

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



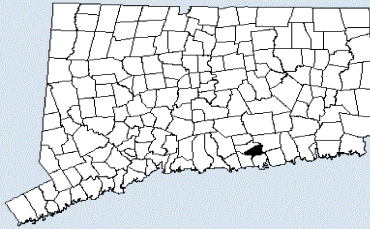
## Essex School District

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

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	454
Per Pupil Expenditures <sup>1</sup>	\$16,112
Total Expenditures <sup>1</sup>	\$7,894,674

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	214	47.1	48.3
Male	240	52.9	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	22	4.8	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	19	4.2	2.5
White	397	87.4	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	43	9.5	37.6
Students with Disabilities <sup>1</sup>	81	17.8	13.3

<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	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	11	2.7	*	*
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 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 2014-15

## Essex School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	33.6
Paraprofessional Instructional Assistants	5.5
<b>Special Education</b>	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	22.7
<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	0.5
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	11.1

<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	3.5
Hispanic or Latino	1	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	61	98.4	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.2

### 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	11	*
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	46	90.2
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Essex School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	11	2.7	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	11	2.7	4.4
Other Health Impairment	7	1.7	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	22	5.4	1.9
All Disabilities	59	14.4	13.0

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	*	*	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,436,382	8,733	9,134
Instructional Supplies and Equipment	152,833	301	334
Improvement of Instruction and Educational Media Services	85,991	169	498
Student Support Services	1,009,505	1,987	1,001
Administration and Support Services	949,940	1,870	1,694
Plant Operation and Maintenance	683,001	1,344	1,572
Transportation	300,915	310	813
Costs of Students Tuitioned Out	247,350	N/A	N/A
Other	28,757	57	186
Total	7,894,674	16,112	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	782,525	1,540	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	804,423	36.3	35.1
Noncertified Personnel	534,942	24.1	14.2
Purchased Services	172,546	7.8	5.2
Tuition to Other Schools	247,350	11.2	22.0
Special Ed. Transportation	123,110	5.5	8.6
Other Expenditures	335,959	15.1	14.9
Total Expenditures	2,218,330	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.9	93.3
State	3.9	4.3
Federal	2.2	2.4
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 2014-15

## 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	9	*	9	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	7	*	7	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	230	81.5	228	70.3	77	69.0
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	18	*	18	*	*	*
Not Eligible for Free or Reduced-Price Meals	237	81.5	235	70.3	*	*
Students with Disabilities	43	59.7	41	52.7	12	*
Students without Disabilities	212	85.1	212	73.2	72	70.6
High Needs	54	64.1	52	56.1	14	*
Non-High Needs	201	85.3	201	73.4	70	70.4
District	255	80.8	253	69.9	84	68.4

#### 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>			
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	85.5	73.6	N/A	N/A	127	78.7
Curl Up	96.4	97.2	N/A	N/A	127	96.9
Push Up	83.6	80.6	N/A	N/A	127	81.9
Mile Run/PACER	80.0	77.8	N/A	N/A	127	78.7
All Tests - District	65.5	52.8	N/A	N/A	127	58.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Essex School District

### Next Generation Accountability Results

These statistics are the first 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	100.0	100	100.0	67.9
	High Needs Students	64.1	75	85.5	100	85.5	56.7
Math Performance Index	All Students	69.9	75	93.2	100	93.2	59.3
	High Needs Students	56.1	75	74.8	100	74.8	47.8
Science Performance Index	All Students	68.4	75	91.2	100	91.2	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	2.7%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	3.0%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.7%   58.3%	75%	38.8	50	77.7	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>583.4</b>	<b>650</b>	<b>89.8</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	64.1	10.9	17.3	
Math Performance Index Gap	73.4	56.1	17.3	19.6	
Science Performance Index Gap	70.4	N/A	.	17.2	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.1
	High Needs Students	98.3
Math	All Students	97.4
	High Needs Students	95.2
Science	All Students	100.0
	High Needs Students	.

### 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: 57.7      State: 50.1**

#### 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 2014-15

## 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, 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 2014-15 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. Over 200 volunteers are celebrated in May for their contributions. Professional staff supports families through a variety of programs to ensure students are prepared for school. Information about school programs is shared with families in a variety of ways. All families receive a calendar/handbook listing meetings, 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 Essex Elementary School Stakeholder Goal embraced by all staff provides opportunities and support to partner with families and strengthen home/school communications. Each month a multi-page newsletter is sent home to parents from the principal's office. A weekly email "blast" is also sent home to families to keep them informed to what is happening in the school. Teachers post homework and other information on the website and use e-mail to keep families informed about their child's educational program. Board of Education 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 sixth year, several classes pair with Middletown to work on mathematics projects. Another Essex sixth grade class completed its sixth year partnering with the Regional Multicultural Magnet School in New London to study Connecticut history with the support of the Pathways Grant from LEARN. Students' culminating activity was a sail on the Argia, simulating an Amistad voyage. One grade six social studies teacher continued his efforts to collaborate with the town of Essex's sister city in Haiti. Funding was secured for Chromebooks to be sent to Deschappelle, Haiti that enabled increased communication between Essex and Deschappelle students. 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 students in grades K-6. 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 cultures in the Middle East, South America, and Asia. The Essex Elementary School Foundation, once again, sponsored the World Cultures program for students in grade three with guests from Haiti, China, and India through music, art, food, and history activities. Essex Elementary School 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. Our Social Development Program promotes a school culture, climate, and curriculum that fosters the social, emotional, and behavioral development of students. A major focus of the program and curriculum is to develop students' tolerance for and to celebrate differences among all people. Our Book of the Month program embeds our core values into the general curriculum in each classroom.

# District Profile and Performance Report for School Year 2014-15

## 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 provided 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.