

STRATEGIC SCHOOL PROFILE 2008-09

Single Elementary School District Edition

Elm City College Preparatory School**Elm City College Preparatory School**

MORGAN N. BARTH, Principal
 LUKE S. HARRISON, Principal
 MARC J. MICHAELSON, Director
 KATHERINE H. BAKER, Dean/Housemaster

Telephone: (203) 498-0702
 Telephone: (203) 498-0702
 Location: 403 James Street
 New Haven,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: N/A Per Capita Income in 2000: N/A
 Town Population in 2000: N/A Percent of Adults without a High School Diploma in 2000*: N/A
 1990-2000 Population Growth: N/A Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: N/A
 *To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

TYPE OF SCHOOL

School Type: Charter School
 School Grade Range: K- 9
 Instructional Focus: Promote college graduates/leaders.

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 509
 5-Year Enrollment Change: N/A*
 *Between 2003 and 2008, (re)opened, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	340	66.8	N/A	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	7.0
Students Identified as Gifted and/or Talented	26	5.1	N/A	2.3
Students with Disabilities	26	5.1	N/A	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	37	67.3	N/A	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	414	91.2	N/A	84.8
Homeless	4	0.8	N/A	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	198	181
Total Hours per Year	1,168	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	0	30
Computer Education	0	17
English Language Arts	734	427
Family and Consumer Science	0	1
Health	0	22
Library Media Skills	0	18
Mathematics	248	198
Music	60	32
Physical Education	60	40
Science	0	98
Social Studies	0	91
Technology Education	0	2
World Languages	0	12

Type of Kindergarten: This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	2.4	34.2
World Language	0.0	49.0

Average Class Size	School	DRG	State
Kindergarten	27.5	N/A	18.3
Grade 2	17.3	N/A	19.3
Grade 5	20.0	N/A	21.0
Grade 7	22.0	N/A	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	N/A	7.0
% of Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	73.1	N/A	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.
281-01

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	3.8	N/A	3.3
% of Computers with Internet Access	100.0	N/A	99.0
% of Computers that are High or Moderate Power	100.0	N/A	94.6
# of Print Volumes Per Student*	N/A	N/A	28.2
# of Print Periodical Subscriptions	N/A	N/A	13

*This school does not have its own library.

Page 3

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	42.00
Paraprofessional Instructional Assistants	4.50
Special Education: Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	0.50
School Nurses	0.50
Other Staff Providing Non-Instructional Services and Support	17.25

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	3.3	N/A	13.3
% with Master's Degree or Above	47.6	N/A	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	1.7	N/A	8.6
% Assigned to Same School the Previous Year	50.0	N/A	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Elm City College Prep supports parents in many ways. Our Parent Coordinator sends home a parent update every Wednesday and is in constant email communication with many of our parents. Teachers and administrators communicate with parents about student academic and behavioral progress each Friday. In addition, parents attend Progress Report Nights to discuss final grades with teachers. Parents are given four weeks notice prior to Progress Report Nights to inform them of how they can support their children as the near the end of term.

In 2008-2009, Elm City College Prep enjoyed another year of high levels of involvement and commitment from various subgroups of parents at the school. Our elementary academy hosted a series of parent workshops that tackled important parenting issues such as child behavior, supporting academic success, and peer pressure. There were huge parent turnouts for each of the Encore Festivals, which provide students the opportunity to showcase their extracurricular talents. Parents also held important leadership positions on our campus, including serving on our Board, representing our school at Connecticut state legislative meetings, and participating in the

Parent Leadership Committee (PLC). Eighty-eight percent of parents gave Elm City College Prep an A or A+ on our end-of-year parent satisfaction survey.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	401	78.8
Hispanic	103	20.2
White	5	1.0
Total Minority	504	99.0

Percent of Minority Professional Staff: 24.0%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Elm City College Prep aspires to be a welcoming, tolerant community where all members have equal access to an excellent education. We continue to canvas the entire city of New Haven during student recruitment and admit students by public blind lottery, which is administered by the New Haven Public Schools as part of the district's Schools of Choice system. The lottery is conducted in a fair, equitable manner, thus ensuring that all participants have an equal opportunity to access the school's resources. Our staff, which includes a large number of teachers of color, reflects our commitment to creating a diverse learning environment, and our curriculum includes multicultural elements that reflect the racial, ethnic and cultural backgrounds of our students.

