

V.A.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

May 1, 2019

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Elm City Montessori School from July 1, 2019, through June 30, 2022, subject to the Commissioner's May 1, 2019, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this first day of May, Two Thousand Nineteen.

Signed: _____
Dr. Dianna R. Wentzell, Secretary
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Interim Commissioner of Education

DATE: May 1, 2019

SUBJECT: Renewal of State Charter – Elm City Montessori School, New Haven

Executive Summary

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

History/Background

Elm City Montessori School is a local charter school that opened in the fall of 2014. The student enrollment data from 2018-19 reports 199 students in Grades PK-4 with 91.0 percent residing in New Haven (the host district), and the remaining students coming from nine area towns. Table 1, on page 11, of the attached Charter Renewal Report provides 2018-19 student enrollment and demographic data. Forty-four point two percent of Elm City Montessori School's students qualify for free or reduced price meals and 4.2 percent of the students receive special education services. The mission and purpose of Elm City Montessori School is to "offer New Haven families a high-quality, public Montessori program for children between the ages of three and thirteen."

Charter Renewal Process

Application for Renewal of Charter: The New Haven Board of Education and the CSDE received an application for the renewal of Elm City Montessori School's local charter on October 5, 2018. The application detailed the charter school's progress, operations, and achievement in relation to the CSDE's charter school performance standards: (a) school performance; (b) stewardship, governance and management; (c) student population; and (d) legal compliance. Elm City Montessori School submitted data and evidence to substantiate the charter school's written responses.

Pursuant to Subsection (e) of Section 10-66bb of the C.G.S. on receipt of Elm City Montessori School's local charter school application, the New Haven Board of Education was required to: (1) Review the application; (2) hold a public hearing in the school district on such application; (3) survey teachers and parents in the school district to determine if there is sufficient interest in the establishment and operation of the local charter school; and (4) vote on a complete application not later than seventy-five days after the date of receipt of such application. The New Haven Board of Education completed requirements (1) through (4), culminating with a majority vote of 5:1 approving Elm City Montessori School's renewal application on November 13, 2018. The New Haven Board of Education notified the CSDE of its approval of the renewal application via letter dated February 11, 2019 (see Attachment A).

A renewal team comprised of CSDE staff with expertise in curriculum, assessments, special education, English learners, school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary.

Renewal Site Visit: On November 28, 2018, the CSDE renewal team conducted an on-site visit at Elm City Montessori School. The purpose of the on-site visit was to observe Elm City Montessori School's programs, policies, practices, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems. Evidence was collected through the on-site visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, parents, and community members. The team used this process to ensure that the school is functioning in compliance with the law and the school's mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE's performance framework and accountability plan.

Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report and the Next Generation Accountability Report 2017-18 (pages 5 and 6), indicates Elm City Montessori School's performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths include:

- The school demonstrates community support as evidenced by the majority vote of the New Haven Board of Education approving Elm City Montessori School's charter renewal application on November 13, 2018.
- No significant findings, conditions, or internal weaknesses were uncovered in Elm City Montessori School's last three certified financial audits.
- School website and Governing Board documents demonstrate that the Governing Board meetings are open and accessible to the public.
- Elm City Montessori School's self-reported average daily attendance of students has improved from 91.5 percent in 2016-17 to 94.7 percent in 2017-18, approaching the state's goal of 95.0 percent.
- The school's chronic absenteeism rate has improved from 26.7 percent in 2016-17 to 11.1 percent in 2017-18, approaching the state's chronic absenteeism average of 10.7 percent.

Areas of concern include:

- Elm City Montessori School had a total of 18 students tested, and did not meet the minimum number of test takers for the 2017-18 Smarter Balanced Assessment data to be publicly reported and included in the renewal review. This limits the school's ability to demonstrate that it has developed a successful model resulting in strong student academic achievement outcomes beyond its self-reported alternative student achievement data.
- Elm City Montessori School self-reported 2017-18 alternative student assessment data (Table 4) reports 36.0 percent of K and 25.9 percent of Grade 1 reaching proficiency in reading.
- Elm City Montessori School self-reported 2017-18 alternative student assessment data (Table 6) reports 36.4 percent of Grade 2 students reaching proficiency in mathematics.
- Elm City Montessori School self-reported 2017-18 NWEA alternative student assessment data (Table 6), reports a lack of growth (-5.9 percent) in mathematics proficiency in Grade 3 from fall to spring.
- While Elm City Montessori School's suspension rate of 8.6 percent in 2017-18 is near the state suspension rate of 6.8 percent it has increased by 3.9 percentage points from 4.7 percent in 2016-17.
- The English Learner (EL) population is low when compared to New Haven (the host district). Elm City Montessori School must seek to enroll more EL students to better reflect the demographics of the surrounding community.

