

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



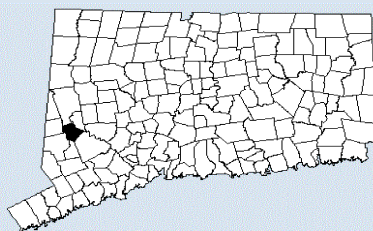
Brookfield School District

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	2,639
Per Pupil Expenditures ¹	\$15,377
Total Expenditures ¹	\$41,748,200

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,319	50.0	48.4
Male	1,320	50.0	51.6
American Indian or Alaska Native	7	0.3	0.3
Asian	202	7.7	5.1
Black or African American	67	2.5	12.8
Hispanic or Latino	268	10.2	24.8
Pacific Islander	7	0.3	0.1
Two or More Races	16	0.6	3.3
White	2,072	78.5	53.6
English Learners	97	3.7	7.2
Eligible for Free or Reduced-Price Meals	278	10.5	36.7
Students with Disabilities ¹	370	14.0	14.8

¹Students 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	62	4.7	20	1.5
Male	60	4.6	80	5.9
Black or African American	*	*	6	8.2
Hispanic or Latino	17	6.2	11	3.9
White	94	4.6	80	3.8
English Learners	8	7.5	*	*
Eligible for Free or Reduced-Price Meals	45	9.4	37	7.3
Students with Disabilities	42	10.9	41	9.3
District	122	4.7	100	3.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 152

Number of school-based arrests: 0

²A 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.

³The 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 2017-18

Brookfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	167.1
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	28.2
Paraprofessional Instructional Assistants	51.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	14.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	17.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	118.3

¹In 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	2	0.8	1.1
Black or African American	2	0.8	3.7
Hispanic or Latino	12	4.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	233	93.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.4	10.5

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	*	*	6	*
Hispanic or Latino	20	87.0	13	*
White	166	92.7	157	91.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	29	78.4	29	90.6
Students with Disabilities	29	80.6	17	73.9
District	200	91.7	190	90.0
State		69.3		80.1

²College-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	26	52.0
Emotional Disturbance	20	76.9
Intellectual Disability	*	*
Learning Disability	139	80.3
Other Health Impairment	55	85.9
Other Disabilities	*	*
Speech/Language Impairment	23	88.5
District	268	75.9
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Brookfield School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	52	2.0	1.8
Emotional Disturbance	26	1.0	1.1
Intellectual Disability	8	0.3	0.5
Learning Disability	174	6.5	5.2
Other Health Impairment	64	2.4	3.1
Other Disabilities	8	0.3	1.1
Speech/Language Impairment	36	1.4	1.8
All Disabilities	368	13.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	12	3.3	8.3
Private Schools or Other Settings	15	4.1	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,859,286	8,578	9,847
Instructional Supplies and Equipment	279,448	105	287
Improvement of Instruction and Educational Media Services	2,813,284	1,056	589
Student Support Services	2,800,716	1,051	1,120
Administration and Support Services	5,260,401	1,974	1,905
Plant Operation and Maintenance	2,991,132	1,122	1,648
Transportation	2,761,978	969	904
Costs of Students Tuitioned Out	1,334,185	N/A	N/A
Other	647,770	243	208
Total	41,748,200	15,377	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,594,594	974	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,419,577	37.0	33.8
Noncertified Personnel	1,647,352	17.8	14.5
Purchased Services	1,069,200	11.6	5.5
Tuition to Other Schools	1,216,537	13.2	23.4
Special Ed. Transportation	535,592	5.8	8.7
Other Expenditures	1,360,649	14.7	14.1
Total Expenditures	9,248,907	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.8	93.4
State	4.6	4.9
Federal	1.6	1.7
Tuition & Other	0.0	0.0

⁴Revenue 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).

District Profile and Performance Report for School Year 2017-18

Brookfield 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	111	81.8	111	82.3
Black or African American	40	66.6	40	62.0
Hispanic or Latino	137	66.9	137	62.0
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	1037	73.1	1034	68.5
English Learners	66	66.7	66	64.1
Non-English Learners	1271	73.4	1268	69.1
Eligible for Free or Reduced-Price Meals	242	66.1	242	60.1
Not Eligible for Free or Reduced-Price Meals	1095	74.6	1092	70.8
Students with Disabilities	184	52.5	184	47.1
Students without Disabilities	1153	76.4	1150	72.4
High Needs	394	62.6	394	57.2
Non-High Needs	943	77.5	940	73.8
District	1337	73.1	1334	68.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	78.0	73.5	77.3	72.5	789	75.3
Curl Up	84.7	77.1	85.0	89.6	789	83.8
Push Up	70.1	70.9	74.9	69.8	789	71.5
Mile Run/PACER	91.5	80.3	86.0	80.8	789	84.4
All Tests - District	56.5	50.7	51.2	54.9	789	53.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