Elm City College Prep also works to reduce racial, ethnic, and economic isolation by helping its students – 99% of whom represent minority groups and 72% of whom are low-income – overcome the traditional achievement gap, dramatically increasing and broadening their life options. Elm City College Prep's 4th and 8th grade students dramatically outperformed their peers by margins of 20-37 percentage points on the 2009 CMTs. Our math and writing scores were particularly exceptional, where 90% of 4th graders and 98% of 8th graders were proficient in mathematics. 87% of 4th graders and 95% of 8th grade students achieved writing proficiency. This demonstrates their attainment of skills and knowledge that will serve them well on their path to college and lifelong success. Summer enrichment programs like Hopkins School's Summer Bridge program and Johns Hopkins University's Center for Talented Youth provide students opportunity to explore new intellectual pursuits with peers from a variety of cultural backgrounds.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	9.5	33.6	7.6
Grade 6	0.0	35.3	1.1
Grade 8	0.0	36.8	1.5

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	35.3	54.6	10.7
Writing	70.6	62.5	54.7
Mathematics	62.7	62.8	35.8
Grade 4 Reading	66.7	60.7	47.2
Writing	66.0	64.2	40.0
Mathematics	69.4	63.6	48.2
Grade 5 Reading	44.8	66.0	8.1
Writing	53.3	66.5	14.2
Mathematics	63.8	68.8	25.3
Science	10.0	58.1	1.9
Grade 6 Reading	34.6	68.9	3.1
Writing	54.5	62.2	22.1
Mathematics	55.8	68.8	14.1
Grade 7 Reading	68.5	74.9	23.6
Writing	64.8	62.9	39.5
Mathematics	79.6	66.0	67.5
Grade 8 Reading	41.5	68.4	7.7
Writing	85.7	66.5	84.5
Mathematics	78.0	64.5	59.4
Science	42.9	60.6	14.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.gov.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	97.4	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 12 students were responsible for these incidents. These students represent 2.5% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	8	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	2	0
Total	18	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	48.7	65.7
Writing	13.6	19.5	64.8	64.1
Mathematics	N/A	N/A	67.9	65.7
Science	N/A	N/A	23.5	59.4

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		0.0

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,517	\$3,188	\$7,411	N/A	\$7,522
Instructional Supplies and Equipment	\$442	\$929	\$332	N/A	\$271
Improvement of Instruction and Educational Media Services	\$149	\$313	\$232	N/A	\$446
Student Support Services	\$526	\$1,105	\$796	N/A	\$806
Administration and Support Services	\$1,184	\$2,487	\$1,508	N/A	\$1,369
Plant Operation and Maintenance	\$300	\$630	\$1,249	N/A	\$1,377
Transportation	\$0	N/A	\$610	N/A	\$644
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$286	\$601	\$87	N/A	\$151
Total	\$4,404	\$9,253	\$12,897	N/A	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$51	\$108	\$1,185	N/A	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.0	93.5	5.2	1.3
Excluding School Construction	0.0	86.0	5.3	8.7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our Board of Trustees includes an education committee that works with school leaders and parents to develop and implement improvement plans. Each year we administer an extensive Parent Survey in order to collect feedback on how to improve our educational model. At Elm City, we work diligently to ensure every scholar has firm footing on their climb to college by providing the critical supports necessary to succeed. We believe in educating all students in an inclusive environment to the greatest extent possible by providing a combination of small group instruction in homogeneous groups and pull-out and push-in resource rooms.

Although we have maintained remarkable success in stimulating breakthrough achievement gains, we have identified reading as a subject area that requires curricular enhancements to encourage consistently strong performance. As a result, our schools adopted a new reading curriculum for 3rd-8th students during the 2008-2009 academic year. The new curriculum introduced more targeted phonics and fluency instruction for our lowest readers through a separate intervention class to supplement regular reading instruction and include more time for independent reading. The new reading curriculum includes new forms of assessment, including a baseline assessment to help us formulate a tailored, individualized reading program for each student including targets for the number of books that will be read, the level of the books that will be read, and a completion date for reading these books. Reading progress is assessed at least four times each year so that successes are celebrated, new goals are set, and interventions are made if necessary. We believe this new student centered approach better targets individual reading weakness, and as a result, significantly improves overall reading performance.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Elm City College Prep fosters a positive, structured, no excuses school culture that is integral to its success as high-performing academic institutions. In addition to academics, the school's mission calls for teachers to help develop the character and leadership skills of students. Elm City College Prep has a successful character education program. Clear, school-wide expectations for student behavior are defined by five REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work). The simple acronym, which students hear and see everywhere and all the time at Amistad Academy, makes it easy for teachers, students, and parents to remember and communicate what is expected of Elm City College Prep students. Teachers help students to clearly define what each REACH value looks like, sounds like, and even feels like in terms of the specific, observable behaviors. Students have affirmative responsibilities, such as participating actively in class, wearing their uniform with pride, and helping classmates who are having trouble.

Both students and teachers use REACH rubrics to evaluate students' behavior in terms of observable demonstrations of REACH values. The REACH rubric is designed to be grade-specific, and older students will be expected to behave even better than younger students; our belief is that just as children should progress in reading, writing, and math, they should progress in their behavioral/REACH skills. In order to develop the positive teacher-student relationships necessary for student success, each student at Elm City College Prep has two advisors. Students meet with their advisory groups daily to explore stories, poetry, and events that reinforce the REACH values.
