

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Ellington School District

Scott Nicol, Superintendent • 860-896-2300 • <https://www.ellingtonpublicschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,526
Per Pupil Expenditures	\$19,106
Total Expenditures	\$50,440,303

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,293	51.2	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	278	11.0	5.2
Black or African American	128	5.1	12.4
Hispanic or Latino of any race	233	9.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	1,789	70.8	45.1
English Learners/Multilingual Learners	52	2.1	11.3
Eligible for Free or Reduced-Price Meals	602	23.8	44.8
Students with Disabilities	448	17.7	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	138	11.6	27	2.1
Male	*	*	79	5.9
Non-Binary	*	*	0	*
Black or African American	36	29.0	13	9.6
Hispanic or Latino of any race	60	26.3	12	4.8
White	128	7.4	73	4.0
English Learners/Multilingual Learners	8	16.0	*	*
Eligible for Free or Reduced-Price Meals	148	26.1	49	7.4
Students with Disabilities	101	24.2	42	8.1
All Students - District	275	11.3	106	4.1
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 360
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	178.9
General Education Paraprofessionals	34.6
Special Education Teachers and Instructors	34.0
Special Education Paraprofessionals	92.0
District Central Office Administrators	7.0
School Level Administrators	11.4
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	6.0
Instructional Specialists Who Support Teachers	9.8
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	106.4

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	3	1.1	1.4
Black or African American	6	2.3	4.9
Hispanic or Latino of any race	4	1.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.4	0.3
White	250	94.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	24	9	6.8
Teachers	18	8.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	20	87.0	13	*
White	124	91.2	123	96.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	79.5	34	97.1
Students with Disabilities	29	67.4	37	90.2
All Students - District	174	90.2	168	96.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	34	56.7
Emotional Disability	19	54.3
Intellectual Disability	0	0
Learning Disability	105	70.9
Other Health Impairment	58	69.9
Other Disabilities	6	26.1
Speech/Language Impairment	26	100.0
All Disabilities - District	248	65.4
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	62	2.5	2.9
Emotional Disability	35	1.4	1.1
Intellectual Disability	*	*	0.6
Learning Disability	148	6.0	6.5
Other Health Impairment	83	3.3	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	35	1.4	2.0
All Disabilities	401	16.1	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$31,112,891	\$11,785	\$13,471
Support services - students	\$5,105,630	\$2,006	\$1,826
Support services - instruction	\$1,145,575	\$450	\$972
Support services - general administration	\$998,951	\$393	\$568
Support services - school based administration	\$2,579,063	\$1,013	\$1,274
Central and other support services	\$1,688,968	\$664	\$761
Operation and maintenance of plant	\$4,187,095	\$1,645	\$2,125
Student transportation services	\$3,105,599	\$1,198	\$1,695
Food services	.	.	\$10
Enterprise operations	\$516,531	\$203	\$219
Total	\$50,440,303	\$19,106	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$4,687,760	36.6	26.4
Instructional Aide Salaries	\$2,494,343	19.5	10.1
Other Salaries	\$774,168	6.1	10.5
Employee Benefits	\$2,214,174	17.3	13.3
Purchased Services Other Than Transportation	\$274,370	2.1	6.8
Special Education Tuition	\$1,429,577	11.2	22.8
Supplies	\$104,691	0.8	0.6
Property Services	\$133,776	1.0	0.4
Purchased Services For Transportation	\$653,297	5.1	8.7
Equipment	\$10,582	0.1	0.2
All Other Expenditures	\$16,942	0.1	0.1
Total	\$12,793,678	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	68.9
State	24.9
Federal	1.9
Tuition & Other	4.4

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	147	85.4	147	88.5	68	82.9
Black or African American	66	57.5	66	53.5	29	53.9
Hispanic or Latino of any race	110	63.0	109	60.2	46	57.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	955	74.8	953	74.5	384	74.2
English Learners/Multilingual Learners	49	65.8	49	67.9	18	*
Non-English Learners/Non-Multilingual Learners	1,280	74.5	1,276	74.0	521	72.9
Eligible for Free or Reduced-Price Meals	276	62.7	273	61.4	117	60.6
Not Eligible for Free or Reduced-Price Meals	1,053	77.1	1,052	77.0	422	75.9
Students with Disabilities	206	52.7	203	49.0	92	49.2
Students without Disabilities	1,123	78.1	1,122	78.2	447	77.4
High Needs	420	61.1	416	59.6	170	59.0
Non-High Needs	909	80.2	909	80.3	369	78.8
All Students - District	1,329	74.1	1,325	73.8	539	72.6

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	91.7	86.2	87.4	75.0	713	85.0
Curl Up	83.9	88.5	90.2	85.9	710	87.2
Push Up	61.7	71.5	78.2	79.7	711	72.9
Mile Run/PACER	86.3	87.6	45.1	58.7	706	69.8
All Tests - District	55.1	65.8	40.7	47.4	697	52.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	11	*
White	153	95.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	32	75.0
Students with Disabilities	32	75.0
All Students - District	196	93.4
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	131	69.7
Male	100	56.2
Non-Binary	0	*
Black or African American	7	*
Hispanic or Latino of any race	12	32.4
White	171	64.8
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	28	35.4
Students with Disabilities	18	21.4
All Students - District	231	62.8
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	86.0	91.5
Male	64.0	89.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	76.8	89.0
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	48.4	79.2
Students with Disabilities	47.1	*
All Students - District	76.0	90.3
All Students - State	67.0	88.2

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.

