

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

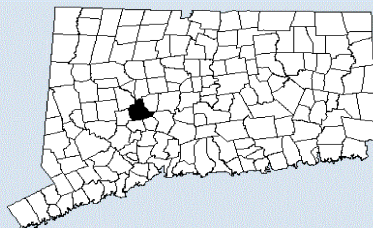


## Brass City Charter School District

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

### District Information

Grade Range	PK-7
Number of Schools/Programs	1
Enrollment	326
Per Pupil Expenditures <sup>1</sup>	\$14,204
Total Expenditures <sup>1</sup>	\$4,076,433

<sup>1</sup> Expenditure data reflect the 2018-19 school year.

### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2019-20 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 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	174	53.4	48.4
Male	152	46.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	8	2.5	5.2
Black or African American	114	35.0	12.7
Hispanic or Latino of any race	152	46.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	22	6.7	3.8
White	30	9.2	51.1
English Learners	18	5.5	8.3
Eligible for Free or Reduced-Price Meals	203	62.3	43.3
Students with Disabilities <sup>3</sup>	27	8.3	16.0

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

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	18	11.4	7	3.9
Male	12	9.2	9	5.8
Black or African American	11	10.8	*	*
Hispanic or Latino of any race	15	11.0	9	5.8
White	*	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	12.9	10	4.8
Students with Disabilities	*	*	*	*
District	30	10.4	16	4.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 10

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

<sup>4</sup> A 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.

<sup>5</sup> This column displays 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 2019-20

## Brass City Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	26.3
Paraprofessional Instructional Assistants	9.0
<b>Special Education</b>	
Teachers and Instructors	0.5
Paraprofessional Instructional Assistants	2.0
<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	9.6

<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	1	3.2	1.2
Black or African American	3	9.7	4.0
Hispanic or Latino of any race	2	6.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	25	80.7	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.7	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</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		67.8

<sup>2</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Brass City Charter School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

<sup>1</sup> This 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 District<sup>2</sup>

	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

<sup>2</sup> This 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,315,922	\$8,069	\$10,923
Support services - students	\$273,998	\$955	\$1,277
Support services - instruction	\$172,687	\$602	\$682
Support services - general administration	\$179,413	\$625	\$467
Support services - school based administration	\$206,194	\$718	\$1,021
Central and other support services	\$149,011	\$519	\$679
Operation and maintenance of plant	\$360,930	\$1,258	\$1,718
Student transportation services	\$418,278	\$1,457	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$4,076,433	\$14,204	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$88,881	39.0	28.5
Instructional Aide Salaries	\$33,866	14.8	10.1
Other Salaries	\$53,075	23.3	11.1
Employee Benefits	\$49,451	21.7	13.0
Purchased Services Other Than Transportation	\$449	0.2	5.7
Special Education Tuition	.	.	22.5
Supplies	\$2,069	0.9	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	\$300	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$228,091	100.0	100.0
Percent of Total Expenditures Used for Special Education		5.6	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	14.6
State	72.0
Federal	2.5
Tuition & Other	10.9

<sup>4</sup> Revenue 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

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

#### Physical Fitness Tests: Students Reaching Health Standard

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# District Profile and Performance Report for School Year 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	10.4%	<=5%	12.2%
	High Needs Students	12.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
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.

*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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Brass City Charter School District

### Narratives

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

Improving special education and services for students with disabilities.

We are continuing to collaborate closely with the Waterbury Public Schools in the provision of Special Education Services for students with disabilities at Brass City. Services are now provided by two Special Education teachers who are BCCS Staff members. Having these teachers on staff gives us much more flexibility to schedule service provision and align specialized instruction in an optimal manner. It also provides more consistent support for our general education teachers, particularly when it comes to collaboration around accommodations and modifications in the general education setting. These teachers receive ongoing support and coaching from our own Special Services Director.

Truancy.

During this era of the pandemic, we are working diligently to engage parents in their student's learning in order to prevent lack of participation particularly in the online program which about 50% of our families had opted for before we switched to fully remote learning. We have on staff a Student/Family Support Coordinator who works very closely with teachers to identify any student who is not participating in the program. She reaches out to families to understand how we might help them become engaged. If there are logistical issues we address them. If they need more staff support we assign a coach/tutor to work directly with the student and family. We have found that participation is higher when we provide students the opportunity to meet on ZOOM with teachers and coaches.

Engaging families in student learning.

The school's two deans work directly with teachers to support their work with families. This has proven particularly important this year when school closed in March and students became highly reliant on their parents for help with schoolwork. In addition to regular coaching, the Technology Coordinator has provided many live Zooms to help parents learn to navigate the platforms that their children are using. Teachers have also created videos to assist parents in helping their children with online learning as well as sent materials and books home.

We have asked and received feedback from parents this year about online learning and have made some adjustments to reflect that feedback.

Four conferences are held annually to discuss student progress and to help parents understand the program and expectations for the year and then, more specifically, each term. These have continued virtually during the pandemic. We also provide family meetings that focus on RULER and have plans for EL Family Literacy meetings.

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

We are proud of the fact that our student body mirrors the demographics of the City of Waterbury. This is true racially, ethnically, and socio-economically. We advertise broadly in the community for the lottery. Beginning during the summer and continuing for the school year, the entire BCCS community (students, parents teachers, staff, and board members) have been engaged in unconscious bias training which is aimed ultimately at increasing student awareness and appreciation of diversity.

# District Profile and Performance Report for School Year 2019-20

## Brass City Charter School District

### **Equitable Allocation of Resources among District Schools**

We are a charter school and this does not apply to us.