

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



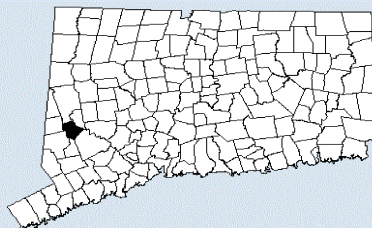
Brookfield School District

Dr. John Barile Sr., Superintendent • 203-775-7700 • <http://brookfield.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,623
Per Pupil Expenditures ¹	\$16,514
Total Expenditures ¹	\$44,456,274

¹ 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.

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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,292	49.3	48.4
Male	1,331	50.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	195	7.4	5.2
Black or African American	58	2.2	12.7
Hispanic or Latino of any race	303	11.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	1.0	3.8
White	2,024	77.2	51.1
English Learners	115	4.4	8.3
Eligible for Free or Reduced-Price Meals	545	20.8	43.3
Students with Disabilities ³	394	15.0	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

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	7	0.5	16	1.2
Male	6	0.5	63	4.6
Black or African American	*	*	6	9.8
Hispanic or Latino of any race	*	*	21	6.4
White	10	0.5	50	2.4
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	6	1.1	37	6.0
Students with Disabilities	*	*	29	6.7
District	13	0.5	79	2.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 44

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.

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 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	169.0
Paraprofessional Instructional Assistants	15.5
Special Education	
Teachers and Instructors	30.2
Paraprofessional Instructional Assistants	57.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	11.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	10.4
Counselors, Social Workers and School Psychologists	18.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	113.0

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	3	1.2	1.2
Black or African American	1	0.4	4.0
Hispanic or Latino of any race	13	5.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	236	92.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.4	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	21	91.3	26	86.7
White	173	96.6	142	97.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	91.2	46	95.8
Students with Disabilities	31	91.2	31	83.8
District	216	96.4	193	95.5
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	21	39.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	120	76.4
Other Health Impairment	48	70.6
Other Disabilities	*	*
Speech/Language Impairment	37	94.9
District	245	67.3
State		67.8

³ 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	2.1	2.0
Emotional Disturbance	30	1.1	1.1
Intellectual Disability	8	0.3	0.5
Learning Disability	157	6.0	5.7
Other Health Impairment	69	2.6	3.3
Other Disabilities	21	0.8	1.1
Speech/Language Impairment	43	1.6	1.8
All Disabilities	383	14.5	15.6

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	13	3.4	8.2
Private Schools or Other Settings	19	5.0	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$26,648,470	\$9,899	\$10,923
Support services - students	\$2,812,970	\$1,074	\$1,277
Support services - instruction	\$2,411,833	\$921	\$682
Support services - general administration	\$1,335,488	\$510	\$467
Support services - school based administration	\$2,927,150	\$1,118	\$1,021
Central and other support services	\$1,409,516	\$538	\$679
Operation and maintenance of plant	\$2,922,438	\$1,116	\$1,718
Student transportation services	\$3,179,413	\$1,189	\$1,288
Food services	.	.	\$12
Enterprise operations	\$808,996	\$309	\$163
Minor school construction	.	.	\$59
Total	\$44,456,274	\$16,514	\$17,629

³ 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	\$3,038,367	30.5	28.5
Instructional Aide Salaries	\$1,326,457	13.3	10.1
Other Salaries	\$813,012	8.2	11.1
Employee Benefits	\$1,112,938	11.2	13.0
Purchased Services Other Than Transportation	\$864,679	8.7	5.7
Special Education Tuition	\$1,941,988	19.5	22.5
Supplies	\$57,927	0.6	0.6
Property Services	\$1,434	0.0	0.3
Purchased Services For Transportation	\$796,443	8.0	8.0
Equipment	.	.	0.2
All Other Expenditures	\$2,109	0.0	0.1
Total	\$9,955,354	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.4	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	93.9
State	4.1
Federal	1.6
Tuition & Other	0.3

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).

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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., 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 Proficient¹

	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

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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	25	88.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44	86.4
Students with Disabilities	37	78.4
District	217	94.0
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

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-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	88.9	94.3
Male	86.3	89.2
Black or African American	*	*
Hispanic or Latino of any race	77.3	*
White	89.3	91.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	81.1	85.7
Students with Disabilities	76.0	*
District	87.7	92.2
State	71.5	87.5

³ 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.

⁴ 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

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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.

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	73.1%	100%	60.4%
	Oral	74.7%	100%	57.6%
Chronic Absenteeism	All Students	0.5%	<=5%	12.2%
	High Needs Students	1.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	96.0%	75%	80.4%
On-track to High School Graduation		97.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.9%	94%	84.5%
Postsecondary Entrance (Class of 2019)		87.6%	75%	71.5%
Arts Access		63.2%	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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	92.9%	1.1%	10.9%	N

¹ 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.

² 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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Brookfield's schools engage stakeholders in a program of continuous improvement to support the mission, vision and goals. School and district data and SRBI teams continually monitor student progress to improve student outcomes. Our schools receive training in Data Team protocols. Parents engage faculty and administrators at Open Houses, parent workshops and teacher and counselor conferences. We also provided parental workshops on social and emotional learning. We welcome volunteers and keep parents informed via school messenger; newsletters; parent workshops; and district, school and teacher websites.

Our schools are dedicated to improving students' core skills in problem-solving, collaboration, and technology. Students in grades 8-12 receive a Chromebook for school/home use through a 1:1 initiative. Pre-K - 7 students have 6 Chromebooks available in each classroom and access to Chromebook carts during the day. The district also permits all students to Bring Your Own Device through BOE policy.

Staff regularly meets with families regarding significant issues and to provide support and educational opportunities for the families. Open enrollment in Advanced Placement courses has increased student participation and achievement remains steady. A systematic curriculum development process with embedded professional learning has enabled significant professional growth.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our district is committed to reducing racial, ethnic, and economic isolation. We provide opportunities for students' and staff participation in activities during the school day, after hours and during summer months. Programs include Inter-district programs offered by Ed Advance, Healthy Children, and Healthy Minds. Brookfield participates in the AIS Magnet School. PTO sponsored activities provide students with a culturally diverse perspective. Diversity continues to be a focus in our curriculum revision process. Instructional units provide a global focus. Literature selections are developed to promote understanding and appreciation of differences. The district continues to address the needs of English Language Learners as we hired two EL tutors this year. In the coming year the BOE plans to establish a subcommittee focused on equity and inclusion with the goal of ensuring all students and staff feel welcomed and valued in the Brookfield Public Schools.

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Equitable Allocation of Resources among District Schools

The budget development process is aligned with goals from the Strategic Plan, which prioritize work in the schools. The budget development process is primarily building-based with input from administrators, staff, and community. Equitable resources distribution is a criterion in budget design. Schools received equitable resources for major initiatives, staffing, and equipment. Multiple layers of oversight ensured that the budget was allocated appropriately and that resource allocation reflected the priorities and goals of the BOE. In early October, the superintendent, administrative team and BOE collaborate to develop the assumptions and priorities for the annual budget development process. Once the school principal/department heads obtain input from their faculty and staff, they submit their budgets to the district administration. A thorough review among the principal, superintendent assistant superintendent, finance director is conducted. The BOE finance Committee then reviews the budget. After this review, the superintendent works with the principals and central office team to finalize all budget priorities and presents the annual budget to the full BOE.