Connecticut State Department of Education

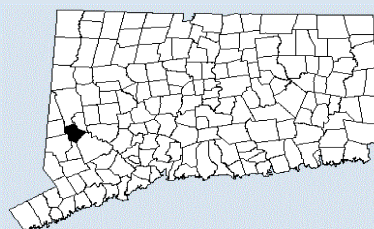# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Brookfield School District

Mr. Ralph Iassogna, Superintendent • 203-775-7700 • http://brookfield.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,719
Per Pupil Expenditures[1]	$14,494
Total Expenditures[1]	$40,613,416

[1]Expenditure data reflect the 2013-14 year.

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,354	49.8	48.3
Male	1,365	50.2	51.6
American Indian or Alaska Native	10	0.4	0.2
Asian	194	7.1	4.7
Black or African American	47	1.7	12.9
Hispanic or Latino	186	6.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	2,276	83.7	57.2
English Language Learners	54	2.0	6.3
Eligible for Free or Reduced-Price Meals	204	7.5	37.6
Students with Disabilities[1]	320	11.8	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	50	3.7	20	1.4
Male	56	4.1	67	4.7
Black or African American	*	*	*	*
Hispanic or Latino	*	*	13	6.6
White	86	3.8	64	2.7
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	18	8.2	18	7.9
Students with Disabilities	16	5.0	16	4.3
District	106	3.9	87	3.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 64

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	180.1
Paraprofessional Instructional Assistants	11.7
Special Education	
Teachers and Instructors	21.9
Paraprofessional Instructional Assistants	47.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	14.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	115.7

[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	1	0.4	0.1
Asian	3	1.2	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	12	4.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	227	93.4	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	98.5
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	9.2

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	13	*
White	118	60.8	185	90.7
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	7	*	15	*
Students with Disabilities	12	48.0	14	56.0
District	130	59.6	212	89.8
State		58.4		73.8

[3]College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to
100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	24	54.5
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	95	79.8
Other Health Impairment	73	90.1
Other Disabilities	*	*
Speech/Language Impairment	36	92.3
District	241	77.2
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	44	1.6	1.5
Emotional Disturbance	18	0.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	119	4.3	4.4
Other Health Impairment	81	3.0	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	44	1.6	1.9
All Disabilities	323	11.8	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	4.0	8.1
Private Schools or Other Settings	20	6.2	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	24,302,352	8,792	9,134
Instructional Supplies and Equipment	593,402	215	334
Improvement of Instruction and Educational Media Services	2,064,501	747	498
Student Support Services	2,681,944	970	1,001
Administration and Support Services	4,495,614	1,626	1,694
Plant Operation and Maintenance	2,869,625	1,038	1,572
Transportation	2,280,216	742	813
Costs of Students Tuitioned Out	621,580	N/A	N/A
Other	704,182	255	186
Total	40,613,416	14,494	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	2,910,944	1,053	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,061,093	44.9	35.1
Noncertified Personnel	1,429,506	21.0	14.2
Purchased Services	365,883	5.4	5.2
Tuition to Other Schools	508,883	7.5	22.0
Special Ed. Transportation	181,558	2.7	8.6
Other Expenditures	1,271,879	18.7	14.9
Total Expenditures	6,818,802	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.3	91.7
State	7.2	6.7
Federal	1.4	1.5
Tuition & Other	0.1	0.1

[4]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).

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	109	83.9	110	82.1	51	73.6
Black or African American	23	70.5	23	61.4	*	*
Hispanic or Latino	97	68.3	96	59.7	48	60.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	1190	73.7	1203	67.5	561	67.3
English Language Learners	22	62.1	21	59.3	*	*
Non-English Language Learners	1400	74.3	1415	68.1	*	*
Eligible for Free or Reduced-Price Meals	111	68.1	111	61.5	47	61.5
Not Eligible for Free or Reduced-Price Meals	1311	74.6	1325	68.5	624	67.7
Students with Disabilities	209	55.6	212	48.4	95	50.3
Students without Disabilities	1213	77.3	1224	71.3	576	70.0
High Needs	311	60.4	314	53.7	138	54.1
Non-High Needs	1111	78.0	1122	71.9	533	70.6
District	1422	74.1	1436	67.9	671	67.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.7	80.3	79.5	85.6	835	82.4
Curl Up	91.5	76.2	78.6	92.3	835	84.1
Push Up	78.5	73.2	75.7	80.4	835	76.8
Mile Run/PACER	88.7	67.8	80.0	81.8	835	78.8
All Tests - District	65.5	45.6	49.5	67.5	835	56.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	24	87.5	.		.
Students with Disabilities	22	86.4	.		.
District	232	97.0	94.0	Yes	94.0
State[4]		87.0			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.7	141	58.3
Male	83.0	129	60.8
Black or African American	*	*	*
Hispanic or Latino	65.2	*	*
White	84.4	240	60.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	67.7	11	35.5
Students with Disabilities	*	*	*
District	83.9	270	59.5
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:
SAT® and AP® statistics derived from data provided by the College Board.
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ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	92.1	92.8
Male	78.8	96.0
Black or African American	*	*
Hispanic or Latino	*	*
White	87.1	94.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	81.3	88.5
Students with Disabilities	66.7	*
District	85.5	94.3
State	72.6	88.8

