Connecticut State Department of Education

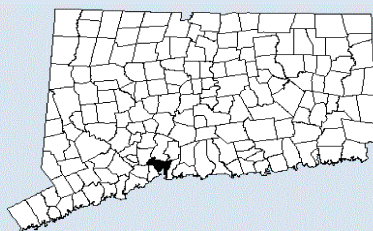# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

Elm City Montessori School District

203-903-4031

District Information

Grade Range	PK-3
Number of Schools/Programs	1
Enrollment	170
Per Pupil Expenditures[1]	$18,767
Total Expenditures[1]	$2,627,431

[1]Expenditure data reflect the 2016-17 year.

Community Information

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

Contents

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.

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	90	52.9	48.4
Male	80	47.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	75	44.1	12.8
Hispanic or Latino	48	28.2	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	7	4.1	3.3
White	40	23.5	53.6
English Learners	6	3.5	7.2
Eligible for Free or Reduced-Price Meals	65	38.2	36.7
Students with Disabilities[1]	10	5.9	14.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	9	13.8
Hispanic or Latino	*	*	*	*
White	*	*	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	10	17.9
Students with Disabilities	0	*	0	*
District	10	11.1	13	8.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 12

Number of school-based arrests: 0

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	4.5

[1]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

	District		State
	Count	Percent of Total (%)	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	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	0	0.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

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

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

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

[2]Grades K-12

Overall Expenditures:[3] 2016-17

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	696,619	4,976	9,847
Instructional Supplies and Equipment	51,479	368	287
Improvement of Instruction and Educational Media Services	257,700	1,841	589
Student Support Services	486,477	3,475	1,120
Administration and Support Services	463,795	3,313	1,905
Plant Operation and Maintenance	487,354	3,481	1,648
Transportation	89,360	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	94,647	676	208
Total	2,627,431	18,767	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	0	0	1,393

[3]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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	0.0	0.0
State	14.4	14.4
Federal	15.9	15.9
Tuition & Other	69.7	69.7

[4]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).

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	0	N/A	0	N/A
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	8	*	8	*
English Learners	*	*	*	*
Non-English Learners	16	*	16	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	13	*	13	*
Students with Disabilities	*	*	*	*
Students without Disabilities	16	*	16	*
High Needs	8	*	8	*
Non-High Needs	10	*	10	*
District	18	*	18	*

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]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.

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

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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	N/A	75	0.0	0	0.0	67.6
	High Needs Students	N/A	75	0.0	0	0.0	57.5
Math Performance Index	All Students	N/A	75	0.0	0	0.0	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	11.1%	<=5%	37.8	50	75.6	10.7%
	High Needs Students	11.5%	<=5%	36.9	50	73.8	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)		N/A	N/A	75%	0.0	0	0.0	96.6%	50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				**74.7**	**100**	**74.7**	

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?					
ELA Performance Index Gap	.	N/A	.	.	
Math Performance Index Gap	.	N/A	.	.	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

[1]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.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	.
	High Needs Students	.
Math	All Students	.
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

[3]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

Narratives

School District Improvement Plans and Parental Outreach Activities

We have a school improvement plan that focuses on three strategic objectives, creating strong community for adults and children, supporting safe and productive classrooms, and strengthening academic growth. We are using the following Theory of Action to drive these objectives:.If we establish clear standards for staff, classrooms, and students and build tiered intervention systems while creating structures for data driven professional learning communities paired with coaching and feedback, we will create stronger culture and community, safe and productive classrooms with instructional growth and student mastery.

For Strong Community, we have an attendance team that works with attendance information to reach out and partner with families around challenges to attending school each day. We have systems for communication, including personal phone calls, letters, and meetings, to build relationships and on going connection with families with attendance issues. We are meeting as an attendance team, every other week, to plan for families and children. Additionally, our social worker serves on this team, to provide support and additional resources to families as needed.

At our school, we work with parents to build connection around the Montessori Method. We host Montessori Nights 4 times each year, to share concepts from the curriculum and strategies to connect school and home. Additionally, we have monthly and weekly newsletters from individual classrooms, sharing the work on the week. We also reach out via Transparent Classroom to share pictures and lessons from the day, with descriptions of ways to practice at home. We host family conversations and conferences to provide two way engagement around academic and social learning and strategies.

For Safe and Productive Classrooms, we created a tiered disciplinary system which we shared with staff and families. We created social emotional learning processes to support children, both in and outside the classroom and included social emotional skill building in our Child Study process.

.For our academic growth, we instituted Professional Learning Communities focused on data and researched based interventions, including a Child Study process. We also instituted Guided Reading with tighter cycles for assessment and intervention. For our work with children identified for special education, we work with our SPED team, including our social worker, to implement IEPs, hold PPTs, and to provide modifications and accomodations. We work with families to create communication plans, where we tailor communication to the needs of children and to the best communication methods with families. We also use daily and weekly email and our grading system, Transparent Classroom, to share information about daily work with strategies

Efforts to Reduce Racial, Ethnic and Economic Isolation

We are a single school district. There fore, our children are not isolated into different schools based on race or gender. Our school is committed to Anti-Bias and Anti-Racist Education. We have started a community ABAR team that includes leadership, families, and staff, and we use this team to plan for events, review curriculum ideas, and discuss professional learning for staff. We have hosted three Undoing Racism training with our larger community and had staff and families attend this weekend long training.

We are also creating a school wide curriculum project called One School, One Book. The ABAR team is choosing a books that present a diverse set of characters by a diverse set of authors that speak to issues of race and identity and reflect our children's identities. We will read a book each month as a school and have follow up activities in classrooms that unite our school community around these conversations.

In our classrooms, we are working on using demographics, particularly race, in our breakdowns of disciplinary and academic data and using this data to review and set goals as a school. We are taking time to coach and provide feedback around how demographics and the Opportunity Gap play out in our planning of differentiated lessons and in our student's mastery of material.

Equitable Allocation of Resources among District Schools

We have one school in our district, so we manage the resources in that school to equitably allocate resources for children.We only have one school so this question does not pertain to our district.