

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



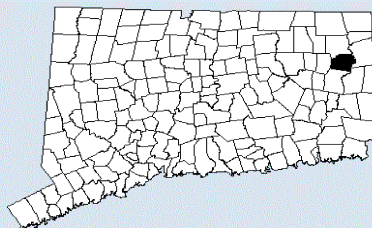
Brooklyn School District

Ms. Patricia Buell, Superintendent • 860-774-9732 • <http://www.brooklynschools.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	922
Per Pupil Expenditures ¹	\$16,484
Total Expenditures ¹	\$20,489,992

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	458	49.7	48.4
Male	464	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	25	2.7	5.2
Black or African American	16	1.7	12.8
Hispanic or Latino of any race	99	10.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	35	3.8	3.6
White	742	80.5	52.4
English Learners	11	1.2	7.6
Eligible for Free or Reduced-Price Meals	344	37.3	42.1
Students with Disabilities ³	146	15.8	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	21	5.3	*	*
Male	24	5.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	10	11.4	*	*
White	28	4.4	14	1.8
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	34	10.6	15	4.0
Students with Disabilities	18	14.1	9	5.1
District	45	5.6	22	2.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 182

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	57.7
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	33.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	3.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	35.0

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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	2.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	74	97.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	43	67.2
Other Health Impairment	18	66.7
Other Disabilities	0	0
Speech/Language Impairment	17	85.0
District	93	62.0
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	14	1.2	1.9
Emotional Disturbance	13	1.1	1.1
Intellectual Disability	8	0.7	0.5
Learning Disability	65	5.7	5.5
Other Health Impairment	28	2.4	3.2
Other Disabilities	6	0.5	1.1
Speech/Language Impairment	33	2.9	1.8
All Disabilities	167	14.5	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	40	24.0	8.2
Private Schools or Other Settings	9	5.4	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	\$13,880,500	\$11,167	\$10,545
Support services - students	\$516,171	\$583	\$1,373
Support services - instruction	\$355,146	\$401	\$644
Support services - general administration	\$416,974	\$471	\$462
Support services - school based administration	\$710,584	\$803	\$1,007
Central and other support services	\$229,606	\$259	\$671
Operation and maintenance of plant	\$1,106,291	\$1,250	\$1,629
Student transportation services	\$1,179,596	\$980	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$2,095,125	\$2,367	\$65
Total	\$20,489,992	\$16,484	\$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	\$944,672	18.4	29.7
Instructional Aide Salaries	\$694,659	13.5	9.6
Other Salaries	\$238,438	4.6	10.4
Employee Benefits	\$469,026	9.1	13.0
Purchased Services Other Than Transportation	\$501,787	9.8	5.5
Special Education Tuition	\$1,913,587	37.2	22.6
Supplies	\$10,261	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$330,323	6.4	8.0
Equipment	\$39,763	0.8	0.2
All Other Expenditures	\$805	0.0	0.1
Total	\$5,143,321	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	66.2
State	32.2
Federal	1.6
Tuition & Other	0.0

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).

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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	*	*	*	*	*	*
Asian	14	*	14	*	*	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino of any race	50	64.4	50	57.0	12	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	22	62.4	22	52.8	7	*
White	431	74.0	431	66.6	181	75.5
English Learners	12	*	12	*	*	*
Non-English Learners	517	72.6	517	64.9	*	*
Eligible for Free or Reduced-Price Meals	200	65.9	200	57.9	63	67.1
Not Eligible for Free or Reduced-Price Meals	329	76.5	329	69.3	144	77.6
Students with Disabilities	83	51.6	83	44.7	27	52.2
Students without Disabilities	446	76.4	446	68.8	180	77.7
High Needs	238	64.2	238	56.6	76	65.0
Non-High Needs	291	79.3	291	71.9	131	79.9
District	529	72.5	529	65.0	207	74.4

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	89.0	76.6	76.9	N/A	250	80.8
Curl Up	67.1	82.8	81.7	N/A	250	77.2
Push Up	62.2	50.0	51.9	N/A	250	54.8
Mile Run/PACER	51.2	65.6	72.1	N/A	250	63.6
All Tests - District	51.2	46.9	44.2	N/A	250	47.2
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	72.5	75	48.3	50	96.7	67.7
	High Needs Students	64.2	75	42.8	50	85.6	58.1
Math Performance Index	All Students	65.0	75	43.3	50	86.7	63.1
	High Needs Students	56.6	75	37.7	50	75.4	52.7
Science Performance Index	All Students	74.4	75	49.6	50	99.2	63.8
	High Needs Students	65.0	75	43.3	50	86.7	54.2
ELA Academic Growth	All Students	57.6%	100%	57.6	100	57.6	59.9%
	High Needs Students	58.3%	100%	58.3	100	58.3	55.1%
Math Academic Growth	All Students	62.2%	100%	62.2	100	62.2	62.5%
	High Needs Students	59.6%	100%	59.6	100	59.6	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.6	10.4%
	High Needs Students	10.2%	<=5%	39.5	50	79.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		91.6%	94%	48.7	50	97.4	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)		94.0% 47.2%	75%	31.5	50	62.9	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				671.3	900	74.6	

