

STRATEGIC SCHOOL PROFILE 2007-08**Brookfield School District**

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Location: 100 Pocono Road
Brookfield,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: \$37,063
Town Population in 2000: 15,664	Percent of Adults without a High School Diploma in 2000*: 7.6%
1990-2000 Population Growth: 11.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 90.3%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 2,949
5-Year Enrollment Change -2.4%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	74	2.5	5.3	28.7
K-12 Students Who Are Not Fluent in English	38	1.3	2.2	5.4
Students Identified as Gifted and/or Talented*	135	4.6	6.2	4.0
PK-12 Students Receiving Special Education Services in District	212	7.2	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	127	97.7	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	35	8.0	15.5	20.2

*85.9% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	111	3.8
Black	34	1.2
Hispanic	101	3.4
White	2,701	91.6
Total Minority	248	8.4

Percent of Minority Professional Staff: 2.8%

Non-English Home Language: 2.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 24.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

District schools continue to provide opportunities for students and staff participation in activities designed to reduce racial, ethnic and economic isolation. Programs were offered during the school day, after hours and during summer months. These programs included a cooperative venture in robotics with the Danbury Public Schools. In addition, Brookfield participates in the Western Connecticut Academy of International Studies Elementary Magnet School with 43 district students enrolled in that program. In-district programming has included PTO sponsored activities and presentations designed to provide students with culturally diverse points of view. Also, the “Don’t Laugh at Me” and “Names Can Hurt” programs continue to be implemented in district schools.

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 remedial services.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	70.2	52.0	77.3
Writing	82.8	63.4	89.6
Mathematics	80.9	60.0	84.7
Grade 4 Reading	78.2	55.9	88.6
Writing	88.3	62.9	98.1
Mathematics	82.2	60.3	88.1
Grade 5 Reading	76.8	62.2	70.4
Writing	81.0	64.5	77.2
Mathematics	76.8	65.9	59.9
Science	68.7	54.9	56.8
Grade 6 Reading	84.6	66.3	81.0
Writing	77.0	61.9	76.8
Mathematics	87.6	66.4	86.9
Grade 7 Reading	88.6	71.1	82.6
Writing	80.4	62.0	80.6
Mathematics	83.7	63.0	82.6
Grade 8 Reading	85.5	64.8	84.3
Writing	89.4	63.4	91.2
Mathematics	80.1	60.8	76.7
Science	79.3	58.6	78.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	77.2	45.5	92.3
Writing Across the Disciplines	76.7	57.9	71.5
Mathematics	73.0	50.1	76.9
Science	67.9	46.3	74.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	47.5	36.1	80.7

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.6	77.6	
Average Score	Mathematics	529	504	71.5
	Critical Reading	538	502	82.3
	Writing	524	503	71.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	99.1	92.6	89.2
Cumulative Four-Year Dropout Rate for Class of 2007	0.8	6.2	87.2
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.9	83.4
% Employed (Civilian Employment and in Armed Services)	7.2	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	182.20
Paraprofessional Instructional Assistants	14.60
Special Education	
Teachers and Instructors	19.40
Paraprofessional Instructional Assistants	51.00
Library/Media Specialists and Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	11.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	12.50
School Nurses	7.20
Other Staff Providing Non-Instructional Services and Support	127.33

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.9	13.6	13.6
% with Master's Degree or Above	71.4	82.7	75.6

Average Class Size	District	DRG	State
Grade K	18.6	18.3	18.1
Grade 2	22.3	19.8	19.3
Grade 5	20.9	22.3	20.9
Grade 7	23.4	21.2	20.5
High School	22.1	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	988	987
Middle School	970	1,022	1,017
High School	905	977	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.6	3.4
Middle School	3.6	2.7	2.7
High School	2.5	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,040	\$6,284	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$573	\$189	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$1,858	\$613	\$443	\$491	\$429
Student Support Services	\$2,491	\$822	\$764	\$803	\$761
Administration and Support Services	\$3,841	\$1,268	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$3,307	\$1,091	\$1,329	\$1,365	\$1,322
Transportation	\$1,680	\$458	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$575	N/A	N/A	N/A	N/A
Other	\$731	\$241	\$147	\$159	\$145
Total	\$34,097	\$11,067	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,702	\$2,212	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,126,302
Percent of Total PK-12 Expenditures Used for Special Education	15.0%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	83.7	14.8	1.5	0.1
Excluding School Construction	93.7	4.5	1.7	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Brookfield Board of Education has established four distinct school facilities in the district – one primary school, one elementary school, one middle school and one high school. The budget development process begins with common district goals tied to the district's five year strategic plan. These goals help individual buildings set priorities for their schools. Overall, the process is building-based with significant input from administrators, staff and the community. Equitable distribution of the district's resources is a criteria used throughout the process as each school builds its budget to meet school and district goals and meet the staffing requirements based on enrollment projections. Each school receives resources that are equitable for major initiatives such as textbook adoption and equipment replacement. Throughout the process there are checks and balances to ensure equity. The building principals meet with curriculum leaders, principals meet with the Superintendent and the Board ultimately reviews the entire budget proposal, school by school.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	214
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	20	0.7	0.9	0.7
Learning Disability	54	1.8	3.5	4.0
Intellectual Disability	6	0.2	0.3	0.5
Emotional Disturbance	19	0.6	0.6	1.0
Speech Impairment	43	1.4	2.2	2.4
Other Health Impairment*	54	1.8	2.2	2.1
Other Disabilities**	18	0.6	0.6	0.9
Total	214	7.2	10.4	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	77.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	25.8	20.4	81.0	62.1
	Writing	24.4	19.3	83.1	63.0
	Mathematics	22.8	22.6	82.0	62.7
	Science	29.4	22.2	74.5	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	77.2	45.5
	Writing Across the Disciplines	N/A	N/A	76.7	57.9
	Mathematics	N/A	N/A	73.0	50.1
	Science	N/A	N/A	67.9	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	11.9
	% With Accommodations	88.1
CAPT	% Without Accommodations	11.1
	% With Accommodations	88.9
% Assessed Using Skills Checklist		9.0

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	21	9.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	174	81.3	75.0	71.6
40.1 to 79.0 Percent of Time	25	11.7	17.7	16.6
0.0 to 40.0 Percent of Time	15	7.0	7.3	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Brookfield's four schools actively seek to engage parents in the planning and improvement of school programs. Parents are garnered as participants in each building's Continuous Growth and Improvement Planning (CGIP) Team, which address various building matters, including professional development and data analysis conducted to improve instruction. Parents and community members have multiple opportunities to engage faculty and administrators, including Open Houses, parent workshops and open sessions with teachers and school counselors. Brookfield schools encourage participation of volunteers in our buildings, and they play an active role in supporting students and teachers as well as sponsoring and planning activities and recognition opportunities. Through our school newsletters, the district website and teacher websites, we strive to keep parents informed through regular home/school communication.

In addition, our schools are dedicated to improving special education programming and services for our students identified with disabilities. Special education teachers and specialists collaborate with general education staff as a regular and on-going part of the school day. Through co-teaching opportunities, and inclusionary practices, students with disabilities are integrated to the maximum extent possible into general education classrooms. Child study teams at all levels support collaboration between special education and general education as pre-referral strategies are developed for individual and groups of students. Brookfield High School offers an elective course that permits sighted students to experience and become proficient in the use of Braille, which supports a rich environment in which students with disabilities work collaboratively with non-disabled peers
