

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



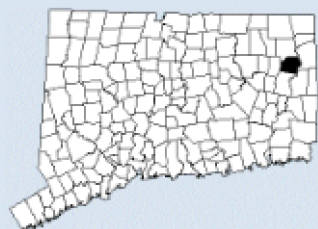
Brooklyn School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	852
Per Pupil Expenditures	\$19,247
Total Expenditures	\$23,057,334

Expenditure data reflect the 2023-24 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>

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Notes

Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	450	52.8	48.4
Male	402	47.2	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	17	2.0	5.2
Black or African American	18	2.1	12.4
Hispanic or Latino of any race	104	12.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	49	5.8	4.8
White	662	77.7	45.1
English Learners/Multilingual Learners	16	1.9	11.3
Eligible for Free or Reduced-Price Meals	345	40.5	44.8
Students with Disabilities	192	22.5	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	30	7.2	6	1.3
Male	33	9.4	45	10.7
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	*	*
Hispanic or Latino of any race	13	13.7	*	*
White	44	7.3	41	6.0
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	45	14.0	28	7.3
Students with Disabilities	27	17.3	12	5.3
All Students - District	63	8.2	51	5.7
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	62.0
General Education Paraprofessionals	7.0
Special Education Teachers and Instructors	12.5
Special Education Paraprofessionals	47.0
District Central Office Administrators	3.0
School Level Administrators	4.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	32.1

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	2	2.3	4.9
Hispanic or Latino of any race	2	2.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	85	95.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	12	13	6.8
Teachers	6	7.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	12	41.4
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	56	91.8
Other Health Impairment	40	78.4
Other Disabilities	*	*
Speech/Language Impairment	32	97.0
All Disabilities - District	147	74.6
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	34	3.2	2.9
Emotional Disability	10	0.9	1.1
Intellectual Disability	7	0.6	0.6
Learning Disability	61	5.7	6.5
Other Health Impairment	54	5.0	3.6
Other Disabilities	13	1.2	1.1
Speech/Language Impairment	43	4.0	2.0
All Disabilities	222	20.6	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	57	25.7	8.2
Private Schools or Other Settings	10	4.5	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$16,919,280	\$14,123	\$13,471
Support services - students	\$1,680,542	\$1,923	\$1,826
Support services - instruction	\$254,629	\$291	\$972
Support services - general administration	\$543,723	\$622	\$568
Support services - school based administration	\$883,215	\$1,011	\$1,274
Central and other support services	\$445,850	\$510	\$761
Operation and maintenance of plant	\$1,136,355	\$1,300	\$2,125
Student transportation services	\$1,143,550	\$922	\$1,695
Food services	.	.	\$10
Enterprise operations	\$50,190	\$57	\$219
Total	\$23,057,334	\$19,247	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,530,591	22.0	26.4
Instructional Aide Salaries	\$1,536,243	22.1	10.1
Other Salaries	\$384,398	5.5	10.5
Employee Benefits	\$666,005	9.6	13.3
Purchased Services Other Than Transportation	\$250,376	3.6	6.8
Special Education Tuition	\$2,256,991	32.5	22.8
Supplies	\$25,833	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$238,208	3.4	8.7
Equipment	\$49,470	0.7	0.2
All Other Expenditures	\$8,106	0.1	0.1
Total	\$6,946,222	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	30.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	62.0
State	32.2
Federal	5.3
Tuition & Other	0.5

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	14	*	14	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	61	61.5	61	54.0	22	57.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	26	59.7	26	59.8	11	*
White	426	68.8	422	66.7	142	71.2
English Learners/Multilingual Learners	16	*	16	*	8	*
Non-English Learners/Non-Multilingual Learners	521	68.0	517	65.1	174	69.1
Eligible for Free or Reduced-Price Meals	205	61.6	202	57.7	64	60.8
Not Eligible for Free or Reduced-Price Meals	332	71.5	331	69.4	118	73.4
Students with Disabilities	100	52.5	98	48.4	30	54.1
Students without Disabilities	437	71.2	435	68.7	152	71.9
High Needs	246	61.3	243	57.6	74	61.5
Non-High Needs	291	73.2	290	71.1	108	74.1
All Students - District	537	67.8	533	65.0	182	69.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	58.2	92.4	86.4	N/A	264	78.8
Curl Up	71.4	97.8	93.8	N/A	265	87.5
Push Up	61.5	76.9	72.8	N/A	263	70.3
Mile Run/PACER	56.0	83.5	76.5	N/A	263	71.9
All Tests - District	35.2	73.3	66.7	N/A	262	58.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.8	75	45.2	50	90.3	64.7
ELA Performance Index	High Needs Students	61.3	75	40.8	50	81.7	54.9
Math Performance Index	All Students	65.0	75	43.3	50	86.6	61.1
Math Performance Index	High Needs Students	57.6	75	38.4	50	76.8	50.6
Science Performance Index	All Students	69.0	75	46.0	50	92.0	62.6
Science Performance Index	High Needs Students	61.5	75	41.0	50	82.0	52.1
ELA Academic Growth	All Students	53.5%	100%	53.5	100	53.5	60.6%
ELA Academic Growth	High Needs Students	56.0%	100%	56.0	100	56.0	55.7%
Math Academic Growth	All Students	63.0%	100%	63.0	100	63.0	62.3%
Math Academic Growth	High Needs Students	58.2%	100%	58.2	100	58.2	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	8.2%	<=5%	43.6	50	87.2	17.2%
Chronic Absenteeism	High Needs Students	12.9%	<=5%	34.3	50	68.6	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	87.1%	94%	46.3	50	92.7	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	58.0%	75%	38.7	50	77.4	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				648.3	900	72.0	

