

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

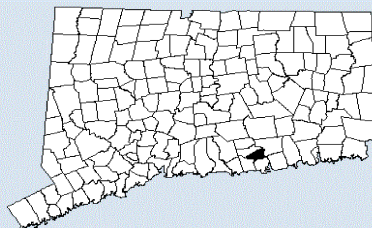


## Essex School District

860-526-2417 • <http://www.reg4.k12.ct.us>

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	371
Per Pupil Expenditures <sup>1</sup>	\$20,887
Total Expenditures <sup>1</sup>	\$8,334,109

<sup>1</sup>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

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

### 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](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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	178	48.0	48.4
Male	193	52.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	30	8.1	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	16	4.3	2.9
White	316	85.2	54.8
English Learners	10	2.7	6.8
Eligible for Free or Reduced-Price Meals	41	11.1	35.9
Students with Disabilities <sup>1</sup>	68	18.3	14.3

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	8	2.8	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	12	3.5	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>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.

<sup>3</sup>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 2016-17

## Essex School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	5.2
<b>Special Education</b>	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	19.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.2
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.2
Instructional Specialists Who Support Teachers	5.1
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	10.8

<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	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	1.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	54	98.2	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	12	*
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	38	84.4
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Essex School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	11	3.3	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	12	3.6	4.9
Other Health Impairment	8	2.4	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	17	5.1	1.8
All Disabilities	52	15.7	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,325,452	10,373	9,663
Instructional Supplies and Equipment	131,795	316	321
Improvement of Instruction and Educational Media Services	84,755	203	578
Student Support Services	1,022,898	2,453	1,103
Administration and Support Services	904,094	2,168	1,861
Plant Operation and Maintenance	1,128,332	2,706	1,637
Transportation	333,688	404	877
Costs of Students Tuitioned Out	302,053	N/A	N/A
Other	101,042	242	201
Total	8,334,109	20,887	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	862,528	2,068	1,749
-----------------------------------	---------	-------	-------

<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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	815,402	34.7	34.6
Noncertified Personnel	580,838	24.7	14.6
Purchased Services	133,451	5.7	5.8
Tuition to Other Schools	302,053	12.8	21.8
Special Ed. Transportation	175,545	7.5	8.5
Other Expenditures	343,973	14.6	14.7
Total Expenditures	2,351,262	100.0	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.7	94.2
State	5.3	3.6
Federal	2.0	2.2
Tuition & Other	0.0	0.0

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2016-17

## 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	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	*	*
White	173	81.8	173	75.6	47	67.2
English Learners	7	*	7	*	*	*
Non-English Learners	194	80.7	194	74.7	53	66.3
Eligible for Free or Reduced-Price Meals	20	70.8	20	63.0	*	*
Not Eligible for Free or Reduced-Price Meals	181	81.0	181	75.3	50	65.6
Students with Disabilities	28	62.8	28	55.3	10	*
Students without Disabilities	173	82.8	173	77.2	45	68.9
High Needs	45	66.1	45	59.5	15	*
Non-High Needs	156	84.0	156	78.3	40	70.6
District	201	80.0	201	74.1	55	65.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	90.5	88.9	N/A	N/A	96	89.6
Curl Up	92.9	94.4	N/A	N/A	96	93.8
Push Up	76.2	87.0	N/A	N/A	96	82.3
Mile Run/PACER	76.2	90.7	N/A	N/A	96	84.4
All Tests - District	71.4	79.6	N/A	N/A	96	76.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Essex 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	80.0	75	50.0	50	100.0	67.1
	High Needs Students	66.1	75	44.1	50	88.1	55.9
Math Performance Index	All Students	74.1	75	49.4	50	98.8	62.2
	High Needs Students	59.5	75	39.7	50	79.4	50.5
Science Performance	All Students	65.2	75	43.5	50	86.9	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	69.0%	100%	69.0	100	69.0	55.4%
	High Needs Students	56.5%	100%	56.5	100	56.5	49.8%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	61.7%
	High Needs Students	52.4%	100%	52.4	100	52.4	53.7%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	5.7%	<=5%	48.5	50	97.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0%   76.0%	75%	50.0	50	100.0	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>619.4</b>	<b>800</b>	<b>77.4</b>	

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?					N
ELA Performance Index Gap	75.0	66.1	8.9	16.7	
Math Performance Index Gap	75.0	59.5	15.5	18.7	
Science Performance Index Gap	70.6	N/A	.	16.6	
Graduation Rate Gap	.	.	.	.	

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.2
	High Needs Students	95.9
Math	All Students	96.2
	High Needs Students	95.9
Science	All Students	100.0
	High Needs Students	.

<sup>3</sup>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: \***      **State: 50.2**

#### 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 2016-17

## 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 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 2016-17 provides the focus for our staff aligned to our development of a district wide Strategic Plan of ensuring our students are able to think critically and problem solve creatively. The Principal updates the public on progress made toward 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, math coach, 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 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 provide 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 to communicate with families. Teachers post homework and other information on their web pages and use email and phone calls 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. 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 four 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. During the 2016-17 School Year, our common theme was "Look for the Good" as we took part in this increasingly popular program based on gratitude. We are the proud recipients of the 2017 Spotlight Award from the Community Foundation of Middlesex County which recognized EES for our efforts in promoting a strong positive culture and climate within our school community. Our sixth grade students leaders attend the annual Rally for Bully Free Communities held at Empower Leadership this past October bringing their new learning back to the school community to increase tolerance and to celebrate our differences and uniqueness.

# District Profile and Performance Report for School Year 2016-17

## 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.