

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

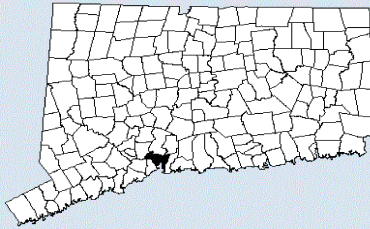


## Elm City Montessori School District

203-903-4031

### District Information

Grade Range	PK-K
Number of Schools/Programs	1
Enrollment	70
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).  
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	29	41.4	48.3
Male	41	58.6	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	29	41.4	12.9
Hispanic or Latino	19	27.1	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	19	27.1	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	9	12.9	37.6
Students with Disabilities <sup>1</sup>	*	*	13.3

<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	*
White	*	*	0	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	0	*	0	*
District	7	*	0	0.0
State	10.6		7.2	

**Number of students in 2013-14 qualified as truant under state statute: 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 2014-15

## Elm City Montessori School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	9.0
<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	0.1
Other Staff Providing Non-Instructional Services/Support	2.6

<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	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	0	0.0	91.8

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

	Percent of Total (%)
District	N/A
District Poverty Quartile: N/A	
State High Poverty Quartile Schools	N/A
State Low Poverty Quartile Schools	N/A

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	N/A	N/A

### 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		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Elm City Montessori School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

#### Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

<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 2014-15

## 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 Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language 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>			
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	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Elm City Montessori School District

### Next Generation Accountability Results

These statistics are the first 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	67.9
	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	59.3
	High Needs Students	N/A	75	0.0	0	0.0	47.8
Science Performance Index	All Students	N/A	75	0.0	0	0.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	N/A	<=5%	0.0	0	0.0	10.6%
	High Needs Students	N/A	<=5%	0.0	0	0.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		N/A   N/A	75%	0.0	0	0.0	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>0.0</b>	<b>0</b>	<b>0.0</b>	

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	&Ind3ELA_ALL_Rate
	High Needs Students	&Ind3ELA_HN_Rate
Math	All Students	&Ind3Math_ALL_Rate
	High Needs Students	&Ind3Math_HN_Rate
Science	All Students	&Ind3Sci_ALL_Rate
	High Needs Students	&Ind3Sci_HN_Rate

#### 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: &SIMR\_dist**

**State: 50.1**

#### 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 2014-15

## Elm City Montessori School District

### Narratives

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

Improving Special Education Programs and Services for Student with Disabilities:

Our Special Education services are provided in kind by New Haven Public Schools. In an effort to reduce referrals to Special Education, we have established a student study team that meets every other week to discuss students who are experiencing behavioral, academic, social, or emotional challenges. To assist in this process, we have hired a wellness coordinator, who is a licensed social worker. This collaborative process employs scientifically research-based interventions to develop individualized action plans and monitor progress in six week intervals. Every six weeks, a determination is made to either continue, modify, or discontinue each child's action plan as necessary.

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 preschoolers which poses a real challenge for a number of our families. We have worked 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.

Engaging Families in Student Learning:

Partnering with families is central to our school's mission at ECMS. Our teachers begin building relationships with families and children over the summer through home visits to discuss goals and better understand each child and family's needs. We train our 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 we host a transition night in the Spring to provide support to parents as their child transitions to 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 provides tips for parents on how to best support their child at home.

In addition, we have a Parent Partnership Coordinator, who is a full-time staff member devoted to connecting families with valuable community resources. We also have multiple social activities for families throughout the year including our Fall Fiesta, Holiday Sing, and an International Potluck event. We have an active PTO that is engaged in supporting the development of the school. We encourage parent leadership through volunteering and PTO committees.

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

Elm City Montessori School is a local charter and magnet school in its second year of operation. We received more than 600 student applications each year for 70 seats in 2014-15 and 40 new seats in 2015-16. Students apply to our school through the New Haven Public Schools and ACES Open Choice lotteries. 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 up to 10% of our seats to suburban students. This year, 10 of 113 students came from surrounding towns. We are one of the most diverse public schools in New Haven. This year, our students are 49% African American, 25% White, 23% Latino and 3% Asian.

We are also committed to diversity in our staff. Fifty percent of our staff and 20% of our certified teachers are 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 this August live in New Haven; two participants are parents of ECMS students.

# District Profile and Performance Report for School Year 2014-15

## Elm City Montessori School District

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

We only have one school.