Physical Fitness Estimated Participation Rate - District: 96.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.2	61.3	12.0	16.9	N
Math Performance Index Gap	71.1	57.6	13.5	18.4	N
Science Performance Index Gap	74.1	61.5	12.6	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.6
ELA	High Needs Students	99.2
Math	All Students	98.9
Math	High Needs Students	98.0
Science	All Students	98.9
Science	High Needs Students	98.7

Minimum 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: 54.0

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Brooklyn Public Schools (BPS) keeps parents informed through a variety of communication channels, including the district's school messenger system, the district website and Facebook. When parents reach out, they are warmly welcomed and assisted by staff members who are ready to answer questions and provide support. BPS actively solicits input from parents through surveys and uses this feedback to refine district processes. Each week, school newsletters are sent home, offering a wide array of resources to support families.

As part of the Northeast Early Childhood Council, a collaborative group of eight communities, BPS also benefits from the School Readiness Council. This partnership connects families and educators to valuable statewide resources. Students receiving special education services or those in the referral process are provided with guidance on the identification process and the services available through the public schools. Parents are encouraged to engage with the special education team to ask questions and gain further insight into their child's education. The Director of Special Education and the Special Education Supervisor are always available to assist families and staff, and they maintain a strong knowledge of the students requiring specialized instruction. The small size of the Brooklyn district allows staff to form close relationships with both students and families.

When children are referred for services from Birth to Age 3, a home visit is conducted to establish a positive connection with the family and ensure a smooth transition to school. BPS staff work collaboratively with families to promote positive attendance patterns and support families in overcoming challenges to regular attendance. Early intervention is key, and staff promptly notify families if absenteeism starts to become a concern, seeking to understand the root causes and offer support. Families are contacted when a student is absent, and the administration emphasizes the importance of regular attendance from a young age. Attendance improvements, particularly for students struggling with truancy, are celebrated, fostering a positive relationship with families and encouraging continued improvement.

For preschool families, BPS hosts an open house before the school year begins, allowing parents to meet the staff and become familiar with the program. As students progress through the grades, parents remain actively involved in their child's school life. Students transitioning from elementary to middle school benefit from multiple visits and orientation activities, including tours of the new school and introductions to the staff. Student leaders play a key role in these visits, helping to create a smooth transition. Middle school mentors also work with elementary students to build strong connections, ensuring that both schools are in sync and offering a consistent point of contact. Each year, transition plans are communicated to parents to ensure they are well-informed and engaged.

Parents play an essential role in the school community, and their involvement is evident at Brooklyn Elementary and Brooklyn Middle School. Our PTO is especially active, playing a key role in both schools. School events are well attended, and a variety of informational meetings are regularly offered on various topics to support parent engagement in their child's education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Brooklyn Public Schools is committed to creating an inclusive, respectful and culturally responsive environment that values all students. We participated in an Interdistrict Grade 3 program through EASTCONN, our Regional Educational Service Center (RESC), which brings together students from diverse racial, ethnic, and economic backgrounds to collaborate and learn in shared educational experiences. Curriculum from preschool through grade 8 includes themes of equity and cultural awareness. We actively work to reduce racial, ethnic and economic isolation through a combination of curriculum integration, professional development and school-based initiatives PreK - Grade 8. Our curriculum is intentionally designed to promote understanding and appreciation of diversity. Instruction beginning in our NAEYC-accredited preschool and continuing through grade 8 incorporates themes of equity, inclusion, and cultural awareness. Our new K-6 reading curriculum provides opportunities for students to explore social justice themes through texts that address race, ethnicity and cultural differences. At the middle school, students study immigration and learn about the experiences of individuals who were born outside the United States as part of the social studies curriculum. Teachers use teachable moments to promote understanding. A middle school Diversity Club and elementary themed events celebrate differences. Staff engage in ongoing professional development focused on equity and implicit bias. Student literature and staff book studies support dialogue around inclusion. BPS addresses any behavior issues related to acceptance promptly, using them as learning opportunities. Efforts continue to diversify staff and increase awareness of racial, ethnic, and economic issues.

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Equitable Allocation of Resources among District Schools

Brooklyn Public Schools ensures the equitable allocation of resources through a collaborative, needs-based budgeting process. The district leadership team, which consists of administrators from each school, meets regularly to review current programming, assess student needs, and prioritize resource requests. Each school leader can advocate for their building's needs while also considering district-wide priorities. Teachers are encouraged to share input regarding instructional materials and supports necessary to meet diverse student needs.

The Board of Education supports a building-based budgeting model that promotes equity and flexibility. Over time, this approach has allowed schools to develop programs and build resources in response to evolving student needs. Resource allocation is continually adjusted to reflect changes in enrollment, assessment data, and student support requirements. Grant funding and additional resources are directed based on clearly identified needs and aligned with the purpose of the funding.

As a result of this process, all students across the district have equal access to high-quality curriculum materials, instructional support, and learning opportunities.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	12.5	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	5	62.5	32.0
Retired	2	25.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	8		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.