Charter Renewal Recommendation

Elm City Montessori School is a local charter school that demonstrates strong community support as evidenced by the New Haven Board of Education's majority vote to approve its charter renewal application on November 13, 2018. The school is providing its students, families and community with a Montessori public school choice option. The school is organizationally stable. The school's last three financial audits uncovered no significant findings, conditions or internal weaknesses. The average daily attendance for 2017-18 is approaching the state goal of 95 percent and its chronic absenteeism mirrors the state average. Elm City Montessori School's self-reported alternative student achievement data for 2017-18 is mixed. While the data shows general rates of proficiency growth in reading Grades K-3, the percentages of students reaching proficiency in reading Grades K-1 is low. Furthermore, while Mathematics data shows proficiency growth in Grades K-2, Grade 3 reports negative growth and the percentage of Grade 2 students reaching proficiency is low. Acknowledging that Elm City Montessori School's performance indicators are not without weakness, the CSDE recommends that the SBE renew the school's charter for a period of three years subject to the following condition:

1. By May 31, 2019, Elm City Montessori School shall submit a corrective action plan acceptable to the Commissioner. The corrective action plan must include measures to improve student academic achievement. Additionally, Elm City Montessori School shall submit interim benchmark data assessments to the CSDE, beginning October 2019. The report will monitor year-to-date progress at improving student academic achievement for fall, winter and spring. The plan shall be developed in consultation with CSDE's Turnaround Office. Elm City Montessori School shall implement the corrective actions within thirty days following the Commissioner's acceptance of the plan.

The CSDE will notify Elm City Montessori School of action taken by the SBE following its meeting on May 1, 2019. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits, to ensure that Elm City Montessori School is addressing the issues raised in this memorandum.

Prepared by: Robert E. Kelly, Charter School Program Manager
Turnaround Office

Reviewed by: Lisa Lamenzo, Bureau Chief
Turnaround Office

Approved by: Desi D. Nesmith, Chief Turnaround Officer
Turnaround Office

CHARTER RENEWAL REPORT | 2019

Charter School Information:		
Charter School Name:	Elm City Montessori School	
School Director:	Eliza Halsey	
School Board Chairperson:	Mira Debs	
Location (City/Town):	New Haven	
Rating Key:		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators	Points/Max	% Points Earned
Accountability Index:	74.7/100	74.7
Notes and Evidence:		
<p>The 2017-18 Elm City Montessori School Accountability Index score of 74.7 is slightly below the state school Accountability Index score of 74.9. However the school’s data points are very limited because of the small number of test takers and the elementary grades served. Schools that meet Standard 1: School Performance Indicators are schools earning an Accountability Index score that is in the state’s top three quartiles. Elm City Montessori School’s Accountability Index score of 74.7 places its performance in the second quartile, which meets Standard 1. Elm City Montessori School’s 2017-18 Next Generation Accountability Report shown in detail on the next page.</p>		

Next Generation Accountability, 2017-18

Elm City Montessori School District, Elm City Montessori School (Grades: PK-3)

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	.	75	.	.	.	90.1
1b. ELA Performance Index - High Needs Students	.	75	.	.	.	76.7
1c. Math Performance Index - All Students	.	75	.	.	.	83.6
1d. Math Performance Index - High Needs Students	.	75	.	.	.	69.3
1e. Science Performance Index - All Students	.	75
1f. Science Performance Index - High Needs Students	.	75
2a. ELA Academic Growth - All Students	.	100%	.	.	.	60.7
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	55.6
2c. Math Academic Growth - All Students	.	100%	.	.	.	61.9
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.4
4a. Chronic Absenteeism - All Students	11.1%	<=5%	37.8	50	75.6	77.2
4b. Chronic Absenteeism - High Needs Students	11.5%	<=5%	36.9	50	73.8	53.6
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	99.7
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.7
7. On-track to High School Graduation	.	94%	.	.	.	93.1
8. 4-year Graduation: All Students (2017 Cohort)	.	94%	.	.	.	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	.	94%	.	.	.	87.0
10. Postsecondary Entrance (Graduating Class 2017)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = .)	.	75%	.	.	.	66.8
12. Arts Access	.	60%	.	.	.	85.3
Accountability Index	.	.	74.7	100	74.7	74.9

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 standard deviation	Is Gap an Outlier?
ELA Performance Index Gap	
Math Performance Index Gap	
Science Performance Index Gap	
Graduation Rate Gap (2015 Cohort)	

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

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	.
ELA - High Needs Students	.
Math - All Students	.
Math - High Needs Students	.
Science - All Students	.
Science - High Needs Students	.

