Connecticut State Department of Education

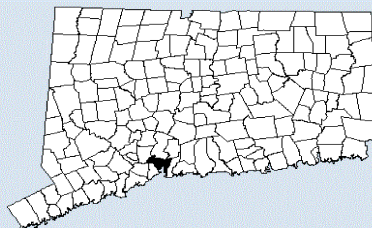# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Elm City Montessori School District

203-903-4031

District Information

Grade Range	PK-4
Number of Schools/Programs	1
Enrollment	199
Per Pupil Expenditures[1]	$15,248
Total Expenditures[1]	$2,592,160

[1]*Expenditure data reflect the 2017-18 school year.*

Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	104	52.3	48.4
Male	95	47.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	83	41.7	12.8
Hispanic or Latino of any race	52	26.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	51	25.6	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	88	44.2	42.1
Students with Disabilities[3]	8	4.0	15.4

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

[3]Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	0	*
District	11	8.9	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 19

Number of school-based arrests: 0

[4]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.

[5]This column displays 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	6.4
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.2
Other Staff Providing Non-Instructional Services/Support	5.5

¹In 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	1	10.0	1.1
Black or African American	2	20.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	7	70.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

[1]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[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2]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:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$1,318,628	$7,757	$10,545
Support services - students	$99,895	$588	$1,373
Support services - instruction	$219,218	$1,290	$644
Support services - general administration	$6,000	$35	$462
Support services - school based administration	$308,469	$1,815	$1,007
Central and other support services	$43,782	$258	$671
Operation and maintenance of plant	$479,126	$2,818	$1,629
Student transportation services	$117,041	$1,170	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$2,592,160	$15,248	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$83,894	100.0	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	$83,894	100.0	100.0
Percent of Total Expenditures Used for Special Education		3.2	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	77.4
State	17.9
Federal	2.6
Tuition & Other	2.0

[4]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).

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
Black or African American	9	*	9	*	0	N/A
Hispanic or Latino of any race	11	*	11	*	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
White	14	*	14	*	0	N/A
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	0	N/A
Eligible for Free or Reduced-Price Meals	8	*	8	*	0	N/A
Not Eligible for Free or Reduced-Price Meals	28	67.1	28	55.6	0	N/A
Students with Disabilities	*	*	*	*	0	N/A
Students without Disabilities	*	*	*	*	0	N/A
High Needs	14	*	14	*	0	N/A
Non-High Needs	22	68.2	22	56.9	0	N/A
District	36	64.0	36	53.2	0	N/A

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	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 performance on NAEP by student group, 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	70.0	N/A	N/A	N/A	20	70.0
Curl Up	60.0	N/A	N/A	N/A	20	60.0
Push Up	55.0	N/A	N/A	N/A	20	55.0
Mile Run/PACER	65.0	N/A	N/A	N/A	20	65.0
All Tests - District	50.0	N/A	N/A	N/A	20	50.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.

[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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.0	75	85.4	100	85.4	67.7
	High Needs Students	.	75	.	.	.	58.1
Math Performance Index	All Students	53.2	75	71.0	100	71.0	63.1
	High Needs Students	.	75	.	.	.	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	8.9%	<=5%	42.1	50	84.2	10.4%
	High Needs Students	8.8%	<=5%	42.5	50	84.9	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		. | .	75%	.	.	.	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				240.9	300	80.3	

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 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?					N
ELA Performance Index Gap	68.2	.	.	15.4	
Math Performance Index Gap	56.9	.	.	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	100.0
	High Needs Students	.
Math	All Students	100.0
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

[3]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: 51.5

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

At Elm City Montessori, engaging families in our school is an essential part of our school. Elm City Montessori was founded by an active parent group, who were advocating for high quality early childhood in New Haven. We continue that commitment with family partnership through collaborative planning groups, our Anti-Biased, Anti-Racist family and school group, our Parent Teacher Organization, and School Planning and Management Team.

We work with New Haven Public Schools to provide strong special education and interventions to support all learners. We work with families to meet and discuss children's learning and supports and plan specialized services through a Planning and Placement Team process. We partner our special services with data and practices in our classrooms.

For our academic growth, we have regular Professional Learning Communities focused on data and researched based interventions, including a Child Study process. We use Guided Reading for all children and phonics based interventions for additional support. This year, we have focused our Professional Learning on our math instruction, creating school wide assessments that allow us to plan instruction as a team. For our work with children identified for special education, we work with our special education team, including our social worker, to implement individualized educational plans and to provide modifications and accommodations. 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 emails and our grading system, Transparent Classroom, to share information about daily work with strategies.

To build a strong and connected learning community, we have an attendance team focused on having children come to school and supporting families in getting here. Our attendance team partners with families through calls and meetings and looks at attendance school wide so that we have classrooms full of learners. We track attendance data each month and plan supports for individual children and families.

We work to engage families in Montessori by hosting Montessori events, where families can explore and use the learning materials from class. All Elementary in our school have nightly reading work, to solidify their reading skills, and we send home additional reading and math practice as needed. Teachers work hard to build relationships and conversations with families to support children as individuals.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We are a district that houses a single school. Our school is rooted in Montessori as a model for curriculum and in Dr. Montessori's vision of social justice. We are committed to building an Anti-Biased and Anti-Racist (ABAR) institution and have created space and time for staff, families, and children to engage in meaningful ABAR work. As part of our Anti-Bias, Anti-Racism (ABAR) Learning Project, we have a core group of 40 parents and 6 staff members driving our ABAR work at ECMS, which includes recruiting and supporting a diverse group of students. In the winter/spring of 2018, we continued to focus on training and learning opportunities for families and staff, hosting two 3-day intensive Undoing Racism workshops for ECMS staff and community members. Each session had more than 30 participants. In addition, two parents and 4 staff members attended the Montessori for Social Justice conference in Minneapolis in June. We are excited to expand this work through training and engaging the wider New Haven community.

We have instituted 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 read a book each month as a school and have follow up activities in classrooms that unite our school community around these conversations. We focus a Professional Learning each month on exploring this book, discussing issues of race, gender, and identity that come up and considering how we improve our presentations to our children.

.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

As a school, we are focused on how we create a more equitable learning environment for our children. We are a district with just one school, so our efforts are focused on our school, on using our financials efficiently and strategically at our single school. We use our SPMT, School Planning and Management Team, that coordinates with staff and families to review budget, staffing choices, and academic and disciplinary data to focus on equity.