

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



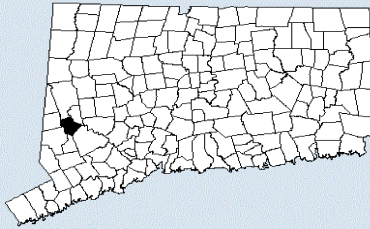
## Brookfield School District

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	2,692
Per Pupil Expenditures <sup>1</sup>	\$14,727
Total Expenditures <sup>1</sup>	\$40,603,034

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.  
 N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,318	49.0	48.3
Male	1,374	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	200	7.4	4.9
Black or African American	55	2.0	12.8
Hispanic or Latino	190	7.1	23.0
Pacific Islander	*	*	0.0
Two or More Races	12	0.4	2.7
White	2,223	82.6	55.9
English Learners	66	2.5	6.4
Eligible for Free or Reduced-Price Meals	189	7.0	38.0
Students with Disabilities <sup>1</sup>	341	12.7	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	30	2.3	19	1.4
Male	29	2.1	65	4.7
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	51	2.3	70	3.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	7	3.1	10	4.3
Students with Disabilities	13	4.0	24	6.4
District	59	2.2	84	3.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 65

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Brookfield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	171.3
Paraprofessional Instructional Assistants	11.7
<b>Special Education</b>	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	49.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	14.8
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	116.8

<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	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	13	5.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	227	92.7	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	180	92.3	154	79.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	18	90.0	7	*
Students with Disabilities	20	80.0	14	53.8
District	212	92.6	170	77.6
State		61.2		73.9

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	20	45.5
Emotional Disturbance	12	*
Intellectual Disability	*	*
Learning Disability	113	83.7
Other Health Impairment	71	94.7
Other Disabilities	*	*
Speech/Language Impairment	30	90.9
District	251	79.9
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Brookfield School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	1.7	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	135	5.0	4.6
Other Health Impairment	76	2.8	2.8
Other Disabilities	19	0.7	1.0
Speech/Language Impairment	39	1.4	1.9
All Disabilities	335	12.4	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,456,681	8,287	9,387
Instructional Supplies and Equipment	366,561	135	318
Improvement of Instruction and Educational Media Services	1,765,400	651	541
Student Support Services	2,782,338	1,027	1,048
Administration and Support Services	5,111,627	1,886	1,790
Plant Operation and Maintenance	2,953,124	1,090	1,608
Transportation	2,741,352	867	845
Costs of Students Tuitioned Out	1,532,862	N/A	N/A
Other	893,089	330	194
Total	40,603,034	14,727	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,672,391	986	1,524
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<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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,118,087	38.6	35.1
Noncertified Personnel	1,437,753	17.8	14.5
Purchased Services	353,096	4.4	5.5
Tuition to Other Schools	1,435,682	17.8	21.6
Special Ed. Transportation	329,057	4.1	8.3
Other Expenditures	1,413,459	17.5	15.0
Total Expenditures	8,087,134	100.0	100.0

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

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.6	92.9
State	6.0	5.7
Federal	1.4	1.5
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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	123	84.6	123	82.8	51	71.6
Black or African American	28	70.5	28	66.1	14	*
Hispanic or Latino	101	67.8	100	62.7	49	61.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	0	N/A	0	N/A	0	N/A
White	1149	73.7	1144	68.6	480	66.7
English Learners	39	60.0	39	59.9	14	*
Non-English Learners	1368	74.6	1362	69.7	585	67.1
Eligible for Free or Reduced-Price Meals	105	65.2	105	61.6	59	59.4
Not Eligible for Free or Reduced-Price Meals	1302	74.9	1296	70.0	540	67.5
Students with Disabilities	198	55.2	196	50.6	78	48.8
Students without Disabilities	1209	77.3	1205	72.5	521	69.3
High Needs	301	59.6	299	55.6	133	54.1
Non-High Needs	1106	78.2	1102	73.1	466	70.3
District	1407	74.2	1401	69.4	599	66.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	87.9	64.8	71.4	73.5	823	74.6
Curl Up	90.6	84.5	82.1	85.9	823	85.9
Push Up	73.1	74.4	75.5	54.1	823	69.7
Mile Run/PACER	89.7	88.1	78.1	66.5	823	81.3
All Tests - District	63.2	43.8	45.9	42.7	823	49.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2015-16

## Brookfield School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	24	95.8	.		.
Students with Disabilities	27	77.8	.		.
District	235	95.3	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	124	57.4
Male	97.0	155	66.8
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	98.2	245	62.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.1	11	32.4
Students with Disabilities	*	*	*
District	98.0	279	62.3
State	95.6		40.7

<sup>5</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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</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 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	86.1	95.1
Male	84.6	88.8
Black or African American	*	*
Hispanic or Latino	*	*
White	86.1	92.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.9	85.0
Students with Disabilities	65.0	*
District	85.4	92.2
State	71.9	88.3

<sup>7</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>8</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 2015-16

