

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

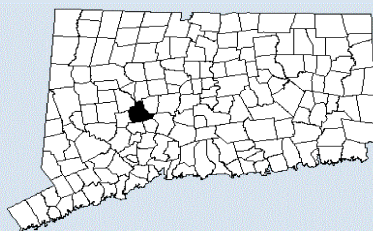


## Brass City Charter School District

203-527-5942 • <http://www.brasscitycharter.org>

### District Information

Grade Range	PK-5
Number of Schools/Programs	1
Enrollment	254
Per Pupil Expenditures <sup>1</sup>	\$14,422
Total Expenditures <sup>1</sup>	\$3,158,431

<sup>1</sup>Expenditure data reflect the 2016-17 year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	139	54.7	48.4
Male	115	45.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	6	2.4	5.1
Black or African American	77	30.3	12.8
Hispanic or Latino	121	47.6	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	25	9.8	3.3
White	25	9.8	53.6
English Learners	16	6.3	7.2
Eligible for Free or Reduced-Price Meals	165	65.0	36.7
Students with Disabilities <sup>1</sup>	22	8.7	14.8

<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	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	*	*	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	7.1	*	*
Students with Disabilities	*	*	*	*
District	11	5.0	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 7

Number of school-based arrests: 0

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2017-18

## Brass City Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	9.2
<b>Special Education</b>	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.3

<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	2	8.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	4.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	22	88.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.8	10.5

### Instruction and Resources

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

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.6

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

# District Profile and Performance Report for School Year 2017-18

## Brass City Charter School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,856,077	8,475	9,847
Instructional Supplies and Equipment	146,007	667	287
Improvement of Instruction and Educational Media Services	13,573	62	589
Student Support Services	141,899	648	1,120
Administration and Support Services	489,501	2,235	1,905
Plant Operation and Maintenance	293,077	1,338	1,648
Transportation	7,741	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	210,556	961	208
Total	3,158,431	14,422	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	447,484	2,043	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	70.7	80.8
Federal	6.9	7.9
Tuition & Other	22.3	11.3

<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 2017-18

## Brass City Charter 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	34	72.8	34	69.8
Hispanic or Latino	46	75.3	46	71.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	14	*	14	*
White	14	*	14	*
English Learners	*	*	*	*
Non-English Learners	109	76.4	109	73.2
Eligible for Free or Reduced-Price Meals	67	74.8	67	72.7
Not Eligible for Free or Reduced-Price Meals	44	78.4	44	73.7
Students with Disabilities	14	*	14	*
Students without Disabilities	97	77.8	97	75.1
High Needs	70	74.5	70	71.7
Non-High Needs	41	79.2	41	75.6
District	111	76.2	111	73.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	88.2	N/A	N/A	N/A	34	88.2
Curl Up	82.4	N/A	N/A	N/A	34	82.4
Push Up	70.6	N/A	N/A	N/A	34	70.6
Mile Run/PACER	73.5	N/A	N/A	N/A	34	73.5
All Tests - District	38.2	N/A	N/A	N/A	34	38.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Brass City Charter 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.2	75	50.0	50	100.0	67.6
	High Needs Students	74.5	75	49.6	50	99.3	57.5
Math Performance Index	All Students	73.1	75	48.8	50	97.5	62.7
	High Needs Students	71.7	75	47.8	50	95.6	52.0
ELA Academic Growth	All Students	66.7%	100%	66.7	100	66.7	60.7%
	High Needs Students	69.6%	100%	69.6	100	69.6	55.6%
Math Academic Growth	All Students	79.9%	100%	79.9	100	79.9	61.9%
	High Needs Students	79.0%	100%	79.0	100	79.0	55.4%
Chronic Absenteeism	All Students	5.0%	<=5%	49.9	50	99.8	10.7%
	High Needs Students	7.4%	<=5%	45.1	50	90.3	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   38.2%	75%	25.5	50	51.0	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>611.9</b>	<b>750</b>	<b>81.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	74.5	0.5	15.9	
Math Performance Index Gap	75.0	71.7	3.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

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

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

#### 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 2017-18

## Brass City Charter School District

### Narratives

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

.Special education services are provided to Brass City Charter School (BCCS) by the Waterbury school district. BCCS works to identify students in need of services primarily through its tiered intervention process. Administrators and appropriate teachers participate in all PPT meetings. The school is responsible for ensuring that IEP's are fully implemented. As a school, we have worked continually to develop a robust intervention program as well as a good working relationship with the City's SPED team to insure that our students receive appropriate special education programs and services.

We are proud of our low truancy numbers. We have worked to develop of system of tracking absent students and of responding in a timely manner when a student appears to be accumulating excessive absences. Our Student and Parent Support Coordinator's relationship with our families is key to our success. All new families entering the school receive a home visit from her which is the opening to establishing a close working relationship with a family.

All families are invited to participate in four annual parent-teacher conferences and we boast an almost 100% attendance at each of these meetings. Parents are able to learn about the expectations the teacher has for their students, about the curriculum, and about their child's progress. These meetings open the door for teachers and parents to establish meaningful communication through tour the year.

Beginning in prek, parents attend monthly meetings that focus on helping parents learn to support their child at home with topics such as , reading with your child.

Two members of the parent community serve on the school's board of directors.

The school has an active PTO.

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

.BCCS is a charter school built on the premise that by design it aims to reduce racial, ethnic, and economic isolation. The school admits students from the entire city of Waterbury and its demographics mirror those of the city.

We have as a goal to increase our number of teachers of color at the school. Of our classroom teachers, 12% are currently people of color. Grades prek through grade 1 have assistant teachers in each room and last year 60+% were people of color. The assistant position allows us to have a new teacher in the school for a year after which we have the opportunity to invite her or him to become a classroom teacher should an opening arise.

There are many opportunities in the curriculum designed to increase student awareness of the diversity of individuals and cultures. One particularly strong example is provided by the music program. BCCS has an el Sistema inspired music program and students receive instrumental instruction as well as lessons in music theory and appreciation daily. Last fall the teachers explored music around the globe with their students over the course of a few months. Later in the year the school sponsored an Around the World night for families to celebrate the diversity of cultures on our planet and and students played a range of pieces from different corners of the globe.

# District Profile and Performance Report for School Year 2017-18

## Brass City Charter School District

### Equitable Allocation of Resources among District Schools

NA.

The district does work very cooperatively with us to provide us with special education resources, busing, and a school nurse. It also invites us to participate in some of their PD such as restraint and seclusion training.