

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



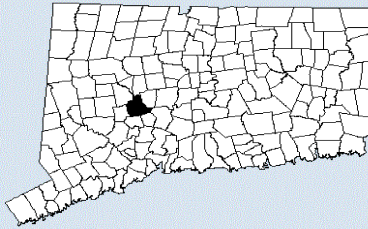
Brass City Charter School District

• <http://www.brasscitycharter.org>

District Information

Grade Range	PK-3
Number of Schools/Programs	1
Enrollment	186
Per Pupil Expenditures ¹	\$13,844
Total Expenditures ¹	\$2,076,527

¹Expenditure data reflect the 2014-15 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	110	59.1	48.3
Male	76	40.9	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	55	29.6	12.8
Hispanic or Latino	87	46.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	23	12.4	2.7
White	*	*	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	128	68.8	38.0
Students with Disabilities ¹	12	6.5	13.7

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	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	*	*	0	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	9.3	8	6.6
Students with Disabilities	0	*	*	*
District	11	7.4	8	4.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 8

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	16.3
Paraprofessional Instructional Assistants	5.8
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	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	0.8
Other Staff Providing Non-Instructional Services/Support	7.0

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	1	5.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	5.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	18	90.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	97.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.3	9.4

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		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,021,407	6,809	9,387
Instructional Supplies and Equipment	173,053	1,154	318
Improvement of Instruction and Educational Media Services	20,301	135	541
Student Support Services	15,575	104	1,048
Administration and Support Services	499,695	3,331	1,790
Plant Operation and Maintenance	217,096	1,447	1,608
Transportation	2,260	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	127,140	848	194
Total	2,076,527	13,844	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	76.7	76.7
Federal	7.3	7.3
Tuition & Other	16.0	16.0

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	12	*	12	*	0	N/A
Hispanic or Latino	14	*	14	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	6	*	6	*	0	N/A
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	0	N/A
Eligible for Free or Reduced-Price Meals	24	81.3	24	77.4	0	N/A
Not Eligible for Free or Reduced-Price Meals	15	*	15	*	0	N/A
Students with Disabilities	7	*	7	*	0	N/A
Students without Disabilities	32	84.6	32	80.7	0	N/A
High Needs	26	81.5	26	77.0	0	N/A
Non-High Needs	13	*	13	*	0	N/A
District	39	82.9	39	78.8	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	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	82.9	75	100.0	100	100.0	67.7
	High Needs Students	81.5	75	100.0	100	100.0	56.7
Math Performance Index	All Students	78.8	75	100.0	100	100.0	61.4
	High Needs Students	77.0	75	100.0	100	100.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	7.4%	<=5%	45.2	50	90.5	9.6%
	High Needs Students	8.9%	<=5%	42.2	50	84.4	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A N/A	75%	0.0	0	0.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				487.4	500	97.5	

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	.	81.5	.	16.5	
Math Performance Index Gap	.	77.0	.	18.9	
Science Performance Index Gap	.	N/A	.	17.2	
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: 51.4**

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 2015-2016 school year, we designed a new intervention program and hired teachers to service tier two and three students. We utilize data from iReady, our assessment tool, to analyze student need and to focus instruction.

For the 2015-2016 school year, we hired a Student and Parent Support Coordinator who has the task of immediate follow up on absences and working with parents to address the causes of excessive absences.

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. Towards the end of the 2015-2016 school year, the Support Coordinator made home visits to 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 to 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

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

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.

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

NA