

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



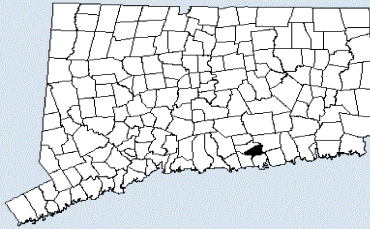
Essex School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • <http://www.region4schools.com>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	420
Per Pupil Expenditures ¹	\$17,944
Total Expenditures ¹	\$7,949,132

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)

Contents

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

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	199	47.4	48.3
Male	221	52.6	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	26	6.2	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	14	3.3	2.7
White	366	87.1	55.9
English Learners	10	2.4	6.4
Eligible for Free or Reduced-Price Meals	44	10.5	38.0
Students with Disabilities ¹	81	19.3	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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	10	3.1	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	12	3.2	0	0.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

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 2015-16

Essex School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	31.0
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	10.5
Paraprofessional Instructional Assistants	19.1
Administrators, Coordinators and Department Chairs	
District Central Office	1.2
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.4
Instructional Specialists Who Support Teachers	5.1
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.4

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	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	61	98.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	94.3
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	8.8	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	13	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	45	83.3
State		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

Essex School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	2.7	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	13	3.5	4.6
Other Health Impairment	8	2.2	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	16	4.4	1.9
All Disabilities	54	14.7	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,348,646	9,642	9,387
Instructional Supplies and Equipment	143,168	317	318
Improvement of Instruction and Educational Media Services	73,507	163	541
Student Support Services	1,050,648	2,330	1,048
Administration and Support Services	948,451	2,103	1,790
Plant Operation and Maintenance	705,971	1,565	1,608
Transportation	310,563	337	845
Costs of Students Tuitioned Out	276,089	N/A	N/A
Other	92,089	204	194
Total	7,949,132	17,944	15,762

Additional Expenditures

Land, Buildings, and Debt Service	810,796	1,798	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 (%)	Percent of Total (%)
Certified Personnel	824,603	35.6	35.1
Noncertified Personnel	576,520	24.9	14.5
Purchased Services	172,185	7.4	5.5
Tuition to Other Schools	276,089	11.9	21.6
Special Ed. Transportation	130,997	5.7	8.3
Other Expenditures	335,445	14.5	15.0
Total Expenditures	2,315,839	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.3	93.7
State	3.8	4.2
Federal	1.9	2.1
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 2015-16

Essex 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	0	N/A	0	N/A
Asian	6	*	6	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	199	82.1	199	74.9	51	70.0
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	75.0	20	67.1	*	*
Not Eligible for Free or Reduced-Price Meals	203	81.3	203	74.7	*	*
Students with Disabilities	33	60.9	33	57.0	10	*
Students without Disabilities	190	84.2	190	77.0	47	73.4
High Needs	47	67.1	47	61.3	11	*
Non-High Needs	176	84.4	176	77.4	46	73.8
District	223	80.8	223	74.0	57	69.2

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	70.4	68.8	N/A	N/A	134	69.4
Curl Up	92.6	93.8	N/A	N/A	134	93.3
Push Up	64.8	81.3	N/A	N/A	134	74.6
Mile Run/PACER	66.7	76.3	N/A	N/A	134	72.4
All Tests - District	48.1	51.3	N/A	N/A	134	50.0
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.

District Profile and Performance Report for School Year 2015-16

Essex School District

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	80.8	75	50.0	50	100.0	67.7
	High Needs Students	67.1	75	44.7	50	89.4	56.7
Math Performance Index	All Students	74.0	75	49.3	50	98.7	61.4
	High Needs Students	61.3	75	40.9	50	81.7	49.9
Science Performance Index	All Students	69.2	75	46.2	50	92.3	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	70.1%	100%	70.1	100	70.1	63.8%
	High Needs Students	63.0%	100%	63.0	100	63.0	58.3%
Math Academic Growth	All Students	81.6%	100%	81.6	100	81.6	65.0%
	High Needs Students	77.5%	100%	77.5	100	77.5	57.4%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	5.6%	<=5%	48.9	50	97.8	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.5% 50.0%	75%	33.3	50	66.7	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				655.6	800	81.9	

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	67.1	7.9	16.5	
Math Performance Index Gap	75.0	61.3	13.7	18.9	
Science Performance Index Gap	73.8	N/A	.	17.2	
Graduation Rate Gap	

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	97.0
	High Needs Students	94.1
Math	All Students	97.0
	High Needs Students	94.1
Science	All Students	100.0
	High Needs Students	.

