

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



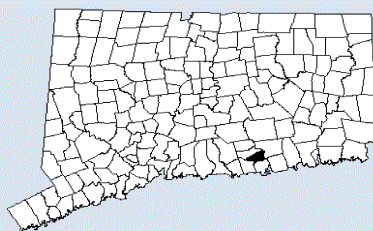
## Essex School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	346
Per Pupil Expenditures <sup>1</sup>	\$22,616
Total Expenditures <sup>1</sup>	\$8,209,756

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	166	48.0	48.4
Male	180	52.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	28	8.1	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	18	5.2	3.3
White	290	83.8	53.6
English Learners	13	3.8	7.2
Eligible for Free or Reduced-Price Meals	46	13.3	36.7
Students with Disabilities <sup>1</sup>	62	17.9	14.8

<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	*	*	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	11	3.5	*	*
State		10.7		6.8

Number of students in 2016-17 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 2017-18

## Essex School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	26.9
Paraprofessional Instructional Assistants	3.8
<b>Special Education</b>	
Teachers and Instructors	7.6
Paraprofessional Instructional Assistants	18.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.2
School Level	1.0
<b>Library/Media</b>	
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	0.9
Other Staff Providing Non-Instructional Services/Support	10.2

<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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	52	98.1	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.5

### Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	24	57.1
State		68.6

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

# District Profile and Performance Report for School Year 2017-18

## Essex School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	2.8	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	8	2.5	5.2
Other Health Impairment	9	2.8	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	12	3.8	1.8
All Disabilities	43	13.6	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,308,649	11,708	9,847
Instructional Supplies and Equipment	116,887	318	287
Improvement of Instruction and Educational Media Services	63,310	172	589
Student Support Services	1,005,168	2,731	1,120
Administration and Support Services	908,629	2,469	1,905
Plant Operation and Maintenance	1,018,690	2,768	1,648
Transportation	358,736	454	904
Costs of Students Tuitioned Out	333,973	N/A	N/A
Other	95,714	260	208
Total	8,209,756	22,616	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	876,065	2,381	1,393
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<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	819,489	34.8	33.8
Noncertified Personnel	490,295	20.8	14.5
Purchased Services	92,894	3.9	5.5
Tuition to Other Schools	333,973	14.2	23.4
Special Ed. Transportation	189,718	8.0	8.7
Other Expenditures	430,561	18.3	14.1
Total Expenditures	2,356,930	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.5	96.2
State	7.6	1.8
Federal	1.8	2.0
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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	15	*	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	6	*	6	*
White	162	82.4	162	73.7
English Learners	7	*	7	*
Non-English Learners	183	81.5	183	72.7
Eligible for Free or Reduced-Price Meals	20	66.7	20	59.4
Not Eligible for Free or Reduced-Price Meals	170	82.2	170	73.3
Students with Disabilities	31	59.7	31	50.8
Students without Disabilities	159	84.6	159	76.0
High Needs	48	64.8	48	55.7
Non-High Needs	142	85.9	142	77.3
District	190	80.5	190	71.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	91.2	84.9	N/A	N/A	110	88.2
Curl Up	100.0	98.1	N/A	N/A	110	99.1
Push Up	86.0	81.1	N/A	N/A	110	83.6
Mile Run/PACER	71.9	81.1	N/A	N/A	110	76.4
All Tests - District	64.9	69.8	N/A	N/A	110	67.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.5	75	50.0	50	100.0	67.6
	High Needs Students	64.8	75	43.2	50	86.3	57.5
Math Performance Index	All Students	71.9	75	47.9	50	95.8	62.7
	High Needs Students	55.7	75	37.1	50	74.2	52.0
ELA Academic Growth	All Students	76.6%	100%	76.6	100	76.6	60.7%
	High Needs Students	69.6%	100%	69.6	100	69.6	55.6%
Math Academic Growth	All Students	63.6%	100%	63.6	100	63.6	61.9%
	High Needs Students	54.4%	100%	54.4	100	54.4	55.4%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	5.8%	<=5%	48.4	50	96.7	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.2%   67.3%	75%	44.8	50	89.7	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>585.6</b>	<b>750</b>	<b>78.1</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?					Y
ELA Performance Index Gap	75.0	64.8	10.2	15.9	
Math Performance Index Gap	75.0	55.7	19.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	96.5
	High Needs Students	93.0
Math	All Students	96.5
	High Needs Students	93.0
Science	All Students	97.6
	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: 51.5**

#### 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 2017-18

## Essex School District

### Narratives

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#### **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 2017-18 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 2017-18 School Year, our common theme was "Mindfulness" as we took part in teaching our students the importance of being mindful through weekly and daily practices. 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 2017-18

## 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.