

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



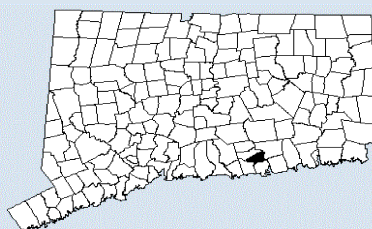
Essex School District

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

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	510
Per Pupil Expenditures ¹	\$15,547
Total Expenditures ¹	\$7,851,324

¹Expenditure data reflect the 2012-13 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](#)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

Notes

Unless otherwise noted, all data are for 2013-14 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](#).
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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	238	46.7	48.3
Male	272	53.3	51.6
American Indian	0	0.0	0.2
Asian	15	2.9	4.6
Black or African American	*	*	12.9
Hispanic or Latino	22	4.3	21.2
Pacific Islander	*	*	0.0
White	449	88.0	58.4
Two or More Races	17	3.3	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	60	11.8	37.3
Students with Disabilities ¹	80	15.7	12.8

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	6	2.1
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	7	1.8	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	11	2.4	6	1.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1

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 2013-14

Essex School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	34.1
Paraprofessional Instructional Assistants	5.5
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	23.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.8
School Level	2.0
Library/Media	
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	11.3

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	1	1.5	3.6
Native American	0	0	0.1
White	65	98.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	8	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	38	88.4
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Essex School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	8	1.8	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	8	1.8	4.2
Other Health Impairment	7	1.5	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	20	4.4	1.9
All Disabilities	45	9.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,443,475	8,416	8,769
Instructional Supplies and Equipment	141,810	269	275
Improvement of Instruction and Educational Media Services	73,263	139	487
Student Support Services	992,933	1,881	965
Administration and Support Services	943,573	1,787	1,600
Plant Operation and Maintenance	672,420	1,274	1,472
Transportation	342,848	343	786
Costs of Students Tuitioned Out	206,752	N/A	N/A
Other	34,250	65	178
Total	7,851,324	15,547	14,642

Additional Expenditures

Land, Buildings, and Debt Service	825,322	1,563	1,434
-----------------------------------	---------	-------	-------

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

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	866,940	38.4	35.6
Noncertified Personnel	530,581	23.5	14.5
Purchased Services	148,190	6.6	5.0
Tuition to Other Schools	206,752	9.2	21.4
Special Ed. Transportation	146,599	6.5	8.5
Other Expenditures	355,928	15.8	14.9
Total Expenditures	2,254,990	100.0	100.0

PK-12 Expenditures Used for Special Education	28.7	21.9
---	------	------

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.2	94.2
State	5.5	3.3
Federal	2.2	2.5
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 2013-14

Essex School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	70.7	82.4	81.5	.	.	.	.
Students with Disabilities	59.8	52.2	50.8	54.9	.	.	.	.
High Needs	66.5	62.7	67.9	69.2	.	.	.	.
District	91.9	89.6	89.4	87.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	81.2	83.1	N/A	156	82.1
Curl Up	96.5	100.0	N/A	156	98.1
Push Up	75.3	77.5	N/A	156	76.3
Mile Run/PACER	69.4	83.1	N/A	156	75.6
All Tests - District	52.9	64.8	N/A	156	58.3
All Tests - State	50.2	50.7	50.3		51.1

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 2013-14

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 2013-14 provides the focus for our staff in developing SMART goals in the areas of reading, writing and math. The School Improvement Team 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 through out 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. 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, Essex Elementary School Foundation and the PTO. Parents are involved in the classroom instructional program via 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 School Improvement Team developed a series of parent workshops and Family Math Nights to help build understanding of the mathematics program and enlist parent support for math achievement. 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. 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. The active use of the Internet continues to be an important avenue for parents to keep informed and updated.

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 fifth 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. New this year was our grade six social studies teacher's efforts to more closely link with the town of Essex's sister city in Haiti. Funding was secured for Chromebooks to be sent to Deschapelle, Haiti that enabled increased communication between Essex and Deschapelle 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.

Our Parent Teacher Organization focuses the content of the visiting performers on 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 2013-14

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.