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: * **State: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2015-16

Essex School District

Narratives

School District Improvement Plans and Parental Outreach Activities

At Essex Elementary School we continue to focus on our mission to ensure that all students are achieving at high levels. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and public participation in planning, are critical factors for our continuous growth. The School Improvement Plan for 2015-16 provides the focus for our staff in developing SMART goals in the areas of reading, writing and math. The School Improvement Committee meets regularly to analyze assessment data to determine strengths and areas of concern. All certified staff developed SMART goals directly aligned with school goals. Each SMART goal includes instructional strategies and progress monitoring strategies to measure student growth and achievement throughout the year. Efforts are coordinated to provide seamless instruction between all professionals in the building for a continuum of instructional support for student growth. The Principal updates the public on progress being made on our goals at each Board of Education meeting. An early intervention process, SRBI, supports teacher and specialist collaboration for effective use of instructional resources and to monitor student progress. A core team, including reading specialists, support staff and administration, meet weekly to actively identify strategies to meet the needs of identified learners and progress monitor their interventions. Students with attendance issues are monitored through the SRBI process. Students in need of special education services are supported through an inclusion and co-teaching model. Additional behavior supports and other research-based interventions are also provided for students with specialized educational needs. Parents and community members are important partners in our school. Parents are part of the Social Development Core Team, EES Foundation and the PTO. Parents are involved through an active volunteer program and over 200 volunteers are celebrated in May for their contribution. Professional staff support families in a variety of ways. All families receive a calendar-handbook listing meetings, events, and parent conferences, etc., as well as the policies and procedures for the school. A Curriculum Night is held for families each year where teachers share their grade level curriculum to foster a strong home-school partnership. Parent-Teacher conferences are held twice yearly to inform parents of their child's academic progress. The EES Stakeholder Goal embraced by all staff provided opportunities and support to partner with families and strengthen the home-school connections. Each month a multi-page newsletter is sent home to parents and each week an email "blast" is sent home. Teachers post homework and other information on their webpages and use email to keep families informed about their child's educational program. Board of Education meeting minutes, District Goals, Mission Statement, Core Beliefs, Strategic Goals and Action Statements, Board Policies and a calendar of events are also posted and updated on the district and school website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Essex Elementary School continues its work to reduce its relative racial, ethnic and economic isolation. Working with LEARN for the 7th year, several classes pair with Middletown to work on mathematics projects. One sixth grade class completed its 7th year partnering with the Regional Multicultural Magnet School in New London to Study Connecticut history with the support of the Pathways Grant from LEARN. One grade six social studies teacher continued his efforts to collaborate with the Town of Essex's sister City in Haiti. Haitian culture is shared with students throughout the school through a variety of cultural awareness activities in our fund raising efforts for the town's sister city project with Haiti. The PTO provides a strong cultural arts program for K-6 students. The Cultural Arts program focuses the content of the visiting performers by exposing students to a variety of cultures and traditions through dance, music, puppetry and storytelling. In six performances throughout the year, performers represented various cultures. The EES Foundation, once again, sponsored the World Cultures program for students in grade 2 with guests from Haiti, China, and India who shared their culture's music, art, food and historical activities. EES provides a weekly class in Spanish for students in grades three-six (FLES-Foreign Language in the Elementary School) in which students develop their vocabulary and conversational skills, as well as learn about the traditions and current practices of Spanish-speaking cultures around the world. Students in grades one and two also enjoy Spanish lessons by our certified Spanish teacher. Our Social Development Program promotes a school culture, climate, and curriculum that fosters social, emotional, and behavioral development of students. A major focus of the program and curriculum is to develop students' tolerance for others and to celebrate differences among all people. Our Book of the Month program embeds our core values into the general curriculum in each classroom as part of our Social Development Program, school wide.

District Profile and Performance Report for School Year 2015-16

Essex School District

Equitable Allocation of Resources among District Schools

The Essex Elementary School District consists only of the Essex Elementary School. Teachers and staff within the building work with building administration on an annual basis to determine the academic and physical needs within the school building. Administration then meets with the Essex Elementary School Board of Education to develop our annual budget to provide for the resources and academic programming needed at the school. The school's budget is then presented to the Town of Essex and voted on through a referendum vote by the local community. The approved budget is then utilized accordingly within Essex Elementary School to ensure that student needs are addressed.