Minimum participation standard is 95%.

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 2.1:** CSDE site visit staff reviewed Elm City Montessori School’s last three certified financial audits and uncovered no unaddressed findings, conditions or internal control weakness.
- Indicator 2.2:** CSDE site visit staff reviewed Elm City Montessori School’s last three certified financial audits, Accounting Policies and Procedures Manual (APPM) and budgets, and interviewed the school principal, Director of Operations, and Governing Board members. Staff from the CSDE’s Office of Internal Audit determined the APPM lacked standard sections. Elm City Montessori School amended its APPM to include the missing sections and sent it to the CSDE on February 15, 2019. CSDE reviewed the amendments and found them acceptable. The reviewers determined Elm City Montessori School completed on-time submission of certified audits and annual budgets.
- Indicator 2.3:** Staff from CSDE’s Office of Internal Audit reviewed Elm City Montessori School’s last three certified financial audits and determined Elm City Montessori School’s debt to asset ratio (total liabilities/total assets) and current asset ratio (current assets/current liabilities) meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health. The school’s days of unrestricted cash (33 days) is below NACSA minimum threshold of 60 days and a low total margin (net income/total revenue) indicate that the school operates on a tight budget. It is important that the school take steps to secure additional revenues going forward.
- Indicator 2.4:** A review of Elm City Montessori School’s school policies regarding anti-nepotism and conflict of interest were out of compliance with CSDE administrative oversight guidelines. Elm City Montessori School amended its school policies regarding anti nepotism and conflict of interest and sent it to the CSDE on February 15, 2019. CSDE reviewed the amendments and found them to comply with the guidelines. Elm City Montessori School’s policies and procedures regarding background checks of staff and board members, open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulation. This finding is supported by a review of background checks, board training records and the review of the school’s website and Governing Board meeting minutes.
- Indicator 2.5:** As evidenced by the site visit, Elm City Montessori School has a safe and well-maintained school facility to support teaching and learning. The facility has been approved by the New Haven Fire Marshal and Building Department. The school has proof of property insurance.

Standard 3: Student Population Indicators	Rating
3.1. Recruitment and Enrollment Process	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.2. Waitlist and Enrollment Data	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.3. Demographic Representation	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
3.4. Family and Community Support	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.5. School Culture and Climate	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 3.1:** The latest CSDE audited student enrollment data from 2018-19 reported Elm City Montessori School serves 199 students with 91.0 percent residing in New Haven (the host district) and the remaining students from nine area towns. A review of the school’s student enrollment policy, and interviews with school staff, board members and parent focus groups determined all students are admitted through a blind lottery.
- Indicator 3.2:** A review of Elm City Montessori School’s waitlist information (Table 3, page 11) determined it maintains a waitlist of families beyond the available number of seats. In 2018-19, 634 students were on the waiting list. The waitlist has included more than 630 students each year for the past three years. The Actual October 2018 Student Enrollment of 199 is four seats or 2.0 percent above the 2018-19 projected student enrollment.
- Indicator 3.3:** A review of Elm City Montessori School’s 2018-19 Public School Information System (PSIS) data reports students from minority groups represent 74.4 percent of Elm City Montessori School’s student population and 44.2 percent of the students qualify for free and reduced-price meals. The English Learner population data is suppressed to ensure student data privacy. The percentage of special education students at Elm City Montessori School is 4.2 percent. The school must seek to enroll more EL students to better reflect the demographics of the surrounding community.
- Indicator 3.4:** Elm City Montessori School demonstrates strong community support as evidenced by parent interviews conducted by the CSDE during the renewal site visit. Parent focus groups described the communication between the school and families as strong. All expressed support for what they perceive is a strong Montessori curriculum and the school’s dedication to ensure each child’s needs are met. Parents indicated they were happy with the school’s commitment to serving students with diverse needs. Per Connecticut General Statute, Elm City Montessori School presented its charter application to the New Haven Board of Education on October 5, 2018. Members of The New Haven Board of Education reviewed the application and visited the school in October 2018 to observe classrooms and interview staff. The Board held two public hearings regarding the renewal of Elm City Montessori School’s charter in November 2018, to determine if there was sufficient interest in the school’s request to continue operation. On November 13, 2018, the New Haven Board of Education voted by a majority vote of 5:1, to approve the application for renewal of the Elm City Montessori School’s charter.
- Indicator 3.5:** School culture and climate policies reviewed by the CSDE site visit renewal team were clear and concise. Classroom observations revealed consistent implementation of behavior intervention monitoring. A review of Elm City Montessori School’s 2017-18 school culture and climate data (Table 2, page 11) reports a student suspension rate of 8.6 percent in 2017-18, slightly above the state average of 6.8 percent; a chronic absenteeism rate of 11.1 percent in 2017-18, slightly above the state average of 10.7 percent; and, an average daily attendance rate of 94.7 percent for 2017-18, slightly below the state goal of 95.0 percent.

