

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

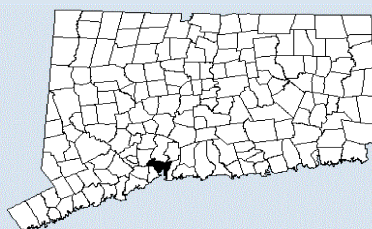


## Elm City Montessori School District

203-903-4031

### District Information

Grade Range	PK-1
Number of Schools/Programs	1
Enrollment	113
Per Pupil Expenditures <sup>1</sup>	\$25,129
Total Expenditures <sup>1</sup>	\$1,759,029

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	55	48.7	48.3
Male	58	51.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	53	46.9	12.8
Hispanic or Latino	26	23.0	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	31	27.4	55.9
English Learners	7	6.2	6.4
Eligible for Free or Reduced-Price Meals	17	15.0	38.0
Students with Disabilities <sup>1</sup>	*	*	13.7

<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	*	*	0	0.0
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	*	*	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	0	*	0	*
District	9	20.5	0	0.0
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 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 2015-16

## Elm City Montessori School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	13.5
<b>Special Education</b>	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	0.0
<b>Library/Media</b>	
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	0.2
Other Staff Providing Non-Instructional Services/Support	3.0

<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	2	33.3	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	4	66.7	91.7

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

	Percent of Total (%)
District	65.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	1.7	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	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		68.8

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

# District Profile and Performance Report for School Year 2015-16

## Elm City Montessori School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	597,554	8,536	9,387
Instructional Supplies and Equipment	375,533	5,365	318
Improvement of Instruction and Educational Media Services	149,475	2,135	541
Student Support Services	236,285	3,376	1,048
Administration and Support Services	223,724	3,196	1,790
Plant Operation and Maintenance	135,376	1,934	1,608
Transportation	0	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	41,082	587	194
Total	1,759,029	25,129	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	17.9	17.9
Federal	1.4	1.4
Tuition & Other	80.7	80.7

<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 2015-16

## Elm City Montessori 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	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	0	N/A	0	N/A	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	0	N/A	0	N/A	0	N/A
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	0	N/A	0	N/A	0	N/A
Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	0	N/A	0	N/A	0	N/A
Students without Disabilities	0	N/A	0	N/A	0	N/A
High Needs	0	N/A	0	N/A	0	N/A
Non-High Needs	0	N/A	0	N/A	0	N/A
District	0	N/A	0	N/A	0	N/A

#### 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>			
Grade 4			
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	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	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Elm City Montessori School District

### Next Generation Accountability Results

These statistics are the 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	N/A	75	0.0	0	0.0	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	N/A	75	0.0	0	0.0	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	20.5%	<=5%	19.1	50	38.2	9.6%
	High Needs Students	N/A	<=5%	0.0	0	0.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A   N/A	75%	0.0	0	0.0	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>19.1</b>	<b>50</b>	<b>38.2</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?					
ELA Performance Index Gap	.	N/A	.	.	
Math Performance Index Gap	.	N/A	.	.	
Science Performance Index Gap	.	N/A	.	.	
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), the ultimate target is used for gap calculations.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	.
	High Needs Students	.
Math	All Students	.
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

<sup>3</sup>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: N/A**

**State: 51.4**

#### 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 2015-16

## Elm City Montessori School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

##### Special Education.

New Haven Public Schools provides our school with Special Education Services. We work closely with our NHPS colleagues to ensure that academic and social-emotional supports for students are aligned. In addition, we partner with CREC which provides Montessori coaching to teachers, including how to best support students with learning differences. In 2015-16, we hired a part-time Wellness Coordinator to work with students who needed extra support, but had not been formally identified for Special Education Services. Finally, we created a full-time Director of Social-Emotional Learning position for the 2016-2017 academic year to provide additional support to struggling students.

##### Truancy Prevention.

At ECMS, our work to prevent truancy begins with building relationships with families and helping them understand how important it is for students to attend school every day. For families of preschoolers, we emphasize the importance of routines and consistency, including daily attendance at school. We track attendance daily, provide a list of daily absences to our staff, and call each parent who has not contacted the school to excuse an absence. Our Family Partnership Coordinator also reaches out to families to find out if they are facing particular obstacles in bringing their children to school. NHPS does not provide transportation for preschool students, which poses a real challenge for a number of our families. We continue to work with our staff team and community partners to identify creative solutions to get children to school regularly. We also schedule a formal meeting with the parents of any child with 10 or more unexcused absences. An action plan is then created to help the family avoid future absences. If the child is in Kindergarten or above, a DCF report may also be filed and the child may be referred to the NHPS truancy office for support. As a result, chronic absenteeism decreased and student average daily attendance increased in 2015-16.

##### Engaging Families.

Partnering with families is central to our school's mission at ECMS. Our teachers begin building relationships with families and children in August through home visits to discuss goals and better understand each child's and family's needs. We train teachers in trauma-informed care and cross-cultural communication in an effort to help them connect with all children and families. We host a parent partnership night in the Fall, parent conferences in the Fall and Spring, quarterly Montessori curriculum nights, and a transition night in the Spring to provide support to parents as their child prepares to enter the next grade level. If parents do not attend a parent-teacher conference, the teacher schedules another home visit to discuss the student's progress. We also have an easy-to-access online student information system, Transparent Classroom, which allows parents to track their child's progress in all areas of the curriculum, provides photos of their children and their work, and offers tips for parents on how to best support their child at home.

In addition, we have a full-time Family Partnership Coordinator who connects families with valuable community resources. We also have monthly social events and learning opportunities for families throughout the year and an active PTO through which we encourage parent leadership and volunteering.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Elm City Montessori School is a new local charter magnet school. 2015-16 was the school's second year of operation. We received more than 600 student applications each year for 70 seats in 2014-15 and for 40 new seats in 2015-16. Students apply to our school through the NHPS and ACES Open Choice lotteries. We actively engage our diverse school community-- students, parents and staff-- in our community outreach and student recruitment efforts, including school tours, open houses, the City-Wide magnet fair, the Fair Haven Family Stroll (to promote the importance of high-quality early childhood education), the Mary Wade parade (to support senior citizens in the neighborhood) and many others. This approach helps us demonstrate our commitment to diversity and inclusion to the wider New Haven community.

Through our partnership with New Haven Public Schools, we receive a federal MSAP grant to support our efforts to reduce racial, ethnic, and economic isolation and participate in the Open Choice. As part of this program, we currently offer 10% of our seats to suburban students. In 2015-16, 10 of 113 students came from surrounding towns. We are one of the most diverse public schools in New Haven. In 2015-16 our students were 49% African American, 25% White, 23% Latino and 3% Asian.

We are also committed to diversity in our staff. In 2015-16, 50% of our staff and 20% of our certified teachers were people of color. In an effort to recruit talented, local teachers of color, we are sponsoring an intensive, two-year, part-time Montessori teacher training course at ECMS which provides scholarships to local educators interested in becoming state-certified to teach in public Montessori schools in CT. All sponsored participants who enrolled in the course in August 2015 lived in New Haven; two participants were parents of ECMS students.

In June 2016, we sent several members of our team to the Montessori for Social Justice conference in Massachusetts, which included a powerful Anti-Racism workshop led by Crossroads. The conference was a valuable opportunity for our staff to connect with other Montessorians committed to building diverse and inclusive schools and to share social justice educational resources. Staff returned energized to share what they learned.

# District Profile and Performance Report for School Year 2015-16

## Elm City Montessori School District

### **Equitable Allocation of Resources among District Schools**

We only have one school.