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

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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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.1	75	49.4	50	98.9	64.7
ELA Performance Index	High Needs Students	61.1	75	40.8	50	81.5	54.9
Math Performance Index	All Students	73.8	75	49.2	50	98.4	61.1
Math Performance Index	High Needs Students	59.6	75	39.7	50	79.4	50.6
Science Performance Index	All Students	72.6	75	48.4	50	96.8	62.6
Science Performance Index	High Needs Students	59.0	75	39.3	50	78.7	52.1
ELA Academic Growth	All Students	59.8%	100%	59.8	100	59.8	60.6%
ELA Academic Growth	High Needs Students	56.0%	100%	56.0	100	56.0	55.7%
Math Academic Growth	All Students	66.1%	100%	66.1	100	66.1	62.3%
Math Academic Growth	High Needs Students	57.8%	100%	57.8	100	57.8	55.9%
Progress Toward English Proficiency	Literacy	74.1%	100%	37.0	50	74.1	58.7%
Progress Toward English Proficiency	Oral	77.9%	100%	39.0	50	77.9	55.7%
Chronic Absenteeism	All Students	11.3%	<=5%	37.4	50	74.8	17.2%
Chronic Absenteeism	High Needs Students	22.6%	<=5%	14.8	50	29.7	24.8%
% Taking CCR Courses	All Students	92.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	62.8%	75%	41.8	50	83.7	47.2%
On-track to High School Graduation	All Students	95.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.4%	94%	99.3	100	99.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.0%	94%	98.9	100	98.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	76.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	52.5%	75%	35.0	50	70.0	49.0%
Arts Access	All Students	59.5%	60%	49.6	50	99.1	55.1%
Accountability Index				1159.3	1450	80.0	

Physical Fitness Estimated Participation Rate - District: 92.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	61.1	13.9	16.9	N
Math Performance Index Gap	75.0	59.6	15.4	18.4	N
Science Performance Index Gap	75.0	59.0	16.0	18.2	N
Graduation Rate Gap	94.0%	93.0%	1.0%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.8
ELA	High Needs Students	94.2
Math	All Students	97.5
Math	High Needs Students	93.4
Science	All Students	94.6
Science	High Needs Students	87.5

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: 51.0

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Ellington Public Schools developed district and school plans to support our mission and vision—sustaining a culture of learning that challenges and inspires all students on their personalized educational journeys, and growing exceptional learners and leaders who are courageous, reflective, and contributing citizens of the world. The improvement plans articulate goals and strategies in three areas of focus—conditions for learning, High Quality Instruction, and Efficient Operations. The plans are available on the district website through the “Annual Report” label under the “District Information” tab.

Communication remained a priority this year as we set a foundation for deeper transparency with families and the broader community. A key vehicle to communicate the work of the district has been the Board of Education's Communications Committee, which guided communication initiatives and resumed a popular newsletter this spring. School Messenger, Twitter, and Facebook were used to celebrate successes and convey critical information, supplemented by 20 videos on specific program elements and activities, produced in our “Education in Ellington” series. 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. Open houses were held at each school and in-person family engagement activities were held every season. Families were informed through messenger and the website about student learning and opportunities for engagement at the schools. Library catalogs and syllabi for middle and high school classes are available on line. Recognizing that effective communication is a two-way process, the district continued using the climate survey to better understand the experiences and perspective of students, staff, and families. The key findings from the surveys were communicated back to staff and families, along with initial thoughts on how the results would inform 2024-25 school improvement plans.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Over the past decade, Ellington has steadily increased the number of students enrolled in its schools through the Hartford Open Choice Program. The district remains committed to increasing choice student enrollment as we approach the top tier of participation. Students of color are represented fairly evenly across the three elementary schools. A growing number of Ellington resident students participate in magnet school programs. Teachers actively used diverse texts inclusive of all demographics that were purchased for grades K-6 in recent years. The district collaborated with CREC through the Minority Teacher Recruitment program to continue to diversify the teaching force and our team includes administrators of color. The district offered transportation to Hartford students for events at the middle school and high school to ensure access and promote participation. Elementary and middle school students participated in family and student-centered events in Hartford so that Ellington resident students could interact with Hartford resident peers who attend Ellington schools in their own Hartford neighborhoods.

High school departments incorporated culturally inclusive projects and resources in the existing curricula. Cultural heritage learning and personal narrative/story-telling were sustained in advisory classes. An inclusive process collected input for developing a vision of "what it means to be an Ellington Knight". The "Journey to Knighthood" campaign engages students of different backgrounds to engage in activities and reflection together.

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Equitable Allocation of Resources among District Schools

The 2024-25 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 continued work 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 the Elementary School Enrollment Policy, which works to better ensure more equitable access to programming while considering class sizes.

The district continues to monitor the implementation of this policy and work to continuously improve equitable allocation of resources across the district. Finally, each school develops and maintains plans for students in need of support or intervention; this process focuses the administration and staff to appropriately prioritize available resources based upon student need. Based on the analysis of student intervention data, as well as overall student performance data, the district continued to improve the intervention model to more equitably distribute student support resources.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	1	14.3	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	4	57.1	32.0
Retired	1	14.3	23.7
Teach/Admin in Other CT Dist	1	14.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	7		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.