

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

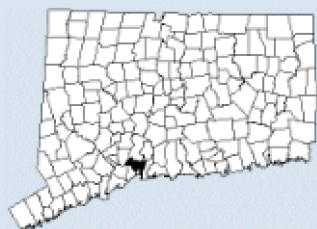
Elm City Montessori School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	312
Per Pupil Expenditures	\$17,804
Total Expenditures	\$5,430,188

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	170	54.5	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	7	2.2	5.2
Black or African American	82	26.3	12.4
Hispanic or Latino of any race	88	28.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	30	9.6	4.8
White	105	33.7	45.1
English Learners/Multilingual Learners	9	2.9	11.3
Eligible for Free or Reduced-Price Meals	137	43.9	44.8
Students with Disabilities	52	16.7	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	16	12.4	*	*
Male	15	16.1	*	*
Non-Binary	0	0.0	0	*
Black or African American	9	18.0	*	*
Hispanic or Latino of any race	15	22.1	0	0.0
White	*	*	0	0.0
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	27	26.5	*	*
Students with Disabilities	10	18.5	*	*
All Students - District	31	14.0	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Elm City Montessori School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	16.0
General Education Paraprofessionals	18.3
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	1.0
District Central Office Administrators	1.0
School Level Administrators	0.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.5

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	8.7	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	3	13.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	8.7	0.3
White	16	69.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	1	4.3	6.8
Teachers	1	5.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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

District Profile and Performance Report for School Year 2024-25

Elm City Montessori School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,162,269	\$10,368	\$13,471
Support services - students	\$437,306	\$1,434	\$1,826
Support services - instruction	\$134,275	\$440	\$972
Support services - general administration	\$84,103	\$276	\$568
Support services - school based administration	\$690,393	\$2,264	\$1,274
Central and other support services	\$98,842	\$324	\$761
Operation and maintenance of plant	\$671,135	\$2,200	\$2,125
Student transportation services	\$151,866	\$571	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$5,430,188	\$17,804	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$221,224	69.6	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$92,333	29.1	13.3
Purchased Services Other Than Transportation	\$4,280	1.3	6.8
Special Education Tuition	.	.	22.8
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$317,837	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	5.9
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	82.1
State	16.3
Federal	1.6
Tuition & Other	0.0

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).

District Profile and Performance Report for School Year 2024-25

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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	32	52.7	32	38.4	11	*
Hispanic or Latino of any race	38	54.5	38	48.3	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	18	*	18	*	6	*
White	40	77.1	40	64.1	11	*
English Learners/Multilingual Learners	7	*	7	*	*	*
Non-English Learners/Non-Multilingual Learners	121	64.8	121	53.6	*	*
Eligible for Free or Reduced-Price Meals	65	51.7	65	42.9	21	51.9
Not Eligible for Free or Reduced-Price Meals	63	75.6	63	61.4	16	*
Students with Disabilities	37	50.5	37	40.0	9	*
Students without Disabilities	91	68.7	91	56.9	28	63.1
High Needs	79	54.1	79	44.6	24	52.5
Non-High Needs	49	78.5	49	63.8	13	*
All Students - District	128	63.5	128	52.0	37	60.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	100.0	*	*	N/A	55	94.5
Curl Up	70.4	*	*	N/A	55	74.5
Push Up	81.5	*	*	N/A	55	78.2
Mile Run/PACER	92.6	*	*	N/A	55	85.5
All Tests - District	59.3	*	*	N/A	55	60.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Elm City Montessori School District

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.5	75	42.3	50	84.6	64.7
ELA Performance Index	High Needs Students	54.1	75	36.1	50	72.2	54.9
Math Performance Index	All Students	52.0	75	34.7	50	69.3	61.1
Math Performance Index	High Needs Students	44.6	75	29.8	50	59.5	50.6
Science Performance Index	All Students	60.2	75	40.1	50	80.3	62.6
Science Performance Index	High Needs Students	52.5	75	35.0	50	70.0	52.1
ELA Academic Growth	All Students	58.0%	100%	58.0	100	58.0	60.6%
ELA Academic Growth	High Needs Students	51.2%	100%	51.2	100	51.2	55.7%
Math Academic Growth	All Students	67.3%	100%	67.3	100	67.3	62.3%
Math Academic Growth	High Needs Students	62.5%	100%	62.5	100	62.5	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	14.0%	<=5%	32.1	50	64.1	17.2%
Chronic Absenteeism	High Needs Students	22.3%	<=5%	15.4	50	30.7	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	60.0%	75%	40.0	50	80.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				544.3	850	64.0	

Physical Fitness Estimated Participation Rate - District: 98.2% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	54.1	20.9	16.9	Y
Math Performance Index Gap	63.8	44.6	19.2	18.4	Y
Science Performance Index Gap	.	52.5	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	100.0

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Elm City Montessori School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Elm City College Preparatory School is a member of the Achievement First (AF) network of schools, and as such benefits from the latest available research, training, and support in providing differentiated instruction to students with special needs or requiring additional support. Team Special Services works closely with our schools' special services leaders to design programming and interventions to meet the needs of the current school population. A foundation of that support is a "special services playbook", a manual that serves as a resource to school leaders, special services leaders, and teachers in identifying and addressing needs of all students. In addition to that playbook AF provides all staff with professional development focused on mindset, co-teaching, and differentiation.

