

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



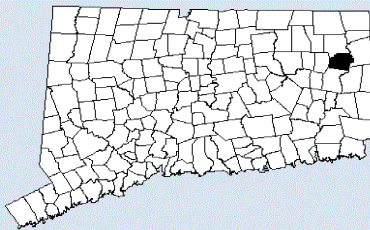
Brooklyn School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	885
Per Pupil Expenditures ¹	\$17,977
Total Expenditures ¹	\$22,363,711

¹ Expenditure data reflect the 2022-23 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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2023-24 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://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, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	461	52.1	48.3
Male	424	47.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	21	2.4	5.2
Black or African American	*	*	12.5
Hispanic or Latino of any race	108	12.2	31.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	42	4.7	4.7
White	693	78.3	46.2
English Learners/Multilingual Learners	14	1.6	10.5
Eligible for Free or Reduced-Price Meals	326	36.8	44.0
Students with Disabilities ³	185	20.9	17.9

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	151	35.4	8	1.6
Male	109	28.7	42	9.5
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	45	44.1	8	6.9
White	194	31.1	34	4.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	131	41.6	23	6.1
Students with Disabilities	71	40.3	17	7.2
District	260	32.2	50	5.4
State		17.7		7.0

Number of students qualified as truant under state statute: 114

Number of school-based arrests: 0

⁴ 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.

⁵ 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 2023-24

Brooklyn School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	63.0
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	50.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	4.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	32.6

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	2	2.2	4.8
Hispanic or Latino of any race	3	3.3	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	87	94.6	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	13.3

Instruction and Resources

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	11	36.7
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	49	75.4
Other Health Impairment	35	77.8
Other Disabilities	*	*
Speech/Language Impairment	27	100.0
District	128	69.9
State		66.8

² 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 2023-24

Brooklyn School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	32	2.9	2.6
Emotional Disability	6	0.5	1.1
Intellectual Disability	6	0.5	0.6
Learning Disability	65	5.8	6.4
Other Health Impairment	45	4.0	3.5
Other Disabilities	10	0.9	1.2
Speech/Language Impairment	36	3.2	2.0
All Disabilities	200	17.9	17.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	40	20.0	8.0
Private Schools or Other Settings	11	5.5	4.6

² 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 Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,948,039	\$12,820	\$12,942
Support services - students	\$1,682,335	\$1,890	\$1,724
Support services - instruction	\$310,438	\$349	\$905
Support services - general administration	\$528,458	\$594	\$520
Support services - school based administration	\$847,798	\$953	\$1,207
Central and other support services	\$388,621	\$437	\$771
Operation and maintenance of plant	\$1,287,656	\$1,447	\$2,101
Student transportation services	\$1,316,880	\$1,020	\$1,582
Food services	.	.	\$8
Enterprise operations	\$53,485	\$60	\$213
Total	\$22,363,711	\$17,977	\$21,143

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,486,146	22.9	27.6
Instructional Aide Salaries	\$1,302,181	20.1	10.2
Other Salaries	\$354,936	5.5	10.5
Employee Benefits	\$692,884	10.7	13.2
Purchased Services Other Than Transportation	\$134,049	2.1	6.4
Special Education Tuition	\$2,117,621	32.6	22.2
Supplies	\$19,083	0.3	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$368,652	5.7	8.4
Equipment	\$13,884	0.2	0.3
All Other Expenditures	\$4,351	0.1	0.1
Total	\$6,493,787	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.0	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	60.1
State	33.0
Federal	6.7
Tuition & Other	0.1

⁴ 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 2023-24

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	*	*	*	*	*	*
Asian	16	*	16	*	10	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	70	61.9	70	54.3	24	59.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	23	64.9	23	57.2	7	*
White	428	69.7	428	64.3	146	67.2
English Learners/Multilingual Learners	17	*	17	*	7	*
Non-English Learners/Non-Multilingual Learners	533	68.9	533	63.1	186	66.1
Eligible for Free or Reduced-Price Meals	199	62.2	199	56.2	73	62.6
Not Eligible for Free or Reduced-Price Meals	351	72.3	351	66.8	120	68.3
Students with Disabilities	114	51.3	114	45.6	45	55.7
Students without Disabilities	436	73.2	436	67.5	148	69.4
High Needs	253	61.0	253	55.2	95	61.7
Non-High Needs	297	75.2	297	69.6	98	70.5
District	550	68.7	550	63.0	193	66.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	79.2	81.3	87.5	N/A	275	82.5
Curl Up	55.2	74.7	84.1	N/A	275	70.9
Push Up	51.0	52.7	62.5	N/A	275	55.3
Mile Run/PACER	46.9	64.8	59.3	N/A	273	56.8
All Tests - District	46.9	42.9	50.0	N/A	273	46.5
All Tests - State	53.6	48.4	44.6	42.3		47.2

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.

