

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



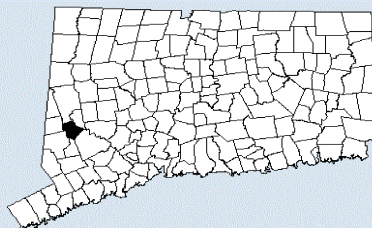
## Brookfield School District

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	2,630
Per Pupil Expenditures <sup>1</sup>	\$15,900
Total Expenditures <sup>1</sup>	\$42,944,876

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,301	49.5	48.4
Male	1,329	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	205	7.8	5.2
Black or African American	72	2.7	12.8
Hispanic or Latino of any race	325	12.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	26	1.0	3.6
White	1,984	75.4	52.4
English Learners	112	4.3	7.6
Eligible for Free or Reduced-Price Meals	499	19.0	42.1
Students with Disabilities <sup>3</sup>	390	14.8	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	64	4.9	25	1.9
Male	58	4.5	89	6.5
Black or African American	*	*	6	7.8
Hispanic or Latino of any race	30	8.9	15	4.1
White	81	4.2	86	4.3
English Learners	9	7.2	*	*
Eligible for Free or Reduced-Price Meals	51	9.7	42	7.0
Students with Disabilities	39	10.4	33	7.4
District	122	4.7	114	4.2
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 52**

**Number of school-based arrests: 0**

<sup>4</sup>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.

<sup>5</sup>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 2018-19

## Brookfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	172.8
Paraprofessional Instructional Assistants	12.3
<b>Special Education</b>	
Teachers and Instructors	31.2
Paraprofessional Instructional Assistants	56.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	8.0
School Level	12.0
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	10.4
Counselors, Social Workers and School Psychologists	19.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	113.0

<sup>1</sup>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	1.1
Black or African American	2	0.8	3.8
Hispanic or Latino of any race	13	5.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	240	92.7	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.3	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	25	80.6	19	86.4
White	145	96.7	167	96.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	47	92.2	29	93.5
Students with Disabilities	30	85.7	25	86.2
District	195	93.8	200	95.7
State		74.5		85.2

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	23	46.9
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	123	74.1
Other Health Impairment	53	79.1
Other Disabilities	*	*
Speech/Language Impairment	37	92.5
District	256	69.6
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Brookfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	2.0	1.9
Emotional Disturbance	29	1.1	1.1
Intellectual Disability	10	0.4	0.5
Learning Disability	166	6.3	5.5
Other Health Impairment	67	2.5	3.2
Other Disabilities	15	0.6	1.1
Speech/Language Impairment	45	1.7	1.8
All Disabilities	385	14.5	15.0

<sup>1</sup>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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	3.4	8.2
Private Schools or Other Settings	17	4.4	5.0

<sup>2</sup>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:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,975,887	\$9,617	\$10,545
Support services - students	\$2,845,337	\$1,083	\$1,373
Support services - instruction	\$2,074,365	\$789	\$644
Support services - general administration	\$1,269,104	\$483	\$462
Support services - school based administration	\$2,868,459	\$1,091	\$1,007
Central and other support services	\$1,447,778	\$551	\$671
Operation and maintenance of plant	\$2,837,378	\$1,080	\$1,629
Student transportation services	\$2,876,058	\$1,074	\$1,231
Food services	.	.	\$13
Enterprise operations	\$750,510	\$286	\$157
Minor school construction	.	.	\$65
Total	\$42,944,876	\$15,900	\$17,153

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,355,543	33.4	29.7
Instructional Aide Salaries	\$1,233,100	12.3	9.6
Other Salaries	\$580,817	5.8	10.4
Employee Benefits	\$1,235,437	12.3	13.0
Purchased Services Other Than Transportation	\$1,074,215	10.7	5.5
Special Education Tuition	\$1,863,259	18.6	22.6
Supplies	\$34,202	0.3	0.6
Property Services	\$3,367	0.0	0.4
Purchased Services For Transportation	\$655,697	6.5	8.0
Equipment	\$1,844	0.0	0.2
All Other Expenditures	\$1,021	0.0	0.1
Total	\$10,038,502	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.4	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	93.9
State	4.7
Federal	1.4
Tuition & Other	0.0

