

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



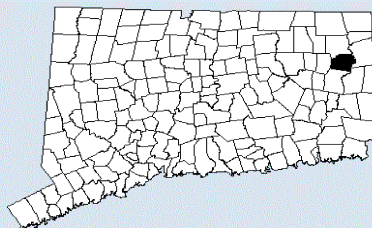
## Brooklyn School District

Ms. Mary Conway, Superintendent • 860-774-9153 • [www.brooklynschools.org](http://www.brooklynschools.org)

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	863
Per Pupil Expenditures <sup>1</sup>	\$14,707
Total Expenditures <sup>1</sup>	\$13,898,554

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	418	48.4	48.4
Male	445	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	22	2.5	5.1
Black or African American	9	1.0	12.9
Hispanic or Latino	78	9.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	31	3.6	2.9
White	719	83.3	54.8
English Learners	6	0.7	6.8
Eligible for Free or Reduced-Price Meals	276	32.0	35.9
Students with Disabilities <sup>1</sup>	117	13.6	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	17	4.6	12	2.8
Male	20	5.1	32	7.2
Black or African American	*	*	0	*
Hispanic or Latino	7	9.7	7	8.2
White	28	4.5	34	4.8
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	24	9.7	28	9.8
Students with Disabilities	12	11.5	12	9.2
District	37	4.8	44	5.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 10

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Brooklyn School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	59.7
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.4
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

<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	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	2.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	76	97.4	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	38	61.3
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	75	56.4
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Brooklyn School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	14	1.2	1.7
Emotional Disturbance	11	1.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	63	5.6	4.9
Other Health Impairment	18	1.6	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	26	2.3	1.8
All Disabilities	145	12.8	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,352,808	8,188	9,663
Instructional Supplies and Equipment	177,083	197	321
Improvement of Instruction and Educational Media Services	270,401	301	578
Student Support Services	1,056,617	1,177	1,103
Administration and Support Services	1,394,746	1,553	1,861
Plant Operation and Maintenance	1,493,256	1,663	1,637
Transportation	1,191,169	913	877
Costs of Students Tuitioned Out	928,373	N/A	N/A
Other	34,101	38	201
Total	13,898,554	14,707	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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<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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	883,093	20.9	34.6
Noncertified Personnel	562,920	13.3	14.6
Purchased Services	344,392	8.1	5.8
Tuition to Other Schools	1,682,542	39.8	21.8
Special Ed. Transportation	345,250	8.2	8.5
Other Expenditures	410,534	9.7	14.7
Total Expenditures	4,228,731	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.9	55.9
State	41.4	41.4
Federal	2.7	2.7
Tuition & Other	0.0	0.0

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2016-17

## Brooklyn 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	12	*	12	*	7	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	39	61.5	39	55.1	11	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	16	*	15	*	7	*
White	421	75.0	421	65.6	131	64.5
English Learners	11	*	11	*	*	*
Non-English Learners	484	73.4	483	64.6	154	63.4
Eligible for Free or Reduced-Price Meals	153	66.2	152	58.7	51	58.1
Not Eligible for Free or Reduced-Price Meals	342	76.6	342	67.1	107	65.5
Students with Disabilities	52	51.6	51	46.9	15	*
Students without Disabilities	443	75.9	443	66.5	143	64.7
High Needs	181	65.0	180	57.7	58	57.4
Non-High Needs	314	78.2	314	68.4	100	66.4
District	495	73.4	494	64.5	158	63.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.8	69.2	77.0	N/A	242	75.2
Curl Up	79.7	79.8	81.1	N/A	242	80.2
Push Up	59.4	50.0	55.4	N/A	242	54.1
Mile Run/PACER	54.7	71.2	78.4	N/A	242	69.0
All Tests - District	51.6	36.5	48.6	N/A	242	44.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Brooklyn 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.4	75	48.9	50	97.8	67.1
	High Needs Students	65.0	75	43.4	50	86.7	55.9
Math Performance Index	All Students	64.5	75	43.0	50	86.0	62.2
	High Needs Students	57.7	75	38.5	50	76.9	50.5
Science Performance	All Students	63.1	75	42.1	50	84.2	55.3
	High Needs Students	57.4	75	38.3	50	76.5	45.2
ELA Academic Growth	All Students	61.6%	100%	61.6	100	61.6	55.4%
	High Needs Students	58.9%	100%	58.9	100	58.9	49.8%
Math Academic Growth	All Students	64.8%	100%	64.8	100	64.8	61.7%
	High Needs Students	64.8%	100%	64.8	100	64.8	53.7%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	9.5%	<=5%	41.0	50	81.9	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.4%   44.2%	75%	29.5	50	59.0	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>674.5</b>	<b>900</b>	<b>74.9</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.0	10.0	16.7	
Math Performance Index Gap	68.4	57.7	10.8	18.7	
Science Performance Index Gap	66.4	57.4	9.0	16.6	
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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.4
	High Needs Students	99.5
Math	All Students	99.0
	High Needs Students	98.4
Science	All Students	99.4
	High Needs Students	98.4

<sup>3</sup>Minimum 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: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Brooklyn School District

### Narratives

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

Brooklyn Public Schools has a District and School Advancement plans that outline areas for growth during the 2017-18 school year. These include academic instruction with measurable student outcomes and parent/family engagement. These plans were shared with the staff in each school as well as to the Board of Education. They are also posted to the website.

The staff of the Brooklyn Public Schools will achieve this through professional development, structures for SRBI to address academics, behavior and attendance. Both the elementary and middle schools have team time planned to support teachers to review data, develop best practices and plan for interventions.

Intervention blocks are designed to be flexible and address the needs of students as they change through out the school year.

Both schools have a Parent/Principal Advisory Committee (PAC) that meets regularly. Performance data is shared with each school and the advancement plans are also shared. Parent comments and feedback are welcomed by administration. This is the first year that a coordinated plan was developed which aligned to the district plan. The entire administrative team will begin this process earlier to ensure parent buy in earlier in the development process in the future.

Staff at each building have offered parent/teacher conferences, open house and events such as math night. These activities are designed to support families to support their children at home. Staff in each school are strongly committed to supporting students in school, after school and at home.

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

The Brooklyn Public Schools is located in a rural part of Connecticut and celebrates diversity by creating equal opportunities for students, staff and families. There is good family and student participation in extra curricular events by a diverse population. The summer meals program was offered to students in multiple settings to ensure that a diverse population of students had access to participate.

Students in Brooklyn have the opportunity to enroll in multiple charter schools and the regional technical high school. We provide students with access to learn about and visit multiple programs as they plan for high school to ensure that all students make informed choices.

Staff engaged in curriculum activities that educate students about various cultures through general instruction and reading as well as through special projects and activities. Our school displays information about different cultures and successful adults of different backgrounds.

# District Profile and Performance Report for School Year 2016-17

## Brooklyn School District

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

Brooklyn Public School administrators work cooperatively with the central office to review building and district needs. They identify what they have, what they need and build a budget which addresses these needs in an equitable fashion. Through out the year, if there is a need identified that is not budgeted, they will review the need to determine if there is a way to fill the need or if that will be part of the planning for the next school year.