Standard 4: Legal Compliance Indicators	Rating
4.1. Open Meetings/Information Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.2. Students with Disabilities	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.3. English Learners	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.6. Employee Rights	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 4.1:** The school website and Governing Board documents demonstrate that Governing Board meetings are open and accessible to the public. The Governing Board meeting schedule for the year and meeting agenda are posted on the school’s website. Education records and testing data are secured in locked file cabinets in the school director’s office.
- Indicator 4.2:** A review of the school’s 2017-18 data from Public School Information System (PSIS), reports the percentage of special education students at the school as 5.9 percent. To address student needs, New Haven Public Schools provides the school with two certified special education teachers. Students are pulled out of their Montessori classes to receive specialized instruction based on their Individualized Education Program (IEP). Similarly, students that require related services per their IEPs are pulled out and receive services by certified staff. To provide related services, Elm City Montessori School employs a social worker, a speech pathologist and school psychologist, provided by the New Haven Public Schools. The school contracts with a Montessori consultant to assist in the design and implementation of a Scientific Research-Based Intervention (SRBI) model of instructional supports in reading and math for all students in the mainstream classrooms. The contractor designs and implements the assessments used by the school to determine student progress in reading and math. Additionally, the contractor works with the reading interventionist who provides reading supports for students. The school is currently in the process of hiring an interventionist to provide reading instruction to students with specific learning disability/Dyslexia. Currently, students with dyslexia are provided specialized instruction by a certified special education teacher who has had Wilson training.

Planning and Placement Team (PPT) meetings are held by the School District in which the student resides. Parents/Guardians, students (as appropriate) and required PPT members from Elm City Montessori School are invited to participate in the meeting. The PPT develops, reviews, and revises the IEPs based upon the student’s individualized needs.

Student education files are kept in locked file cabinets. All files reviewed had individual sign-in access sheets. The reviewed files were well organized and maintained.

File reviews and staff interviews indicate the special education students attending the charter school are receiving specialized instruction and related services as set forth in their IEPs. As evident in the review of student files, the school monitors student progress toward short-term IEP objectives and annual goals.

- **Indicator 4.3:** A review of Elm City Montessori School 2017-18 Public School Information System (PSIS) data reports the percentage of students identified as English Learners (ELs) at the school is 3.5 percent. The school is not required to provide a bilingual program as it does not enroll 20 or more ELs with the same non-English native language. The school meets its obligation to provide supports to enrolled ELs through differentiated instruction provided by the classroom teacher and teacher support staff in the general education classroom. Through its relationship with the district, Elm City Montessori School has adopted New Haven Public School’s English Learner plan. The plan contains the required sections including: EL identification, serving EL students, parent communication and rights, annual assessment and exit criteria.

It is recommended that Elm City Montessori School continue to conduct outreach in the community in a way that is inclusive of English learners and their families (i.e. translated documents about the school, outreach at adult education and English as a Second Language (ESL) classes, community groups and organizations). The school may consider professional development on the topic of English Learners for current staff members. In particular, consider having staff participate in the [Pathways to Success for English Learners modules](#) that are available for free, on demand use through the link on the [English Learners page](#). Elm City Montessori School may consider hiring additional TESOL/Bilingual certified staff members to provide ESL and native language support to ELs in the school or consider supporting the cross-endorsement of a current faculty member, either through a traditional program or through the Alternate Route to Certification for Teachers of ELs (ARCTELL) program.

