

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



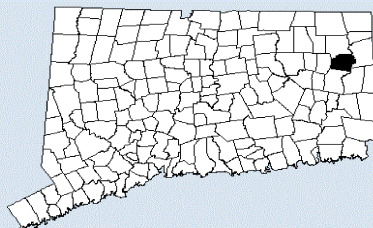
## Brooklyn School District

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

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	918
Per Pupil Expenditures <sup>1</sup>	\$15,209
Total Expenditures <sup>1</sup>	\$19,285,600

<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

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### 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	454	49.5	48.4
Male	464	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	2.5	5.2
Black or African American	20	2.2	12.7
Hispanic or Latino of any race	103	11.2	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	43	4.7	3.8
White	725	79.0	51.1
English Learners	15	1.6	8.3
Eligible for Free or Reduced-Price Meals	365	39.8	43.3
Students with Disabilities <sup>3</sup>	151	16.4	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	30	7.6	6	1.3
Male	40	9.7	21	4.3
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	15	16.5	*	*
White	46	7.3	23	3.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	46	13.7	19	4.6
Students with Disabilities	24	18.9	10	6.0
District	70	8.7	27	2.8
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 40**

**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

## Brooklyn School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	60.3
Paraprofessional Instructional Assistants	9.0
<b>Special Education</b>	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	35.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	34.0

<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	1	1.2	1.2
Black or African American	1	1.2	4.0
Hispanic or Latino of any race	2	2.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	80	95.2	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	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	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	51	83.6
Other Health Impairment	21	67.7
Other Disabilities	0	0
Speech/Language Impairment	13	*
District	97	64.2
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

## Brooklyn School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	1.5	2.0
Emotional Disturbance	12	1.0	1.1
Intellectual Disability	11	0.9	0.5
Learning Disability	61	5.2	5.7
Other Health Impairment	31	2.7	3.3
Other Disabilities	6	0.5	1.1
Speech/Language Impairment	23	2.0	1.8
All Disabilities	162	13.9	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	36	22.2	8.2
Private Schools or Other Settings	12	7.4	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	\$14,768,236	\$11,647	\$10,923
Support services - students	\$628,843	\$691	\$1,277
Support services - instruction	\$326,216	\$358	\$682
Support services - general administration	\$568,174	\$624	\$467
Support services - school based administration	\$361,855	\$398	\$1,021
Central and other support services	\$216,900	\$238	\$679
Operation and maintenance of plant	\$1,124,072	\$1,235	\$1,718
Student transportation services	\$1,291,306	\$975	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$19,285,600	\$15,209	\$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	\$970,895	18.0	28.5
Instructional Aide Salaries	\$813,325	15.1	10.1
Other Salaries	\$257,895	4.8	11.1
Employee Benefits	\$525,308	9.7	13.0
Purchased Services Other Than Transportation	\$155,414	2.9	5.7
Special Education Tuition	\$2,387,158	44.3	22.5
Supplies	\$30,407	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$226,234	4.2	8.0
Equipment	\$10,344	0.2	0.2
All Other Expenditures	\$11,086	0.2	0.1
Total	\$5,388,067	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.9	24.6

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

	Percent of Total (%) Excluding School Construction
Local	58.0
State	39.0
Federal	3.0
Tuition & Other	0.0

<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 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.

*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

## 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.

*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	8.7%	<=5%	12.2%
	High Needs Students	14.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		97.3%	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

## Brooklyn School District

### Narratives

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#### **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. We have added Facebook accounts for the district and Elementary School. The Middle School has an Instagram account. These changes were made to meet the needs identified by parents in a survey. Teachers have individual websites and other means of communication such as Google Classroom and See Saw. We have been addressing language arts and mathematics curricula in the district to improve student outcomes. New curriculum and instructional strategies are implemented with fidelity and monitored. We have shared information about how we are teaching children through Board meetings, social media and written parent communication. We view parents as partners. We have invited parents into the schools to celebrate reading and writing milestones at young ages to promote parent involvement and understanding of the standards we are teaching. We engage parents on the district safety plan and have a strong relationship with the BTO.

We post the school and district advancement plans to the website once they are shared with the Board of Education. We report on them three times annually.

During the COVID-19 closure, all staff created various ways and multiple opportunities to engaged with families on how they may support their child's academic and emotional wellbeing. We provided meals to families during the entire closure. We delivered meals and instructional materials as needed to enhance the learning of all students. We provided interpreters to assist teachers to communicate with families.

We provided surveys and had multiple public Zoom meetings to gather parent feedback and respond to questions they had about their end of the school year and plans to reopen. In June we celebrated the accomplishments of students and teachers when we engaged families, staff and the community during a reverse parade! This was the highlight of the spring! We had many staff members deliver end of the year care packages to students as they transitioned to a new grade level. There was a significant amount of outreach to students and families.

#### **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.

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

## Brooklyn School District

### **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.

During the school closure due to COVID-19, we provided students with what they needed. Some students required work packets, others manipulatives for learning and others iPads or Chromebooks. We took great pride in engaging with each student. The district secured and provided hotspots to individual families and assisted them to secure free internet access if it was available.