

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

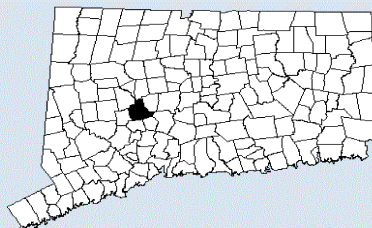


Brass City Charter School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	287
Per Pupil Expenditures ¹	\$14,273
Total Expenditures ¹	\$3,625,450

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	153	53.3	48.4
Male	134	46.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	98	34.1	12.8
Hispanic or Latino of any race	134	46.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	27	9.4	3.6
White	24	8.4	52.4
English Learners	22	7.7	7.6
Eligible for Free or Reduced-Price Meals	202	70.4	42.1
Students with Disabilities ³	21	7.3	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	13	9.4	*	*
Male	9	8.0	*	*
Black or African American	11	13.3	6	6.1
Hispanic or Latino of any race	8	6.6	*	*
White	*	*	0	0.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	20	11.2	11	5.2
Students with Disabilities	*	*	*	*
District	22	8.8	12	4.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	25.4
Paraprofessional Instructional Assistants	8.8
Special Education	
Teachers and Instructors	1.5
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
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	1.0
Other Staff Providing Non-Instructional Services/Support	10.4

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	3	9.4	1.1
Black or African American	1	3.1	3.8
Hispanic or Latino of any race	2	6.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	26	81.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	10.0

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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,085,199	\$8,209	\$10,545
Support services - students	\$229,601	\$904	\$1,373
Support services - instruction	\$196,956	\$775	\$644
Support services - general administration	\$171,238	\$674	\$462
Support services - school based administration	\$226,558	\$892	\$1,007
Central and other support services	\$130,205	\$513	\$671
Operation and maintenance of plant	\$277,772	\$1,094	\$1,629
Student transportation services	\$290,861	\$1,322	\$1,231
Food services	.	.	\$13
Enterprise operations	\$17,061	\$67	\$157
Minor school construction	.	.	\$65
Total	\$3,625,450	\$14,273	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$26,648	27.2	29.7
Instructional Aide Salaries	\$17,614	18.0	9.6
Other Salaries	\$30,964	31.7	10.4
Employee Benefits	\$22,567	23.1	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$97,793	100.0	100.0
Percent of Total Expenditures Used for Special Education		2.7	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	12.8
State	76.8
Federal	3.0
Tuition & Other	7.5

⁴Revenue 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 2018-19

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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	47	65.9	47	62.6	12	*
Hispanic or Latino of any race	63	73.3	63	66.4	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	*	*	*	*	*	*
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	32	78.1
Eligible for Free or Reduced-Price Meals	97	69.3	97	64.9	20	76.5
Not Eligible for Free or Reduced-Price Meals	41	77.1	41	70.9	12	*
Students with Disabilities	21	51.4	21	46.6	*	*
Students without Disabilities	117	75.2	117	70.3	*	*
High Needs	99	68.8	99	64.0	20	76.5
Non-High Needs	39	78.8	39	73.5	12	*
District	138	71.6	138	66.7	32	78.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.2	65.6	N/A	N/A	66	77.3
Curl Up	94.1	90.6	N/A	N/A	66	92.4
Push Up	64.7	78.1	N/A	N/A	66	71.2
Mile Run/PACER	58.8	59.4	N/A	N/A	66	59.1
All Tests - District	35.3	43.8	N/A	N/A	66	39.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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	71.6	75	47.7	50	95.5	67.7
	High Needs Students	68.8	75	45.9	50	91.7	58.1
Math Performance Index	All Students	66.7	75	44.5	50	89.0	63.1
	High Needs Students	64.0	75	42.7	50	85.4	52.7
Science Performance Index	All Students	78.1	75	50.0	50	100.0	63.8
	High Needs Students	76.5	75	50.0	50	100.0	54.2
ELA Academic Growth	All Students	50.9%	100%	50.9	100	50.9	59.9%
	High Needs Students	51.2%	100%	51.2	100	51.2	55.1%
Math Academic Growth	All Students	53.0%	100%	53.0	100	53.0	62.5%
	High Needs Students	48.9%	100%	48.9	100	48.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	8.8%	<=5%	42.5	50	84.9	10.4%
	High Needs Students	11.3%	<=5%	37.4	50	74.8	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.4% 39.4%	75%	26.3	50	52.5	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				590.9	850	69.5	

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 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	68.8	6.2	15.4	
Math Performance Index Gap	73.5	64.0	9.5	17.6	
Science Performance Index Gap	.	76.5	.	16.1	
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.

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.

Subject/Student Group		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	100.0
	High Needs Students	100.0

³Minimum 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: 51.5**

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Brass City Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Special education services are provided to Brass City Charter School (BCCS) by the Waterbury school district. This year BCCS hired its own full-time special education teacher as well as a part time director for special education services. 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, 17% are currently people of color. Grades prek through grade 1 have assistant teachers in each room and this year 62% 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. During the year the school sponsored an Around the World night for families to celebrate the diversity of cultures on our planet and students played a range of pieces from different corners of the globe.

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Equitable Allocation of Resources among District Schools

.The district works 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.