

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



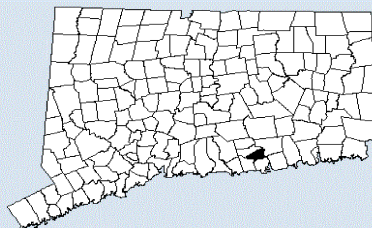
Essex School District

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	335
Per Pupil Expenditures ¹	\$22,014
Total Expenditures ¹	\$7,705,021

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	156	46.6	48.4
Male	179	53.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	24	7.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	19	5.7	3.6
White	284	84.8	52.4
English Learners	9	2.7	7.6
Eligible for Free or Reduced-Price Meals	78	23.3	42.1
Students with Disabilities ³	62	18.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	11	4.3	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	13	4.3	0	0.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.3
Paraprofessional Instructional Assistants	1.8
Special Education	
Teachers and Instructors	7.5
Paraprofessional Instructional Assistants	19.7
Administrators, Coordinators and Department Chairs	
District Central Office	1.2
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	16.7

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	1.1
Black or African American	1	2.0	3.8
Hispanic or Latino of any race	1	2.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	48	96.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	20	54.1
State		67.6

³This 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	3.3	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	11	3.7	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	10	3.3	1.8
All Disabilities	42	14.0	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,718,515	\$10,624	\$10,545
Support services - students	\$247,631	\$722	\$1,373
Support services - instruction	\$82,592	\$241	\$644
Support services - general administration	\$1,273,735	\$3,714	\$462
Support services - school based administration	\$301,413	\$879	\$1,007
Central and other support services	\$1,068,750	\$3,116	\$671
Operation and maintenance of plant	\$718,266	\$2,094	\$1,629
Student transportation services	\$201,325	\$601	\$1,231
Food services	\$12,522	\$37	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$80,273	\$234	\$65
Total	\$7,705,021	\$22,014	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$80,133	11.2	29.7
Instructional Aide Salaries	\$437,561	61.4	9.6
Other Salaries	\$16,194	2.3	10.4
Employee Benefits	\$10,763	1.5	13.0
Purchased Services Other Than Transportation	\$89,256	12.5	5.5
Special Education Tuition	.	.	22.6
Supplies	\$11,354	1.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$65,715	9.2	8.0
Equipment	\$1,869	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$712,845	100.0	100.0
Percent of Total Expenditures Used for Special Education		9.3	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.2
State	0.9
Federal	2.9
Tuition & Other	0.0

⁴Revenue 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., 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	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	*	*
White	157	85.0	157	79.4	52	81.4
English Learners	7	*	7	*	*	*
Non-English Learners	176	83.7	176	78.2	*	*
Eligible for Free or Reduced-Price Meals	35	73.6	35	67.2	14	*
Not Eligible for Free or Reduced-Price Meals	148	85.3	148	80.4	49	82.0
Students with Disabilities	30	66.2	30	59.5	10	*
Students without Disabilities	153	86.4	153	81.5	53	82.1
High Needs	59	71.8	59	66.9	23	75.2
Non-High Needs	124	88.5	124	83.1	40	83.3
District	183	83.1	183	77.9	63	80.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.5	95.0	N/A	N/A	80	91.3
Curl Up	97.5	95.0	N/A	N/A	80	96.3
Push Up	67.5	80.0	N/A	N/A	80	73.8
Mile Run/PACER	70.0	97.5	N/A	N/A	80	83.8
All Tests - District	57.5	72.5	N/A	N/A	80	65.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	83.1	75	50.0	50	100.0	67.7
	High Needs Students	71.8	75	47.9	50	95.8	58.1
Math Performance Index	All Students	77.9	75	50.0	50	100.0	63.1
	High Needs Students	66.9	75	44.6	50	89.2	52.7
Science Performance Index	All Students	80.4	75	50.0	50	100.0	63.8
	High Needs Students	75.2	75	50.0	50	100.0	54.2
ELA Academic Growth	All Students	84.6%	100%	84.6	100	84.6	59.9%
	High Needs Students	83.4%	100%	83.4	100	83.4	55.1%
Math Academic Growth	All Students	89.7%	100%	89.7	100	89.7	62.5%
	High Needs Students	80.7%	100%	80.7	100	80.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	3.2%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.0% 65.0%	75%	43.3	50	86.7	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				774.2	850	91.1	

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 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	71.8	3.2	15.4	
Math Performance Index Gap	75.0	66.9	8.1	17.6	
Science Performance Index Gap	75.0	75.2	-0.2	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	96.4
	High Needs Students	95.2
Math	All Students	96.4
	High Needs Students	95.2
Science	All Students	98.4
	High Needs Students	100.0

³Minimum 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: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

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 2018-19 provides the focus for our staff in developing SMART goals in the areas of reading, writing and math with a strategic focus on Critical and Creative Problem Solving. 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, 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 Social Development Core Team, EES Foundation and the PTO. Parents are involved through an active volunteer program and over 200 volunteers are invited and 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, Google Classrooms 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. 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, to regulate their own emotions, 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.

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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.