- **Indicator 4.4:** Elm City Montessori School student rights policies and procedures include admissions, handling of student information, due process protections and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.
- **Indicator 4.5:** Staff from the CSDE Bureau of Educator Standards and Certification reviewed the state certified staff file and the school’s employee roster. A report as of March 20, 2019, confirmed 100 percent of Elm City Montessori’s staff to be in compliance with certification and current state legislation.
- **Indicator 4.6:** A review of Elm City Montessori School employment policies and procedures and an interview with the school director determined the school’s hiring and employment practices ensure protections under the Family Medical Leave Act, Americans with Disabilities Act and the Civil Rights Act of 1964.

Prepared by:	Reviewed by:	Approved by:
Robert Kelly, Charter School Program Manager	Lisa Lamenzo, Turnaround Office Bureau Chief	Desi Nesmith, Chief Turnaround Officer

ELM CITY MONTESSORI SCHOOL DATA

Table 1: 2018-19 Student Enrollment and Demographic Information	
Grades served:	PK-4
Total enrollment:	199
Percentage of students qualifying for free or reduced price meals:	44.2
Percentage of special education students:	4.2
Percentage of students with limited English proficiency:	*
Percentage of minority students:	74.4
Percentage American Indian or Alaska Native:	*
Percentage of Asian students:	*
Percentage of Black students:	41.7
Percentage of Hispanic students:	26.1
Percentage of Two or More Races:	*
Percentage of Caucasian students:	25.6

*N<=5. Data suppressed to ensure student data privacy.

Table 2: School Culture and Climate Data				
Performance Metric:	2015-16:	2016-17:	2017-18:	2017-18 STATE
Average daily attendance rate:	92.5%	91.5%	94.7%	
Chronic absenteeism rate:	20.5%	26.7%	11.1%	10.7%
Number of in-school suspensions:	N/A	6	15	
Number of out-of-school suspensions:	N/A	*	*	
Suspension rate (% students with 1+ suspension):	N/A	4.7%	8.6%	6.8%
Number of expulsions:	N/A	0	0	
Cohort graduation rate (if applicable):	N/A	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

*N<=5. Data suppressed to ensure student data privacy.

Table 3: Student Waitlist and Mobility Information			
Performance Metric:	2016-17:	2017-18:	2018-19:
Waitlist number:	701	675	634
Number of enrolled students who left during the school year:	8	19	N/A
Number of students who did not re-enroll the next year and had not completed the highest grade at the school:	33	20	N/A

ELM CITY MONTESSORI SCHOOL ALTERNATIVE ASSESSMENT DATA

Table 4: 2017-18 Reading Performance

Fountas & Pinnell							
Grade	Total Sample	Fall 2017 # Students at Proficiency	Total Sample	Winter 2018 # Students at Proficiency	Total Sample	Spring 2018 # Students at Proficiency	Fall – Spring Growth
K	25	0 (0.0%)	25	6 (24.0%)	25	9 (36.0%)	36.0%
1	29	2 (6.9%)	29	4 (13.8%)	27	7 (25.9%)	19.0%
2	22	5 (22.7%)	22	11 (50.0%)	22	15 (68.2%)	45.5%
3	19	7 (36.8%)	19	9 (47.4%)	18	12 (66.7%)	29.9%

Table 5: 2018-19 Reading Performance

Fountas & Pinnell							
Grade	Total Sample	Fall 2018 # Students at Proficiency	Total Sample	Winter 2019 # Students at Proficiency	Total Sample	Spring 2019 # Students at Proficiency	Fall – Spring Growth
K	31	16 (51.6%)	32	20 (62.5%)	N/A	N/A	N/A
1	29	10 (34.5%)	26	10 (38.5%)	N/A	N/A	N/A
2	28	8 (28.6%)	28	10 (35.7%)	N/A	N/A	N/A
3	19	14 (73.7%)	17	11 (64.7%)	N/A	N/A	N/A
4	21	11 (52.4%)	19	10 (52.6%)	N/A	N/A	N/A

ELM CITY MONTESSORI SCHOOL ALTERNATIVE ASSESSMENT DATA

Table 6: 2017-18 Math Performance

NWEA MAP (MAP was given in winter and spring)							
Grade	Total Sample	Fall 2017 # Students at Proficiency	Total Sample	Winter 2018 # Students at Proficiency	Total Sample	Spring 2018 # Students at Proficiency	Fall – Spring Growth
K	N/A	N/A	22	7 (31.8%)	22	12 (54.5%)	22.7%
1	N/A	N/A	26	7 (26.9%)	26	16 (61.5%)	34.6%
2	N/A	N/A	22	2 (9.1%)	22	8 (36.4%)	27.3%
3	N/A	N/A	17	8 (47.1%)	17	7 (41.2%)	-5.9%