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	116	81.6	116	84.2	54	82.0
Black or African American	31	63.0	31	60.1	17	*
Hispanic or Latino of any race	162	66.6	161	64.7	66	63.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	10	*	10	*	*	*
White	1,000	73.4	998	70.2	421	70.3
English Learners	82	63.3	82	65.7	29	70.5
Non-English Learners	1,247	73.6	1,244	70.9	538	70.6
Eligible for Free or Reduced-Price Meals	272	66.6	270	64.6	116	62.4
Not Eligible for Free or Reduced-Price Meals	1,057	74.7	1,056	72.1	451	72.7
Students with Disabilities	200	52.8	199	50.9	91	52.6
Students without Disabilities	1,129	76.6	1,127	74.0	476	74.0
High Needs	437	62.8	435	61.3	184	61.3
Non-High Needs	892	78.0	891	75.1	383	75.0
District	1,329	73.0	1,326	70.6	567	70.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.6	72.3	77.6	81.9	813	78.0
Curl Up	90.0	90.6	79.0	94.4	813	88.4
Push Up	53.5	67.6	69.6	84.7	813	69.7
Mile Run/PACER	91.8	83.6	74.3	72.2	813	79.8
All Tests - District	46.5	44.6	50.0	58.3	813	50.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Brookfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	31	96.8
Students with Disabilities	24	87.5
District	212	96.2
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	148	70.8
Male	98.1	137	65.9
Black or African American	*	*	*
Hispanic or Latino of any race	94.3	26	49.1
White	99.1	229	70.9
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.3	41	50.0
Students with Disabilities	93.8	14	21.9
District	98.6	285	68.3
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</sup>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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	92.1	94.1
Male	79.6	98.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.5	97.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.1	91.7
Students with Disabilities	66.7	*
District	86.5	96.3
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.0	75	48.7	50	97.3	67.7
	High Needs Students	62.8	75	41.8	50	83.7	58.1
Math Performance Index	All Students	70.6	75	47.0	50	94.1	63.1
	High Needs Students	61.3	75	40.9	50	81.7	52.7
Science Performance Index	All Students	70.6	75	47.1	50	94.1	63.8
	High Needs Students	61.3	75	40.9	50	81.8	54.2
ELA Academic Growth	All Students	65.0%	100%	65.0	100	65.0	59.9%
	High Needs Students	57.7%	100%	57.7	100	57.7	55.1%
Math Academic Growth	All Students	76.7%	100%	76.7	100	76.7	62.5%
	High Needs Students	73.9%	100%	73.9	100	73.9	55.2%
Progress Toward English Proficiency	Literacy	79.2%	100%	39.6	50	79.2	60.0%
	Oral	62.8%	100%	31.4	50	62.8	52.1%
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	8.3%	<=5%	43.4	50	86.8	16.1%
Preparation for CCR	% Taking Courses	94.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	68.3%	75%	45.6	50	91.1	42.6%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.2%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		90.2%	94%	96.0	100	96.0	83.3%
Postsecondary Entrance (Class of 2018)		86.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.5%   50.1%	75%	33.4	50	66.7	96.4%   52.9%
Arts Access		60.3%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1229.0</b>	<b>1450</b>	<b>84.8</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.8	12.2	15.4	
Math Performance Index Gap	75.0	61.3	13.7	17.6	
Science Performance Index Gap	75.0	61.3	13.7	16.1	
Graduation Rate Gap	94.0%	90.2%	3.8%	11.1%	N

<sup>1</sup>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.

<sup>2</sup>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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.3
	High Needs Students	95.5
Math	All Students	96.1
	High Needs Students	95.1
Science	All Students	96.9
	High Needs Students	97.1

<sup>3</sup>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: 53.5      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Brookfield School District

### Narratives

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#### **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. Data Team protocols district wide are implemented with fidelity. 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 systematic, a 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.

Work on curriculum revision has continued K-12 and a standards aligned report card for K-4 literacy and math is planned for fall 2019.

Social Emotional Learning is supported through work with Yale and the RULER approach. Staff received extensive training in Creating Trauma Sensitive Schools.

#### **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 ELs and we hired two EL tutors.

# District Profile and Performance Report for School Year 2018-19

## 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. 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 Board of Education.