Elm City is building an inclusive environment to ensure all our scholars can achieve academically and behaviorally at high levels. Co-teaching is one vehicle for reaching inclusiveness. Additionally, co-teaching allows teachers to collect more data, provide more feedback, and offer more targeted support to lead students to the same rigorous academic and behavioral outcomes.

Elm City works with the New Haven district for the IEP process and has implemented the use of the CT SEDS system. The Elm City team meets with the New Haven district team each month to collaborate for upcoming IEP meetings. Elm City also ensures that parents and families have a space to share at the start of each meeting and to be active participants in their child's IEP meeting.

Maintaining high daily attendance rates and low chronic absenteeism rates are high priorities at Elm City. This work has intensified and become even more critical after the Covid Pandemic, as students were still missing many school days due to COVID illnesses as well as other reasons related to the pandemic. Every day, school staff reach out to parents and guardians to determine the reason for a student's absence. This step is critical in unearthing the reasons why students are absent. The attendance committee meets regularly to review attendance data to determine additional supports that are needed for students, as well as find ways to celebrate and incentivize strong attendance habits. Elm City continues to focus on ensuring student safety and maintaining family engagement as core components of student attendance.

Families receive frequent communication from teachers and school staff to engage in learning activities. Report card nights continue to be well attended. Many families are involved in the planning and leadership of school events through family leadership councils. Teachers are highly accessible to families, with their cell phone numbers being available to families to reach them after school hours. Community outreach and student recruitment is led by a dedicated Community Outreach Associate who coordinates efforts and explores partnerships with the community our school serves.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Elm City's mission is to deliver on the promise of equal educational opportunity for all of our school's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Elm City schools provide all of our scholars with the academic and character skills they need to graduate from top colleges, succeed in a competitive world, and serve as the next generation of leaders in our communities. We believe the fulfillment of this mission and the reduction of the achievement gaps based on race and economic status will reduce the isolation for our scholars.

We aim to have our schools reflect the demographic composition of the neighborhoods we serve, and prepare our scholars to achieve academic success, college acceptance, and college graduation at the same rates as their more affluent peers. The schools partner with the Achievement First's recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, Refer A Friend campaigns, information sessions, school-based open houses, presentations at local education agencies and community based organizations, neighborhood canvassing at nearby high-density housing and building locations, and geo-targeted mailings to reach families across the region. Our staff recruitment utilizes head hunting, partnerships with local universities and National, such as NFBLME and Profound Gentlemen, to ensure we are intentionally diversifying our candidate pool. In addition, we advertise our career openings across diverse areas and websites to establish our brand awareness and openings with candidates of all demographics and backgrounds.

Preparation for the college experience begins in the 9th grade with the Foundations of Leadership course. This four-year program is designed to help scholars learn how to navigate the more complex high school and post-secondary school world, with an emphasis on overcoming obstacles through effort. Each year culminates in scholars completing high stakes applications which prepare them for the college application process. High school scholars apply to and attend a variety of summer programs to prepare them for the college experience and the diverse populations they will encounter when moving onto college campuses.

District Profile and Performance Report for School Year 2024-25

Elm City Montessori School District

Equitable Allocation of Resources among District Schools

The Elm City College Preparatory School district is comprised of two individual school campuses. Each school has a Director of Operations (DSO) that is responsible for non-instructional activities within the school including budgeting and resource acquisition. DSOs from each campus across the Achievement First network meet regularly in a DSO Cohort to norm around processes, procedures, and activities within their schools.

The Elm City Board of Directors reviews and approves the annual budget, as well as the financial reports at each of their meetings. These include school-level detail with key comparable metrics. Financial reporting is centralized, Achievement First's Chief Financial Officer ensures resources are allocated similarly throughout the network.

Elm City regularly reviews data and adjusts the resource allocation process to ensure that it remains responsive to evolving student needs and maintains equity. This review may include input from school administrators, teachers, parents, and community stakeholders. Adjustments may be made based on changes in student demographics, academic performance, or other relevant factors.

District Profile and Performance Report for School Year 2024-25

Elm City Montessori School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	100.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	1		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.