70.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	9.6
Library/Media	
Specialists (Certified)	4.5
Support Staff	4.7
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	15.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	108.1

[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	1.0
Black or African American	1	0.4	3.6
Hispanic or Latino	1	0.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	242	97.6	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	*
Hispanic or Latino	10	*	*	*
White	124	86.1	164	92.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	12	*	15	75.0
Students with Disabilities	10	*	20	76.9
District	147	84.5	190	91.8
State		63.6		77.5

[3]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[4]

	Count	Rate (%)
Autism	17	58.6
Emotional Disturbance	16	72.7
Intellectual Disability	*	*
Learning Disability	107	73.3
Other Health Impairment	42	73.7
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	202	68.5
State		68.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	33	1.2	1.7
Emotional Disturbance	22	0.8	1.0
Intellectual Disability	*	*	0.5
Learning Disability	148	5.5	4.9
Other Health Impairment	58	2.1	2.9
Other Disabilities	29	1.1	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	315	11.6	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	20,759,671	7,893	9,663
Instructional Supplies and Equipment	759,134	289	321
Improvement of Instruction and Educational Media Services	1,533,066	583	578
Student Support Services	4,189,767	1,593	1,103
Administration and Support Services	2,983,533	1,134	1,861
Plant Operation and Maintenance	3,427,846	1,303	1,637
Transportation	1,946,886	728	877
Costs of Students Tuitioned Out	1,255,149	N/A	N/A
Other	525,179	200	201
Total	37,380,231	13,632	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	790,432	301	1,749

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

Special Education Expenditures: 2015-16

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,105,864	40.9	34.6
Noncertified Personnel	1,283,492	16.9	14.6
Purchased Services	519,596	6.8	5.8
Tuition to Other Schools	931,418	12.3	21.8
Special Ed. Transportation	499,422	6.6	8.5
Other Expenditures	1,249,841	16.5	14.7
Total Expenditures	7,589,633	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	68.7	68.1
State	28.6	29.2
Federal	1.5	1.6
Tuition & Other	1.2	1.2

[4]Revenue 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).

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	*	*	*	*	*	*
Asian	119	84.1	119	84.8	59	68.5
Black or African American	54	60.3	54	51.8	22	49.4
Hispanic or Latino	68	63.4	68	59.0	24	55.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	42	74.7	42	63.3	13	*
White	1134	74.0	1133	69.8	507	61.3
English Learners	50	71.0	50	73.1	14	*
Non-English Learners	1368	73.9	1367	69.5	612	61.3
Eligible for Free or Reduced-Price Meals	151	61.0	151	55.2	63	52.5
Not Eligible for Free or Reduced-Price Meals	1267	75.4	1266	71.4	563	62.3
Students with Disabilities	181	52.6	181	48.6	79	47.0
Students without Disabilities	1237	76.9	1236	72.8	547	63.4
High Needs	322	59.6	322	55.5	135	50.9
Non-High Needs	1096	78.0	1095	73.8	491	64.1
District	1418	73.8	1417	69.7	626	61.3

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.6	85.0	92.0	78.4	797	85.3
Curl Up	84.0	87.8	90.5	70.0	797	83.3
Push Up	66.0	75.1	71.0	71.6	797	71.0
Mile Run/PACER	84.0	83.1	70.0	81.1	797	79.5
All Tests - District	45.4	62.0	52.5	55.3	797	54.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	22	95.5
Students with Disabilities	22	81.8
District	187	96.8
State		87.4

[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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	116	65.5
Male	96.6	101	49.5
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.8	194	60.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	12	32.4
Students with Disabilities	86.0	*	*
District	97.9	217	57.0
State	96.1		43.5

[3]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
- Smarter Balanced - Level 3 or higher on both ELA and math

[4]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 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 2016	Class of 2015
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	87.7	94.3
Male	73.0	95.9
Black or African American	*	*
Hispanic or Latino	*	*
White	82.8	95.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.6	*
Students with Disabilities	*	85.0
District	81.7	95.0
State	72.0	88.5

[5]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.

[6]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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.8	75	49.2	50	98.4	67.1
	High Needs Students	59.6	75	39.8	50	79.5	55.9
Math Performance Index	All Students	69.7	75	46.4	50	92.9	62.2
	High Needs Students	55.5	75	37.0	50	74.0	50.5
Science Performance	All Students	61.3	75	40.9	50	81.7	55.3
	High Needs Students	50.9	75	34.0	50	67.9	45.2
ELA Academic Growth	All Students	51.7%	100%	51.7	100	51.7	55.4%
	High Needs Students	41.1%	100%	41.1	100	41.1	49.8%
Math Academic Growth	All Students	60.6%	100%	60.6	100	60.6	61.7%
	High Needs Students	54.1%	100%	54.1	100	54.1	53.7%
Chronic Absenteeism	All Students	6.3%	<=5%	47.5	50	95.0	9.9%
	High Needs Students	15.6%	<=5%	28.9	50	57.7	15.8%
Preparation for CCR	% Taking Courses	88.5%	75%	50.0	50	100.0	70.7%
	% Passing Exams	57.0%	75%	38.0	50	75.9	43.5%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.8%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014		90.2%	94%	96.0	100	96.0	82.0%
Postsecondary Entrance (Class of 2016)		81.7%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness		96.0% | 54.0%	75%	36.0	50	71.9	92.0% | 51.6%
Arts Access		53.0%	60%	44.1	50	88.3	50.5%
Accountability Index				**1045.3**	**1350**	**77.4**	

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	59.6	15.4	16.7	
Math Performance Index Gap	73.8	55.5	18.3	18.7	
Science Performance Index Gap	64.1	50.9	13.2	16.6	
Graduation Rate Gap	94.0%	90.2%	3.8%	12.0%	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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	99.3
	High Needs Students	99.1
Math	All Students	99.2
	High Needs Students	99.1
Science	All Students	99.7
	High Needs Students	99.3

[3]Minimum 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: 51.7   **State: 50.2**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 though the development of both District and School Improvement Plans. For 2016-2017, 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 revised its vision and mission statements, identified core beliefs about teaching and learning, and identified four areas of focus: mastery-based learning, personalized learning, innovative practices and equitable opportunity. These have been widely shared with parents and the broader community.

This was the sixth 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'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.

The district's focus on mastery-based learning has resulted in several parent forums and district communications to describe the work being done. Several of the forums have included teachers sharing specific examples of work they are doing with students, and many students have participated as well.

Finally, the district entered into planning for a new program, ECLIPSE, to meet the needs of students receiving transition services after leaving the high school. The program provides a 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. In February 2017, the Ellington Board of Education authorized the opening of 35 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.

The district focus on equitable opportunities has led to the development of many new professional learning opportunities for teachers and administrators. A team of Ellington educators participated in the Connecticut Center for School Change's Leading for Equitable Classrooms Institute in October.

Colleagues- Over the past year, a number of Ellington educators have participated in professional learning related to equity issues. In addition, many educators across the district have been involved in study groups related to this topic. In January and February, 2017, we invited teachers to be part of the first-ever Ellington Summit on Leading for Equity and Excellence. 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.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.

Equitable Allocation of Resources among District Schools

The 2016-17 school year saw a continued commitment to providing resources for all students across the district. After adding a number of positions designed to support student learning and to increase access to instructional support in all schools in the past school year, services were re-examined and an additional .4FTE art teacher was added to accommodate student needs.

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. .