

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



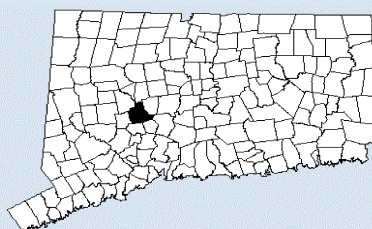
## Brass City Charter School District

• <http://www.brasscitycharter.org>

### District Information

Grade Range	PK-1
Number of Schools	1
Enrollment	115
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#). 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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	64	55.7	48.3
Male	51	44.3	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	35	30.4	12.9
Hispanic or Latino	47	40.9	21.2
Pacific Islander	0	0.0	0.0
White	20	17.4	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	73	63.5	37.3
Students with Disabilities <sup>1</sup>	6	5.2	12.8

<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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	0	0.0
White	0	*	0	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	12.5	0	0.0
Students with Disabilities	*	*	0	*
District	9	12.3	0	0.0
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 0**

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

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

# District Profile and Performance Report for School Year 2013-14

## Brass City Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	6.3
Paraprofessional Instructional Assistants	5.7
<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	0.3
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.2
Other Staff Providing Non-Instructional Services/Support	4.7

<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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	8	100.0	91.7

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

	Percent of Total (%)
District	81.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

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

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Brass City Charter School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

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

### Overall Expenditures:<sup>3</sup> 2012-13

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

#### Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

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

PK-12 Expenditures Used for Special Education	N/A	N/A
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

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

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## Brass City Charter School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
High Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A
All Tests - State	50.2	50.7	50.3		51.1

<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 2013-14

## Brass City Charter School District

### Narratives

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

As a charter school, we receive Special Education Services from the City of Waterbury. BCCS, in addition to those services, provides Wilson Intervention instruction for our lowest readers on a daily basis.

We follow up with a family if a child has excessive unexcused absences. We have recently implemented a student information system, ALMA, that allows us to track attendance and to respond immediately if we detect any pattern of truancy.

The BCCS faculty maintain a close working relationship with parents. One result of this is our 100% attendance rate at each of the four conferences scheduled during the school year. By providing each family an individual appointment, immediate follow-up with any "no show", and rescheduling until a parent does come in, we are able to meet the 100% mark each time. That means a parent is able to discuss in depth their own child's progress and the expectations of the class as well as how they can work with their own child at home.

Teachers make their email addresses available and phone numbers available to parents and invite regular communication. Teachers confer at least weekly with administration and are guided in their interactions with parents.

The school also supports an open door policy and parents are welcome to spend time in their child's class.

We have an active PTO and parent representation on our Board of Directors.

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

Charter School - we admit students from the entire City of Waterbury. Our 2013-2014 enrollment represents the following demographics: Black; White; Hispanic/Latino of any race; Two or more races; Asian

Our charter school proposal indicated that the school would reduce racial, ethnic and economic isolation. We proposed that this would happen in several ways.

BCCS's student enrollment is comprised 100% of children residing in the Waterbury School District. BCCS's mission, vision, educational philosophy, curriculum, staff hiring and professional development are all expressly oriented toward meeting the educational and social-emotional needs of urban Waterbury students. BCCS is open to all students of Waterbury by lottery, and the special focus of recruitment efforts is on some of the most impoverished neighborhoods in Waterbury.

One of the most meaningful, long-term ways of reducing ethnic and economic isolation is by illuminating and supporting a pathway from poverty. A key element of that support is a keen focus on the development of positive character traits that confer resilience and optimism alongside a rigorous academic program that is delivered during a long school day (7:30 AM - 5:00 PM and a longer school year that includes 4 week summer term).

The professional teaching staff of BCCS is recruited with the specific goal of racial and ethnic diversity.

A variety of enrichment programs such as Bravo Waterbury! (an intense music program of the the Waterbury Symphony Orchestra which is based on Venezuela's famed el Sistema program that uses music as a vehicle for social change, college campus visits, fields trips, volunteer tutors and mentors, visiting speakers, and summer programs provide students with exposure to people from diverse backgrounds.

# District Profile and Performance Report for School Year 2013-14

## Brass City Charter School District

### Equitable Allocation of Resources among District Schools

N/A