## Brookfield School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.2	75	49.5	50	98.9	67.7
	High Needs Students	59.6	75	39.7	50	79.5	56.7
Math Performance Index	All Students	69.4	75	46.3	50	92.5	61.4
	High Needs Students	55.6	75	37.1	50	74.2	49.9
Science Performance Index	All Students	66.7	75	44.4	50	88.9	57.5
	High Needs Students	54.1	75	36.0	50	72.1	47.0
ELA Academic Growth	All Students	63.3%	100%	63.3	100	63.3	63.8%
	High Needs Students	53.1%	100%	53.1	100	53.1	58.3%
Math Academic Growth	All Students	67.9%	100%	67.9	100	67.9	65.0%
	High Needs Students	68.1%	100%	68.1	100	68.1	57.4%
Chronic Absenteeism	All Students	2.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	3.5%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	85.3%	75%	50.0	50	100.0	67.6%
	% Passing Exams	62.3%	75%	41.5	50	83.0	40.7%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		95.3%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.2%	94%	96.0	100	96.0	78.6%
Postsecondary Entrance (Class of 2015)		85.4%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.4%   49.3%	75%	32.9	50	65.8	89.2%   50.5%
Arts Access		61.9%	60%	50.0	50	100.0	47.5%
<b>Accountability Index</b>				<b>1125.9</b>	<b>1350</b>	<b>83.4</b>	

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	59.6	15.4	16.5	
Math Performance Index Gap	73.1	55.6	17.5	18.9	
Science Performance Index Gap	70.3	54.1	16.2	17.2	
Graduation Rate Gap	94.0%	90.2%	3.8%	15.3%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	94.7
	High Needs Students	89.0
Math	All Students	94.3
	High Needs Students	88.5
Science	All Students	98.5
	High Needs Students	96.5

<sup>3</sup>Minimum 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: 51.5**

**State: 51.4**

#### 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 2015-16

## Brookfield School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

School Improvement Plans and Parental Outreach Activities.

Brookfield's four schools actively engage staff and parents in a program of continuous improvement to support the district mission, vision and goals. Instructional, school and district data teams and SRBI teams address student progress monitoring and data analysis to improve instruction. Parents and community members have multiple opportunities to engage faculty and administrators, including Open Houses, parent workshops and conferences with teachers and school counselors. Brookfield schools encourage participation of volunteers in our schools, and they play an active role in supporting students and teachers as well as sponsoring and planning activities and recognition opportunities. Parents are informed through regular home and school communication via school messenger; school newsletters; parent workshops; and district, school and teacher websites.

In addition, our schools are dedicated to improving our educational program by building 21st century skills in our students including critical thinking, problem-solving, collaboration, and technology skills to support our digital environment. Personalizing students' learning is key to building student motivation, engagement and meaningful learning. Our schools continue to integrate technology into teaching and learning. In our high school all ninth through twelfth grade students received tablets to be used in their classes on a regular basis. Every elementary and middle school classroom has six laptops or tablets to be used as a classroom resource. At both the middle and high school we have begun to develop a "device neutral" environment for technology, which includes our Bring Your Own Device (BYOD) policy.

The district has also continued the implementation of a K-12 Spanish program. Our program for students with autism continues to be implemented K-12. Staff regularly meets with families regarding significant attendance issues and providing support to families, as is needed. Open enrollment in Advanced Placement courses continues to increase student participation in these courses while student achievement remains steady and at the same time providing more students with this rigorous opportunity. Integrating the CT Core Standards into our curriculum is ongoing. Our middle and elementary schools continue to participate in a state SPDG grant focusing on SRBI, literacy and positive behavior.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Efforts to reduce racial, ethnic and economic isolation:

The Brookfield Public Schools is committed to reducing racial, ethnic, and economic isolation through local and regional school and district programs. District schools continue to provide opportunities for students' and staff participation in activities that demonstrate this commitment. Programs were offered during the school day, after hours and during summer months including Inter-district programs offered by our local RESC, e.g. Project C.L.E.A.R., Healthy Children, Healthy Minds. In addition, Brookfield participates in the Western Connecticut Academy of International Studies Elementary Magnet School with 42 district students enrolled in that program. In-district programming includes activities related to World Language classes, e.g. our K-12 Spanish program, and PTO sponsored activities and presentations designed to provide students with culturally diverse points of view. The middle school's "Random Acts of Kindness" program continued this year and our elementary schools also continued to integrate "Responsive Classroom" strategies.

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, including alignment to the CT Core Social Studies Standards. 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 tutorial services with support from the Title III grant. The district has planned to hire an English Language Learner teacher to support the increasing enrollment in this area.

# District Profile and Performance Report for School Year 2015-16

## Brookfield School District

### **Equitable Allocation of Resources among District Schools**

Equitable Allocation of Resources Among Schools.

The Brookfield BOE maintained its configuration of four distinct school facilities— one primary, one elementary, one middle and one high school. The budget development process aligned the district goals with the district's five year strategic plan, which ended this year. The district goals help staff prioritize the work for their schools. Overall, the process to develop the budget was primarily building-based with input from administrators, staff and the community. Equitable distribution of the district's resources was a criterion used to meet school and district goals and meet the staffing requirements based on enrollment projections. Each school received resources that are equitable for major initiatives, staffing, and equipment replacement. The building principals and school staff met with curriculum leaders, principals meet with the superintendent, and the BOE ultimately reviewed, revised, and recommended the budget to the Town. The multiple layers of oversight ensured that the budget was allocated appropriately and that the resource allocation reflected the priorities and goals of the BOE. .