

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Brass City Charter School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	401
Per Pupil Expenditures	\$16,251
Total Expenditures	\$5,899,142

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	204	50.9	48.4
Male	197	49.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	6	1.5	5.2
Black or African American	132	32.9	12.4
Hispanic or Latino of any race	227	56.6	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	21	5.2	4.8
White	15	3.7	45.1
English Learners/Multilingual Learners	17	4.2	11.3
Eligible for Free or Reduced-Price Meals	281	70.1	44.8
Students with Disabilities	58	14.5	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	40	22.2	*	*
Male	35	19.4	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	24	20.5	*	*
Hispanic or Latino of any race	45	22.4	8	3.4
White	*	*	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	57	24.1	10	3.5
Students with Disabilities	15	24.6	*	*
All Students - District	75	20.8	14	3.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 60

Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	28.1
General Education Paraprofessionals	10.0
Special Education Teachers and Instructors	0.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	0.0
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.0
Library/Media 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	16.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	22.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	6	19.4	4.9
Hispanic or Latino of any race	2	6.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	23	74.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	15.2	6.8
Teachers	5	16.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,437,581	\$9,470	\$13,471
Support services - students	\$432,208	\$1,191	\$1,826
Support services - instruction	\$115,192	\$317	\$972
Support services - general administration	\$238,031	\$656	\$568
Support services - school based administration	\$431,795	\$1,190	\$1,274
Central and other support services	\$256,354	\$706	\$761
Operation and maintenance of plant	\$491,195	\$1,353	\$2,125
Student transportation services	\$496,786	\$1,380	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$5,899,142	\$16,251	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$235,252	41.4	26.4
Instructional Aide Salaries	\$199,223	35.1	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$94,151	16.6	13.3
Purchased Services Other Than Transportation	\$38,498	6.8	6.8
Special Education Tuition	.	.	22.8
Supplies	\$756	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$567,880	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	9.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	9.5
State	75.3
Federal	10.6
Tuition & Other	4.6

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	76	66.1	76	54.5	27	50.2
Hispanic or Latino of any race	130	62.9	130	57.3	43	54.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	15	*	15	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	21	52.2	21	46.7	6	*
Non-English Learners/Non-Multilingual Learners	214	65.5	214	58.2	70	54.0
Eligible for Free or Reduced-Price Meals	164	63.8	164	55.9	54	53.6
Not Eligible for Free or Reduced-Price Meals	71	65.6	71	60.0	22	52.8
Students with Disabilities	49	51.1	49	41.3	17	*
Students without Disabilities	186	67.9	186	61.3	59	57.6
High Needs	184	62.9	184	55.0	59	52.0
Non-High Needs	51	69.5	51	64.8	17	*
All Students - District	235	64.4	235	57.2	76	53.4

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	100.0	92.5	91.2	N/A	116	94.8
Curl Up	97.6	95.0	91.4	N/A	117	94.9
Push Up	95.2	90.0	91.4	N/A	117	92.3
Mile Run/PACER	66.7	55.0	*	N/A	114	48.2
All Tests - District	61.9	40.0	*	N/A	114	41.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.4	75	42.9	50	85.8	64.7
ELA Performance Index	High Needs Students	62.9	75	41.9	50	83.9	54.9
Math Performance Index	All Students	57.2	75	38.1	50	76.2	61.1
Math Performance Index	High Needs Students	55.0	75	36.7	50	73.4	50.6
Science Performance Index	All Students	53.4	75	35.6	50	71.1	62.6
Science Performance Index	High Needs Students	52.0	75	34.7	50	69.3	52.1
ELA Academic Growth	All Students	62.0%	100%	62.0	100	62.0	60.6%
ELA Academic Growth	High Needs Students	60.9%	100%	60.9	100	60.9	55.7%
Math Academic Growth	All Students	49.8%	100%	49.8	100	49.8	62.3%
Math Academic Growth	High Needs Students	49.0%	100%	49.0	100	49.0	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	20.8%	<=5%	18.3	50	36.7	17.2%
Chronic Absenteeism	High Needs Students	24.4%	<=5%	11.2	50	22.3	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	100.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	41.2%	75%	27.5	50	55.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				558.5	900	62.1	

Physical Fitness Estimated Participation Rate - District: 97.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	69.5	62.9	6.6	16.9	N
Math Performance Index Gap	64.8	55.0	9.8	18.4	N
Science Performance Index Gap	.	52.0	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	98.7
Science	High Needs Students	98.3

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Brass City Charter School is committed to continual improvement. During the 2024-2025 school year, BCCS was unable financially to continue to support its own special education teachers and para- professionals. The City of Waterbury began to provide special education staffing. BCCS is working diligently to ensure that all IEP's are implemented to fidelity.

Reflecting the State's focus on the science of reading, all classroom teachers in grades k-3, and classroom assistants have been trained in Wilson/Orton Gillingham so that they can effectively support students with dyslexia. BCCS also has two interventionists trained in Wilson who provide services to these students.

BCCS has a well developed SRBI process that supports students both academically as well as socially and emotionally. BCCS hosts a health clinic that is staffed with a fulltime PA and clinic social worker to support students.

BCCS has in place an attendance committee that tracks student attendance and reaches out to families that struggle with truancy to emphasize the importance of school attendance.

BCCS hosts, on the first Friday of every month, a coffee for parents with the school's executive director. It is a wonderful opportunity to discuss school programs, explore parental concerns, and get to know one another. A weekly memo goes out to parents to keep them informed of all activities at BCCS. During the school year, parent evenings are held to engage parents in their children's learning. Parents are represented on the Board of Directors.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Brass City Charter School is a charter school that by design aims to reduce racial, ethnic, and economic isolation. The school admits students from the City of Waterbury and its demographics mirror those of the City.

Our goal is to increase our number of teachers of color which we continue to do. For the 2024-2025 school year, 31% of our teachers were teachers of color and 92% of assistants were people of color.

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Equitable Allocation of Resources among District Schools

Not Applicable

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	25.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	25.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	2	50.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	4		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.