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 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	64.2	10.8	15.4	
Math Performance Index Gap	71.9	56.6	15.3	17.6	
Science Performance Index Gap	75.0	65.0	10.0	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	99.6
	High Needs Students	99.2
Math	All Students	99.6
	High Needs Students	99.2
Science	All Students	99.5
	High Needs Students	98.7

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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Narratives

School District Improvement Plans and Parental Outreach Activities

The Brooklyn Public Schools has a great deal of information available to parents through their website and school app which can be downloaded to a mobile device. Parents who contact the school are welcomed into the school and are greeted by staff who are there to respond to questions and assist them in any way possible.

Students who receive special education services or who are referred to special education are provided resources to assist them to understand the referral process as well as the identification and services offered through the public schools. Parents meet with the special education team members to ask questions. The Director of Special Education is available to families, staff and knows all of the students who require supports and services. Brooklyn is a small enough district that our staff really know the students and families.

The staff at Brooklyn Schools works collaboratively with families to promote positive attendance patterns. We work to build relationships to support families and students to have good attendance. Staff members are working with area schools to identify best practices to support student attendance to avoid truancy. Attendance teams meet and notify families early if there are signs of absences that could lead to truancy. We look for the root causes of attendance issues and try to support families. When a student is absent the district contacts the family to follow up on absences if they have not heard about the reason for absence. The school social workers and administration work with students and families at a young age to communicate the importance of regular attendance. Good attendance is celebrated for all students and for students with truancy concerns, they are also praised for their attendance improvements.

Parents are encouraged to be a part of the educational environment. Parents are invited into the school as parents of preschoolers to meet the staff and visit the program. They have a special open house before school starts to assist with this big transition! As children move through the grades, parents remain a part of the school life in Brooklyn. Students who transition from elementary to middle school also have a visit planned. They tour the new school and meet staff. Student leaders assist students during this visit. The middle school mentors at the elementary level, building a strong relationship between schools and providing a point of contact as the students move from elementary to middle school. Each year student transitions are planned for and parents are informed about the changes. The Brooklyn PTO works with both the elementary and middle schools so that families are included at both levels. The PTO is very active and supportive of programming and special events. The parents are invited to many special even throughout the school year including the welcome back BBQ, art and music shows, STEAM and invention convention, classroom functions, building-wide activities such as special guests and geography fair. Parents attend concerts, sporting events, and cultural events. Brooklyn community and Brooklyn families are very supportive of the schools! Parents learn about what students are doing in school through open house, classroom and school newsletters, and websites. Parents participate in committees and are surveyed annually.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Brooklyn Public Schools treats all students as equals and celebrates individuality and differences in the classroom as well as in the school. We do not have any inter or intradistrict choice programs. With two schools, all students are together at each grade level. Classroom instruction and the curriculum promote well rounded and educated students about people from all races, ethnic and economic backgrounds. The administration has engaged in professional development and conversation about how to increase diversity in our schools.

Instruction begins in preschool and kindergarten with a NAEYC accredited program and this good instruction follows through to grade 8. In addition to the curriculum, teachers look for teachable moments to broaden student awareness and acceptance of everyone. Students learn about racial, ethnic and economic differences through their related arts and core area classes. Students were engaged in multiple interdistrict grant opportunities and geography fair that increases their understanding of differences. .

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Equitable Allocation of Resources among District Schools

Allocation of resources is equitable across the district to meet the needs of students at all levels in each school. The leadership team meets to make and review requests for their own programming and that of the other schools. The team works together to determine what is needed and what would be considered priorities. The Board of Education supports building based budgeting and the community is supportive. Over the years, different buildings have been able to build up different programs and supplies by working together. As the needs change, we have been able to allocate resources evenly but also as needed. Administrators and teachers have the supplies and instructional materials needed to teach the curriculum they are using. All students have equal access to the curriculum and support needed to learn.