

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

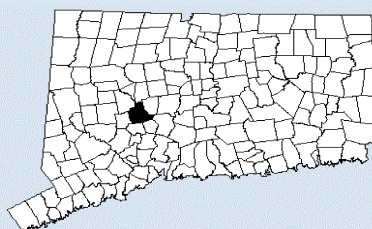


Brass City Charter School District

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

District Information

Grade Range	PK-4
Number of Schools/Programs	1
Enrollment	219
Per Pupil Expenditures ¹	\$13,744
Total Expenditures ¹	\$2,556,367

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	124	56.6	48.4
Male	95	43.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	68	31.1	12.9
Hispanic or Latino	104	47.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	22	10.0	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	145	66.2	35.9
Students with Disabilities ¹	15	6.8	14.3

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	6	5.9	*	*
Male	7	9.1	*	*
Black or African American	6	10.9	*	*
Hispanic or Latino	*	*	*	*
White	0	0.0	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	10.1	*	*
Students with Disabilities	*	*	*	*
District	13	7.3	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	18.8
Paraprofessional Instructional Assistants	9.8
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
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	0.2
Other Staff Providing Non-Instructional Services/Support	9.0

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	8.3	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	4.2	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	21	87.5	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	9.6

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		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,294,752	6,961	9,663
Instructional Supplies and Equipment	131,862	709	321
Improvement of Instruction and Educational Media Services	30,927	166	578
Student Support Services	131,246	706	1,103
Administration and Support Services	411,414	2,212	1,861
Plant Operation and Maintenance	378,305	2,034	1,637
Transportation	7,853	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	170,008	914	201
Total	2,556,367	13,744	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	79.9	79.9
Federal	8.1	8.1
Tuition & Other	12.1	12.1

⁴Revenue 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).

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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	26	77.8	26	69.5	0	N/A
Hispanic or Latino	29	75.6	29	65.3	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	0	N/A
White	9	*	9	*	0	N/A
English Learners	*	*	*	*	0	N/A
Non-English Learners	75	79.5	75	69.8	0	N/A
Eligible for Free or Reduced-Price Meals	50	77.9	50	68.1	0	N/A
Not Eligible for Free or Reduced-Price Meals	26	81.9	26	72.8	0	N/A
Students with Disabilities	10	*	10	*	0	N/A
Students without Disabilities	66	81.5	66	72.4	0	N/A
High Needs	53	76.9	53	67.3	0	N/A
Non-High Needs	23	84.8	23	75.2	0	N/A
District	76	79.3	76	69.7	0	N/A

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	60.5	N/A	N/A	N/A	38	60.5
Curl Up	52.6	N/A	N/A	N/A	38	52.6
Push Up	36.8	N/A	N/A	N/A	38	36.8
Mile Run/PACER	57.9	N/A	N/A	N/A	38	57.9
All Tests - District	*	N/A	N/A	N/A	38	*
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

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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	79.3	75	50.0	50	100.0	67.1
	High Needs Students	76.9	75	50.0	50	100.0	55.9
Math Performance Index	All Students	69.7	75	46.5	50	93.0	62.2
	High Needs Students	67.3	75	44.9	50	89.8	50.5
Science Performance	All Students	N/A	75	0.0	0	0.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	47.4%	100%	47.4	100	47.4	55.4%
	High Needs Students	35.5%	100%	35.5	100	35.5	49.8%
Math Academic Growth	All Students	19.0%	100%	19.0	100	19.0	61.7%
	High Needs Students	15.5%	100%	15.5	100	15.5	53.7%
Chronic Absenteeism	All Students	7.3%	<=5%	45.5	50	90.9	9.9%
	High Needs Students	10.6%	<=5%	38.9	50	77.7	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0% 13.2%	75%	8.8	50	17.5	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				401.9	750	53.6	

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	75.0	76.9	-1.9	16.7	
Math Performance Index Gap	75.0	67.3	7.7	18.7	
Science Performance Index Gap	.	N/A	.	16.6	
Graduation Rate Gap	

¹If 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.

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

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

³Minimum 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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

School District Improvement Plans and Parental Outreach Activities

.Special education programs and services for students with disabilities are provided by the City of Waterbury. For the 2016-2017 school year, we continued to refine our intervention program. We utilize data from iReady, our assessment tool, to analyze student need and possible referral to SPED as well as to help teachers focus instruction. Apart from SPED, the school offers Wilson training for students with severe reading issues.

Our Student and Parent Support Coordinator has aggressively followed up on absences and worked closely with parents to address the causes of excessive absences and to support their participation in the life of the school. She also organized a monthly parent education program for parents that included such topics as RULER so that students can hear the same language of emotions at school as well as at home as well as How to Read with Your Child.

BCCS takes seriously its goal to partner with parents for student learning. We sponsor four parent-teacher-student conferences annually so that parents are well informed about the curriculum and can establish a working partnership with their child's teacher. The first conference takes place before the opening of the school year. We schedule individual appointments for those conferences. If someone does not attend, teachers reach out to parents until they have attended the scheduled conference. Report cards are standards based so that families have a clear understanding of learning goals throughout the year. Families are invited to classrooms to hear their children read stories and poems that they have written. We also have an intensive music program and students perform several times a year for their parents. The Support Coordinator visited each new family that was offered a spot as a result of the lottery. She brought each child a book and with the parents emphasized the importance of regular school attendance and of reading each day with their child.

Our PTO meets monthly with our Student and Parent Support Coordinator and is engaged in planning programs for the school community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Brass City Charter School is a charter school that admits students who reside in Waterbury. Demographically, the school is highly representative of the city.

We make every effort to advertise broadly within the city and we target our neediest neighborhoods to raise awareness of the school and to encourage families to apply. We hold information sessions during the enrollment period so that families can learn about our program.

In planning curriculum, we strive for multi-cultural sensitivity such as in our choice of books, in the images we post around the school, the music we sing, conversations we have, and the foods we eat. Teachers participated in two professional development days during the year that addressed issues of cultural sensitivity and racial equity and bias with experts from SERC.

Our intensive music program based on Venezuela's famed el Sistema program, provides opportunities for students to partner with children outside of the school and city and to grow in awareness of other cultures.

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Equitable Allocation of Resources among District Schools

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