District Profile and Performance Report for School Year 2023-24

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	68.7	75	45.8	50	91.6	63.9
	High Needs Students	61.0	75	40.7	50	81.4	54.1
Math Performance Index	All Students	63.0	75	42.0	50	84.0	60.2
	High Needs Students	55.2	75	36.8	50	73.5	49.5
Science Performance Index	All Students	66.2	75	44.1	50	88.2	61.8
	High Needs Students	61.7	75	41.1	50	82.3	51.4
ELA Academic Growth	All Students	60.0%	100%	60.0	100	60.0	58.7%
	High Needs Students	55.4%	100%	55.4	100	55.4	54.2%
Math Academic Growth	All Students	54.3%	100%	54.3	100	54.3	61.4%
	High Needs Students	51.6%	100%	51.6	100	51.6	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	32.2%	<=5%	0.0	50	0.0	17.7%
	High Needs Students	39.1%	<=5%	0.0	50	0.0	25.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	91.5%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		97.3%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		.	94%	.	.	.	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		.	94%	.	.	.	86.6%
Postsecondary Entrance (Class of 2023)		.	75%	.	.	.	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 46.5%	75%	31.0	50	62.0	93.6% 47.2%
Arts Access		.	60%	.	.	.	55.0%
Accountability Index				552.9	900	61.4	

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	61.0	14.0	16.9	
Math Performance Index Gap	69.6	55.2	14.5	18.2	
Science Performance Index Gap	70.5	61.7	8.8	17.9	
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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	99.6
	High Needs Students	99.6
Math	All Students	99.5
	High Needs Students	99.3
Science	All Students	99.0
	High Needs Students	99.0

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: 49.7**

District Profile and Performance Report for School Year 2023-24

Brooklyn School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Brooklyn Public Schools (BPS) communicates to parents through their website, Facebook and Instagram. Parents who contact the school are welcomed into the school and are greeted by staff who are there to respond to questions & assist them in any way possible. The schools have responded to parental surveys & continue to provide information to families through multiple mediums. Weekly newsletters are sent home with a very large number of resources for parents. BPS is part of the Northeast Early Childhood Council which is a collaborative with eight communities. It serves as the School Readiness Council & brings statewide resources to our families & educators. Students who receive special education services/in the referral process are provided resources to assist them with the identification process & services offered through the public schools. Parents are encouraged to meet with the special education team members to ask questions. The Dir. of Special Education/Special Education Supervisor are available to families, staff & knows all of the students who require specialized instruction. Brooklyn is a small enough district that our staff know the students and families. When children are being referred from Birth-3 a home visit is conducted which begins the relationship with the family & promotes a positive transition to school. The staff at BPS works collaboratively with families to promote positive attendance patterns. We work to build relationships to support families & students to have good attendance. Staff members meet/notify families early if there are signs of absences that could lead to truancy. We look for root causes of attendance issues & try to support families. When a student is absent the district contacts the family to follow up. Administration works with students & families at a young age to communicate the importance of regular attendance. Good attendance is celebrated for all students & for students with truancy concerns are praised for their attendance improvements. We strive to create a positive relationship and support families to get their children to school when there are challenges. Parents of preschoolers are invited into the school to meet the staff & visit the program. They have a special open house before school starts to assist with this big transition for preschool and kindergarten students! As children move through the grades, parents remain a part of their school life in Brooklyn. Students who transition from elementary to middle school also have multiple visits and other orientation activities planned. They tour the new school & meet the staff. Student leaders assist during this visit. The middle school mentors work with students at the elementary level, building a strong relationship between schools & providing a point of contact as the students move from elementary to middle school. Each year student transitions are planned & parents are informed about the visits. Parents play an active role in student life at Brooklyn Elementary /Brooklyn Middle School. School events are well attended & informational meetings are offered on different topics over the years. Parental involvement is encouraged. The very active Brooklyn PTO works with both the elementary/ middle schools so families are included.

Efforts to Reduce Racial, Ethnic and Economic Isolation

BPS treats all students as equals & celebrates individuality & differences in the classroom as well as in the school. We are engaged in an interdistrict program in grade 3 that is offered through EASTCONN, our RESC. Classroom instruction & the curriculum promote well-rounded & educated students about people from all races, ethnic & economic backgrounds. Administration has engaged in professional development & conversation about how to increase diversity, raise awareness of unconscious bias in ourselves and in our schools. Instruction begins in preschool & kindergarten with a NAEYC accredited program & 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, & economic differences through their related arts & core area classes. Students were engaged in multiple interdistrict grant opportunities & geography fair that increases their understanding of differences. ELA Units include social action that drives efforts to understand the world beyond BPS. Social studies lessons at the middle school teaches about immigrants & what life is like for those who were not born citizens of the United States. Likewise, texts are selected to raise social awareness related to race, ethnicity, & economic status. Staff at both schools have been discussing the importance of increasing awareness of racial, ethnic, and economic bias and increasing awareness of implicit bias. Literature has been purchased for students and staff book studies to prompt conversations about these topics. The schools look for ways to celebrate diversity in age-appropriate ways. The middle school has a diversity club that celebrates differences and works to address the acceptance of all students. The elementary school also celebrates differences through themed events. School administrators immediately address any behavioral issues related to acceptance and inclusion. When there are social issues related to students' behavior we take this opportunity to teach students and families about our inclusive and accepting environment. There are multiple opportunities for administrators/teachers to use real life lessons to teach acceptance.

District Profile and Performance Report for School Year 2023-24

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. Teachers are provided an opportunity to make requests about instructional materials and support they need to instruct and address student diversity. The BOE supports building-based budgeting and the community is supportive of education in Brooklyn. Over the years, different buildings have been able to build up different programs and supplies by working together to identify what the needs are and which of those needs should be funded first while creating a responsible and balanced budget. As the needs change, we have been able to allocate resources evenly based on needs. 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. Any new or additional grant funds are allocated based on needs identified by assessments & purpose.