

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



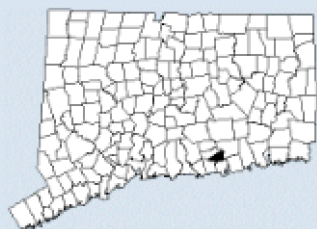
Essex School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	308
Per Pupil Expenditures	\$27,679
Total Expenditures	\$8,331,424

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	138	44.8	48.4
Male	170	55.2	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	37	12.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	11	3.6	4.8
White	255	82.8	45.1
English Learners/Multilingual Learners	10	3.2	11.3
Eligible for Free or Reduced-Price Meals	65	21.1	44.8
Students with Disabilities	88	28.6	18.5

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

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

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	9	7.6	0	0.0
Male	10	7.0	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	12	5.4	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	18.5	*	*
Students with Disabilities	11	16.2	*	*
All Students - District	19	7.3	*	*
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	31.0
General Education Paraprofessionals	1.9
Special Education Teachers and Instructors	6.0
Special Education Paraprofessionals	31.4
District Central Office Administrators	1.8
School Level Administrators	0.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	18.3

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	4.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	1	2.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	50	98.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	7.7	6.8
Teachers	1	2.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	7	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	19	90.5
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	7	*
All Disabilities - District	41	82.0
All Disabilities - State		68.0

This 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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	9	3.6	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	21	8.4	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	11	4.4	2.0
All Disabilities	55	21.9	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$5,519,878	\$18,338	\$13,471
Support services - students	\$379,995	\$1,271	\$1,826
Support services - instruction	\$137,614	\$460	\$972
Support services - general administration	\$390,639	\$1,306	\$568
Support services - school based administration	\$592,902	\$1,983	\$1,274
Central and other support services	\$95,712	\$320	\$761
Operation and maintenance of plant	\$785,413	\$2,627	\$2,125
Student transportation services	\$326,231	\$1,169	\$1,695
Food services	\$103,041	\$345	\$10
Enterprise operations	.	.	\$219
Total	\$8,331,424	\$27,679	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$407,761	25.0	26.4
Instructional Aide Salaries	\$448,727	27.5	10.1
Other Salaries	\$65,180	4.0	10.5
Employee Benefits	\$238,074	14.6	13.3
Purchased Services Other Than Transportation	\$40,761	2.5	6.8
Special Education Tuition	\$272,336	16.7	22.8
Supplies	\$4,673	0.3	0.6
Property Services	\$638	0.0	0.4
Purchased Services For Transportation	\$151,465	9.3	8.7
Equipment	\$2,932	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$1,632,545	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	19.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	94.6
State	2.3
Federal	3.1
Tuition & Other	0.0

Revenue 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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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 of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	125	76.9	124	75.2	35	78.6
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	68.6	23	61.8	*	*
Not Eligible for Free or Reduced-Price Meals	123	77.2	123	75.7	*	*
Students with Disabilities	41	62.2	41	58.6	14	*
Students without Disabilities	106	81.1	105	79.4	26	81.9
High Needs	56	66.0	55	62.1	16	*
Non-High Needs	91	81.9	91	80.4	24	83.6
All Students - District	147	75.8	146	73.5	40	78.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	90.6	93.0	N/A	N/A	75	92.0
Curl Up	84.4	90.7	N/A	N/A	75	88.0
Push Up	84.4	81.4	N/A	N/A	75	82.7
Mile Run/PACER	90.6	86.0	N/A	N/A	75	88.0
All Tests - District	81.3	81.4	N/A	N/A	75	81.3
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.8	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	66.0	75	44.0	50	88.0	54.9
Math Performance Index	All Students	73.5	75	49.0	50	98.0	61.1
Math Performance Index	High Needs Students	62.1	75	41.4	50	82.8	50.6
Science Performance Index	All Students	78.2	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	55.6%	100%	55.6	100	55.6	60.6%
ELA Academic Growth	High Needs Students	47.7%	100%	47.7	100	47.7	55.7%
Math Academic Growth	All Students	66.3%	100%	66.3	100	66.3	62.3%
Math Academic Growth	High Needs Students	54.5%	100%	54.5	100	54.5	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.9	17.2%
Chronic Absenteeism	High Needs Students	16.2%	<=5%	27.7	50	55.4	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	81.3%	75%	50.0	50	100.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				581.7	800	72.7	

Physical Fitness Estimated Participation Rate - District: 96.2% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	66.0	9.0	16.9	N
Math Performance Index Gap	75.0	62.1	12.9	18.4	N
Science Performance Index Gap	75.0	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	96.8
ELA	High Needs Students	95.1
Math	All Students	96.1
Math	High Needs Students	93.4
Science	All Students	97.6
Science	High Needs Students	.

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Essex Elementary School continues 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 2020-21 provided the focus for our staff in developing goals in the area of Social Emotional Learning. The School Improvement Committee met to analyze assessment data to determine strengths and areas of concern. All certified staff developed goals directly aligned with school goals. Each goal included 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. 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. Professional staff support families in a variety of ways. All families receive an electronic student handbook listing and describing important 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 to inform parents of their child's academic progress, twice per year. 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 school 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 phone and email communication to keep families informed of 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 content on the visiting performers by exposing students to a variety of cultures and traditions through dance, music, puppetry and storytelling. In various performances throughout the year, performers represented different cultures. The EES Foundation typically sponsors the World Cultures program for students in grade 2 with guests from Haiti, India and China who share their culture's music, art, food and historical activities. EES provides a weekly experience 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 and wellness 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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Equitable Allocation of Resources among District Schools

The Essex town and school budget allocates resources to ensure equity and address needs each year, primarily during the budget process. The budget development process for Essex Elementary School ensures equitable allocation of resources based on student needs across the school. School and central office administrators develop a proposed budget for the school collaboratively. Specifically, the process begins with a student enrollment projection to determine instructional needs to support student instruction, including but not limited to, staffing, textbooks, instructional supplies, and library media supplies. Analyses of expenditures from the previous school year are conducted. The analyses include a review of instructional versus non-instructional costs, the study of budgeted vs. actual expenditures, impact on facilities, etc. The budget is reviewed to ensure that it corresponds with requirements of statutes, educational goals, district policies, and collective bargaining agreements. The school budgets are combined to develop a budget that is presented to the citizens of the town for approval.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	66.7	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	33.3	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	3		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.