District Profile and Performance Report for School Year 2017-18

Brookfield School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	31	90.3
Students with Disabilities	30	80.0
District	229	96.1
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.6	155	68.6
Male	98.0	136	67.0
Black or African American	*	*	*
Hispanic or Latino	100.0	21	53.8
White	98.9	244	69.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.6	34	49.3
Students with Disabilities	96.6	14	23.7
District	98.8	291	67.8
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	86.0	95.9
Male	85.1	92.5
Black or African American	*	*
Hispanic or Latino	*	*
White	85.1	94.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	85.7	*
Students with Disabilities	75.0	*
District	85.5	94.4
State	70.9	88.3

⁵College 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.

⁶College 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

District Profile and Performance Report for School Year 2017-18

Brookfield 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.1	75	48.7	50	97.5	67.6
	High Needs Students	62.6	75	41.7	50	83.5	57.5
Math Performance Index	All Students	68.9	75	45.9	50	91.8	62.7
	High Needs Students	57.2	75	38.2	50	76.3	52.0
ELA Academic Growth	All Students	63.1%	100%	63.1	100	63.1	60.7%
	High Needs Students	60.0%	100%	60.0	100	60.0	55.6%
Math Academic Growth	All Students	67.2%	100%	67.2	100	67.2	61.9%
	High Needs Students	54.5%	100%	54.5	100	54.5	55.4%
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.3%	<=5%	43.4	50	86.9	16.6%
Preparation for CCR	% Taking Courses	90.9%	75%	50.0	50	100.0	74.8%
	% Passing Exams	67.8%	75%	45.2	50	90.4	44.8%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		96.1%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.1%	94%	90.5	100	90.5	81.8%
Postsecondary Entrance (Class of 2017)		85.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.3% 53.1%	75%	35.4	50	70.8	96.6% 50.1%
Arts Access		59.7%	60%	49.8	50	99.5	51.2%
Accountability Index				1033.7	1250	82.7	

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	62.6	12.4	15.9	
Math Performance Index Gap	73.8	57.2	16.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	85.1%	8.9%	12.7%	N

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	94.5
	High Needs Students	91.7
Math	All Students	94.3
	High Needs Students	91.7
Science	All Students	93.9
	High Needs Students	91.4

³Minimum participation standard is 95%.

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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Brookfield School District

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. Instructional, school and district data and SRBI teams monitor student progress to continually improve outcomes. This year our elementary schools received specific training in Data Team protocols. Parents and community members engage faculty and administrators at Open Houses, parent workshops and teacher and counselor conferences. We welcome volunteers and keep parents informed via school messenger; school newsletters; parent workshops; and district, school and teacher websites.

Our schools are dedicated to improving students' core skills in critical thinking, problem-solving, collaboration, and technology. Technology is integrated in teaching and learning. High school and middle school students receive tablets for class use. Elementary and middle school classrooms have six laptops or tablets. The middle and high school have a "device neutral" environment. A Bring Your Own Device (BYOD) policy has been implemented at both the high school and middle school.

Our K-12 Spanish program and K-12 program for students with autism are fully implemented. Staff regularly meets with families regarding significant issues and to provide support. Open enrollment in Advanced Placement courses has increased student participation and achievement remains steady. We implemented a systematic curriculum development process with embedded professional learning for our teacher leaders. We have also enhanced programming for our EL students through technology platforms and additional instructional staff.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Brookfield Public Schools are 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 that demonstrate this commitment. Programs include Inter-district programs offered by our local RESC, Ed Advance, Healthy Children, and Healthy Minds. Brookfield participates in the Western Connecticut Academy of International Studies Elementary Magnet School. A K-12 World Language/EL administrative position was added in the 2017-2018. PTO sponsored activities provide students with culturally diverse perspective. Diversity is 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 through services and support from the Title III grant. The district hired a TESOL teacher to support EL's and we plan to hire two EL tutors in the coming year.

District Profile and Performance Report for School Year 2017-18

Brookfield School District

Equitable Allocation of Resources among District Schools

The District has four schools. The budget development process is aligned with goals from the five-year Strategic Coherence 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 replacement. Multiple layers of oversight ensured that the budget was allocated appropriately and that resource allocation reflected the priorities and goals of the BOE.