[7]College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

[8]College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.1	75	98.8	100	98.8	67.9
	High Needs Students	60.4	75	80.5	100	80.5	56.7
Math Performance Index	All Students	67.9	75	90.6	100	90.6	59.3
	High Needs Students	53.7	75	71.7	100	71.7	47.8
Science Performance Index	All Students	67.2	75	89.7	100	89.7	56.5
	High Needs Students	54.1	75	72.2	100	72.2	45.9
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	6.4%	<=5%	47.3	50	94.6	17.3%
Preparation for CCR	% Taking Courses	75.3%	75%	50.0	50	100.0	66.1%
	% Passing Exams	59.5%	75%	39.6	50	79.3	37.3%
On-track to High School Graduation		91.5%	94%	48.7	50	97.3	85.6%
4-year Graduation All Students (2014 Cohort)		97.0%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		90.3%	94%	96.1	100	96.1	77.6%
Postsecondary Entrance (Class of 2014)		85.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.1% | 56.3%	75%	37.5	50	75.0	87.6% | 51.0%
Arts Access		10.5%	60%	8.7	50	17.4	45.7%
Accountability Index				**1081.3**	**1250**	**86.5**	

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	60.4	14.6	17.3	
Math Performance Index Gap	71.9	53.7	18.2	19.6	
Science Performance Index Gap	70.6	54.1	16.5	17.2	
Graduation Rate Gap	94.0%	90.3%	3.7%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.4
	High Needs Students	94.9
Math	All Students	96.4
	High Needs Students	96.1
Science	All Students	99.4
	High Needs Students	98.6

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: 60.9   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

School Improvement Plans and Parental Outreach Activities

Brookfield's four schools actively engage staff and parents in a program of continuous improvement to support the district mission, vision and goals. Instructional, school and district data teams and SRBI teams address student progress monitoring and data analysis to improve instruction. Parents and community members have multiple opportunities to engage faculty and administrators, including Open Houses, parent workshops and conferences with teachers and school counselors. Brookfield schools encourage participation of volunteers in our schools, and they play an active role in supporting students and teachers as well as sponsoring and planning activities and recognition opportunities. Parents are informed through regular home and school communication via E-news; school newsletters; parent workshops; and district, school and teacher websites.

In addition, our schools are dedicated to improving our educational program by building 21st century skills in our students including critical thinking, problem-solving, collaboration, and technology skills. Personalizing students' leaning is key to building student motivation, engagement and meaningful learning. Our schools continue to integrate technology into teaching and learning. In our high school all ninth through twelfth grade students received tablets to be used in their classes on a regular basis. Every elementary and middle school classroom has 6 laptops or tablets to be used as a classroom resource.

The district has also continued the implementation of a K-12 Spanish program. Our program for students with autism continues to be implemented K-12. Staff regularly meets with families regarding significant attendance issues and providing support to families, as is needed. Open enrollment in Advanced Placement courses continued to increase student participation in these courses while maintaining excellent student achievement and at the same time providing more students with this rigorous opportunity. Integrating the CT Core Standards into our curriculum is ongoing. Our middle and elementary schools continue to participate in a state SPDG grant focusing on SRBI, literacy and positive behavior.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to reduce racial, ethnic and economic isolation:

The Brookfield Public Schools is committed to reducing racial, ethnic, and economic isolation through local and regional school and district programs. District schools continue to provide opportunities for students' and staff participation in activities that demonstrate this commitment. Programs were offered during the school day, after hours and during summer months including Inter-district programs offered by our local RESC, e.g. Project C.L.E.A.R, Healthy Children, Healthy Minds. In addition, Brookfield participates in the Western Connecticut Academy of International Studies Elementary Magnet School with 41 district students enrolled in that program. In-district programming includes activities related to World Language classes, e.g. our K-12 Spanish program, and PTO sponsored activities and presentations designed to provide students with culturally diverse points of view. The middle school's "Random Acts of Kindness" program continued this year and our elementary schools also continued to integrate "Responsive Classroom" strategies.

Issues pertaining to awareness of racial, ethnic and economic isolation, and increased attentiveness to diversity, continue to be addressed through the district's curriculum revision process. Many of the district's instructional units provide a global focus. Literature selections throughout the grade levels promote understanding and appreciation of differences. The district continues to address the needs of students meeting the profile of English Language Learners through provision of tutorial services with support from the Title III grant.

Equitable Allocation of Resources among District Schools

Equitable Allocation of Resources Among Schools

The Brookfield BOE maintained its configuration of four distinct school facilities– one primary, one elementary, one middle and one high school. The budget development process aligned the district goals with the district's five year strategic plan, which ended this year. The district goals help staff prioritize the work for their schools. Overall, the process to develop the budget was primarily building-based with input from administrators, staff and the community. Equitable distribution of the district's resources was a criterion used to meet school and district goals and meet the staffing requirements based on enrollment projections. Each school received resources that are equitable for major initiatives, staffing, and equipment replacement. The building principals and school staff met with curriculum leaders, principals meet with the Superintendent, and the Board ultimately reviewed, revised, and recommended the budget to the town. The multiple layers of oversight ensured that the budget was allocated appropriately and that the resource allocation reflected the priorities and goals of the Board of Education.