

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



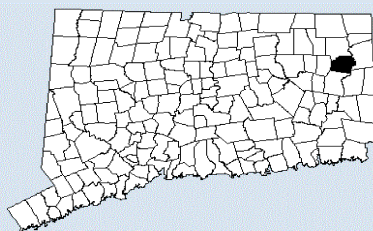
## Brooklyn School District

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

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	898
Per Pupil Expenditures <sup>1</sup>	\$15,403
Total Expenditures <sup>1</sup>	\$13,832,239

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	439	48.9	48.4
Male	459	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	27	3.0	5.1
Black or African American	12	1.3	12.8
Hispanic or Latino	92	10.2	24.8
Pacific Islander	*	*	0.1
Two or More Races	34	3.8	3.3
White	729	81.2	53.6
English Learners	8	0.9	7.2
Eligible for Free or Reduced-Price Meals	278	31.0	36.7
Students with Disabilities <sup>1</sup>	128	14.3	14.8

<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> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	24	6.3	11	2.5
Male	23	5.9	37	8.0
Black or African American	*	*	*	*
Hispanic or Latino	11	13.9	*	*
White	29	4.6	39	5.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	11.5	31	8.8
Students with Disabilities	16	14.5	9	6.3
District	47	6.1	48	5.3
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: 25**

**Number of school-based arrests: Fewer than 6**

<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 2017-18

## Brooklyn School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	58.7
Paraprofessional Instructional Assistants	15.5
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	25.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	3.0
<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	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	61.0

<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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	75	98.7	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	10.5

### 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	47	77.0
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	80	59.3
State		68.6

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

# District Profile and Performance Report for School Year 2017-18

## Brooklyn School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	14	1.3	1.8
Emotional Disturbance	13	1.2	1.1
Intellectual Disability	8	0.7	0.5
Learning Disability	62	5.5	5.2
Other Health Impairment	19	1.7	3.1
Other Disabilities	7	0.6	1.1
Speech/Language Impairment	25	2.2	1.8
All Disabilities	148	13.2	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	40	27.0	8.3
Private Schools or Other Settings	11	7.4	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	8,109,261	9,507	9,847
Instructional Supplies and Equipment	105,545	124	287
Improvement of Instruction and Educational Media Services	329,847	387	589
Student Support Services	173,984	204	1,120
Administration and Support Services	1,260,692	1,478	1,905
Plant Operation and Maintenance	1,016,398	1,192	1,648
Transportation	1,494,261	1,190	904
Costs of Students Tuitioned Out	1,270,694	N/A	N/A
Other	71,557	84	208
Total	13,832,239	15,403	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	743,123	16.5	33.8
Noncertified Personnel	586,802	13.0	14.5
Purchased Services	354,218	7.9	5.5
Tuition to Other Schools	1,825,185	40.5	23.4
Special Ed. Transportation	424,892	9.4	8.7
Other Expenditures	568,036	12.6	14.1
Total Expenditures	4,502,256	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	55.8	55.8
State	40.2	40.1
Federal	3.7	3.7
Tuition & Other	0.3	0.3

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	17	*	17	*
Black or African American	6	*	6	*
Hispanic or Latino	44	65.2	44	55.0
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	18	*	18	*
White	419	75.7	420	66.4
English Learners	12	*	12	*
Non-English Learners	494	74.5	495	64.9
Eligible for Free or Reduced-Price Meals	168	66.6	168	56.8
Not Eligible for Free or Reduced-Price Meals	338	78.3	339	68.9
Students with Disabilities	70	52.3	71	41.6
Students without Disabilities	436	78.0	436	68.7
High Needs	203	65.3	204	55.4
Non-High Needs	303	80.6	303	71.3
District	506	74.4	507	64.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Grade 4			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	89.4	75.0	72.4	N/A	250	79.6
Curl Up	72.3	72.5	76.3	N/A	250	73.6
Push Up	66.0	58.8	57.9	N/A	250	61.2
Mile Run/PACER	52.1	66.3	75.0	N/A	250	63.6
All Tests - District	52.1	43.8	44.7	N/A	250	47.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.4	75	49.6	50	99.3	67.6
	High Needs Students	65.3	75	43.5	50	87.0	57.5
Math Performance Index	All Students	64.9	75	43.3	50	86.5	62.7
	High Needs Students	55.4	75	36.9	50	73.9	52.0
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	60.7%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.6%
Math Academic Growth	All Students	63.0%	100%	63.0	100	63.0	61.9%
	High Needs Students	50.6%	100%	50.6	100	50.6	55.4%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.6	10.7%
	High Needs Students	11.2%	<=5%	37.6	50	75.3	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		93.5%	94%	49.7	50	99.5	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.3%   47.2%	75%	31.5	50	62.9	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>578.2</b>	<b>800</b>	<b>72.3</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	65.3	9.7	15.9	
Math Performance Index Gap	71.3	55.4	15.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	98.6
Math	All Students	99.6
	High Needs Students	99.1
Science	All Students	98.7
	High Needs Students	96.6

<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: 51.5**

#### 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 2017-18

## 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 in their schools. Parents who contact the schools are greeted by staff and welcomed into the schools and are given the opportunity to ask any questions. Resources are available to families when the register for school and throughout the school year.

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.

The Brooklyn Public Schools has attendance teams at each school who review attendance on a regular basis. 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 and will meet with families and students to understand possible reasons for truancy and work to promote good attendance. Good attendance is celebrated for all students and for students with truancy concerns, they are also praised as their attendance improves.

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. As children move throughout the grades parents remain a part of the school life in Brooklyn. 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 events throughout the school year including the Welcome Back BBQ, art shows, performances, special events in the school and in the classrooms. Parents are strong supporters of athletics, arts and academics in Brooklyn and are often found volunteering in classrooms assisting with special projects. Special transition planning and open house is also offered for grade 4 students who transition to the middle school.

Parents are invited to learn about what their children are doing in schools through open house, classroom and school newsletters and websites. Parent evenings and information is shared through the school website and parent informational meeting such as standards based report card evening. Parents are involved in the school safety committee, homework policy committee and on the school calendar committee. Parent input is always welcome and communication is strong.

#### **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 intra district choice programs. With two schools all students are together at each grade level. Classroom instruction and curriculum promote well rounded and educated students about people from all races, ethnic and economic backgrounds.

Instruction begins in preschool which is NAEYC accredited and continues through to grade 8. Students learn about different cultural differences and similarities through music, art, reading and social studies. This year the geography fair represented many different countries, cultures and social issues impacting different countries and groups of people.

# District Profile and Performance Report for School Year 2017-18

## 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. Administrators from each building make requests for building and instructional needs and as a team they are reviewed and prioritized. The Board of Education supports this building based budgeting and the community is supportive. Over the years different buildings have been able to build up different programs and supplies. As the need changes, 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.