Table 7: 2018-19 Math Performance

NWEA MAP (MAP won't be given winter 2019, will be given spring 2019)							
Grade	Total Sample	Fall 2018 # Students at Proficiency	Total Sample	Winter 2019 # Students at Proficiency	Total Sample	Spring 2019 # Students at Proficiency	Fall – Spring Growth
K	22	21 (95.5%)	N/A	N/A	N/A	N/A	N/A
1	26	11 (42.3%)	N/A	N/A	N/A	N/A	N/A
2	22	12 (54.5%)	N/A	N/A	N/A	N/A	N/A
3	17	6 (35.3%)	N/A	N/A	N/A	N/A	N/A
4	20	12 (60.0%)	N/A	N/A	N/A	N/A	N/A

New Haven Board of Education

Carol D. Birks, Ed.D.
Superintendent



NEW HAVEN PUBLIC SCHOOLS

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Darnell Goldson
President

Jamell Cotto
Vice-President

Dr. Tamiko Jackson-McArthur
Secretary

Dr. Edward Joyner
Joseph Rodriguez

Student Members
Makayla Dawkins
Nico Rivera

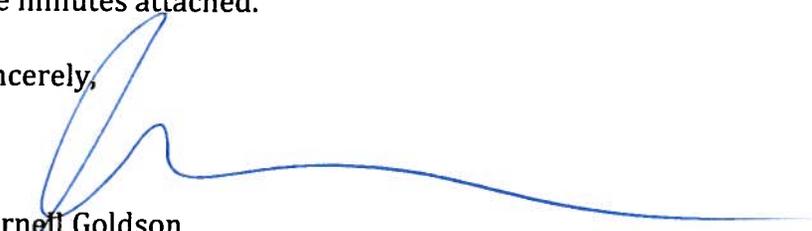
February 11, 2019

Ms. Lisa Lamenzo
Bureau Chief, Turnaround Office
Connecticut State Department of Education
450 Columbus Boulevard
Hartford, CT 06103

Dear Ms. Lamenzo:

Attached please find a copy of the charter application for Elm City Montessori School, approved at the November 13, 2018 Regular Meeting of the New Haven Board of Education with a vote of 5-1 in favor of renewing the charter. Please see minutes attached.

Sincerely,


Darnell Goldson
Board President



**NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT**

Minutes – Board of Education Meeting – November 13, 2018

A further discussion took place in which Board members gave their reasons for voting in favor of this item.

**502-18
Approval of Elm City
Montessori Charter
Renewal Application**

On the motion by Mr. Cotto, seconded by Dr. Jackson-McArthur, it was voted by roll call vote, with one nay by Dr. Joyner, to approve to recommend the Charter Renewal Application for Elm City Montessori to the State Board of Education.

**503-18
Approve Recess**

On the motion by Dr. Joyner, seconded by Mr. Cotto it was unanimously voted to take a 5 minute recess at 7:15pm.

**504-18
Reconvene
Public Session**

On the motion by Dr. Joyner, seconded by Mr. Rodriguez, it was unanimously voted to Reconvene in Public Session at 7:20pm.

**Superintendent's Report (cont'd)
Finance Report**

Dr. Birks remarked that tonight we are going to present the financial report from September and at the next Board meeting we will present the full report. She introduced Mr. Brian Richards who showed a PowerPoint presentation and explained each slide in detail.

Dr. Birks reiterated that many of our grant funds are restricted which means they must be used for specific purposes. So, there are certain constituents we have to hire to help us with that. She explained.

Dr. Birks reminded the Board that they are in the process of developing the Superintendent's evaluation process. She explained in detail. She noted that the committee will submit the timeline to the Board. Mr. Cotto remarked that he and the Mayor have been working on his process and they are on track for December 10th.

President's Report

Mr. Goldson remarked as he mentioned at the last meeting, he would like to form an Ethics Review Committee and hopefully he hopes to have an outline by our next meeting.

Finance & Operations Committee Report

Mr. Cotto reported this committee met and present for the Board's approval three abstracts, four agreements and one contract, as well as four agreements for information only.

At this point a lengthy discussion took place regarding Abstract #1, Commissioners Network Grant – Lincoln Basset, initiated by Mr. Cotto expressed his concern that there would not be any certified bilingual teachers. He went on to explain. Dr. Birks explained the reason for this. The discussion continued at length. Dr. Birks mentioned, so that the Board understands, the funding for Lincoln-Basset are Commissioner's Network dollars