

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



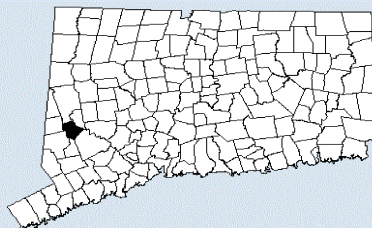
Brookfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,673
Per Pupil Expenditures ¹	\$14,994
Total Expenditures ¹	\$40,844,478

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,312	49.1	48.4
Male	1,361	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	225	8.4	5.1
Black or African American	60	2.2	12.9
Hispanic or Latino	228	8.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	12	0.4	2.9
White	2,135	79.9	54.8
English Learners	83	3.1	6.8
Eligible for Free or Reduced-Price Meals	258	9.7	35.9
Students with Disabilities ¹	350	13.1	14.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	60	4.6	22	1.7
Male	63	4.6	75	5.4
Black or African American	*	*	*	*
Hispanic or Latino	19	7.7	15	6.0
White	94	4.4	77	3.6
English Learners	10	9.6	*	*
Eligible for Free or Reduced-Price Meals	24	8.9	27	8.7
Students with Disabilities	28	7.9	31	7.7
District	123	4.6	97	3.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 45

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 2016-17

Brookfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	164.2
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	24.2
Paraprofessional Instructional Assistants	51.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	16.6
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.4
Counselors, Social Workers and School Psychologists	17.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	119.3

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	1	0.4	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	8	3.3	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.4	0.1
White	235	95.5	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	9	45.0	*	*
White	117	66.9	192	97.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	9	37.5	20	90.9
Students with Disabilities	12	54.5	24	88.9
District	137	63.1	225	97.4
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	21	45.7
Emotional Disturbance	13	65.0
Intellectual Disability	*	*
Learning Disability	118	79.7
Other Health Impairment	55	87.3
Other Disabilities	*	*
Speech/Language Impairment	34	91.9
District	245	75.2
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Brookfield School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	47	1.7	1.7
Emotional Disturbance	20	0.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	153	5.7	4.9
Other Health Impairment	64	2.4	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	42	1.6	1.8
All Disabilities	348	12.9	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,410,018	8,362	9,663
Instructional Supplies and Equipment	661,181	247	321
Improvement of Instruction and Educational Media Services	2,342,990	874	578
Student Support Services	2,680,249	1,000	1,103
Administration and Support Services	5,206,024	1,943	1,861
Plant Operation and Maintenance	3,155,841	1,178	1,637
Transportation	2,657,730	929	877
Costs of Students Tuitioned Out	1,126,548	N/A	N/A
Other	603,897	225	201
Total	40,844,478	14,994	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,266,156	846	1,749
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,156,213	37.1	34.6
Noncertified Personnel	1,591,256	18.7	14.6
Purchased Services	898,227	10.5	5.8
Tuition to Other Schools	1,036,190	12.2	21.8
Special Ed. Transportation	391,562	4.6	8.5
Other Expenditures	1,441,978	16.9	14.7
Total Expenditures	8,515,426	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.1	93.9
State	4.2	4.3
Federal	1.7	1.8
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 2016-17

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	7	*	7	*	0	N/A
Asian	113	84.1	113	84.1	48	70.2
Black or African American	36	65.4	35	65.5	11	*
Hispanic or Latino	119	64.5	118	62.4	60	52.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	0	N/A
White	1107	73.4	1107	69.5	555	62.1
English Learners	51	61.9	51	62.5	16	*
Non-English Learners	1339	73.8	1337	70.3	659	62.1
Eligible for Free or Reduced-Price Meals	131	62.6	131	62.2	54	53.8
Not Eligible for Free or Reduced-Price Meals	1259	74.5	1257	70.8	621	62.5
Students with Disabilities	170	53.3	170	49.3	88	46.3
Students without Disabilities	1220	76.1	1218	72.9	587	64.1
High Needs	297	59.3	297	56.9	136	50.7
Non-High Needs	1093	77.2	1091	73.6	539	64.6
District	1390	73.3	1388	70.0	675	61.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
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%

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	10	Count	Rate (%)
Sit & Reach	84.3	71.9	68.0	81.2	817	75.6
Curl Up	92.4	78.6	78.4	91.7	817	84.6
Push Up	74.6	72.4	73.4	80.7	817	75.0
Mile Run/PACER	91.9	75.2	75.9	77.9	817	79.8
All Tests - District	63.8	48.1	47.7	55.8	817	53.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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 2016-17

Brookfield School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	28	89.3
Students with Disabilities	30	93.3
District	215	96.7
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	138	61.3
Male	98.2	157	70.4
Black or African American	*	*	*
Hispanic or Latino	96.7	16	53.3
White	98.4	247	66.2
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.3	24	52.2
Students with Disabilities	91.8	*	*
District	98.4	295	65.8
State	96.1		43.5

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.

Copyright © 2017 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2017 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.0	93.2
Male	84.4	90.8
Black or African American	*	*
Hispanic or Latino	*	*
White	87.2	92.1
English Learners	87.2	*
Eligible for Free or Reduced-Price Meals	68.0	*
Students with Disabilities	67.9	*
District	85.2	92.1
State	72.0	88.5

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 2016-17

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	73.3	75	48.9	50	97.8	67.1
	High Needs Students	59.3	75	39.5	50	79.0	55.9
Math Performance Index	All Students	70.0	75	46.7	50	93.4	62.2
	High Needs Students	56.9	75	37.9	50	75.9	50.5
Science Performance	All Students	61.8	75	41.2	50	82.4	55.3
	High Needs Students	50.7	75	33.8	50	67.5	45.2
ELA Academic Growth	All Students	60.8%	100%	60.8	100	60.8	55.4%
	High Needs Students	51.9%	100%	51.9	100	51.9	49.8%
Math Academic Growth	All Students	72.0%	100%	72.0	100	72.0	61.7%
	High Needs Students	61.8%	100%	61.8	100	61.8	53.7%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	7.0%	<=5%	45.9	50	91.9	15.8%
Preparation for CCR	% Taking Courses	80.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	65.8%	75%	43.9	50	87.8	43.5%
On-track to High School Graduation		95.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.7%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		97.8%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		85.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.2% 53.2%	75%	35.5	50	71.0	92.0% 51.6%
Arts Access		62.2%	60%	50.0	50	100.0	50.5%
Accountability Index				1119.9	1350	83.0	

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	59.3	15.7	16.7	
Math Performance Index Gap	73.6	56.9	16.7	18.7	
Science Performance Index Gap	64.6	50.7	13.9	16.6	
Graduation Rate Gap	94.0%	97.8%	-3.8%	12.0%	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	94.6
	High Needs Students	91.2
Math	All Students	94.4
	High Needs Students	91.2
Science	All Students	98.7
	High Needs Students	96.6

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: 50.2**

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 2016-17

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. 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. Personalized learning supports student motivation, engagement and meaningful learning. Technology is integrated in teaching and learning. High 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, implemented at the high school, is planned for our 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, reading foundational skills in K-3, new math programs in K-8, and an enhanced Readers and Writers Workshop model.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We 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, 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 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.

District Profile and Performance Report for School Year 2016-17

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 was 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.