

STRATEGIC SCHOOL PROFILE 2011-12**Brookfield School District**

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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

Town Population in 2000: 15,664

1990-2000 Population Growth: 11%

Number of Public Schools: 4

Per Capita Income in 2000: \$37,063

Percent of Adults without a High School Diploma in 2000*: 7.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 91.7%

*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, 2011 2,834
5-Year Enrollment Change -6.5%

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	222	7.8	9.1	35.2
K-12 Students Who Are Not Fluent in English	26	0.9	2.0	5.6
Students Identified as Gifted and/or Talented*	211	7.4	6.8	4.0
PK-12 Students Receiving Special Education Services in District	257	9.1	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	164	88.6	91.3	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	40	8.0	11.3	13.0

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.2
Asian American	164	5.8
Black	45	1.6
Hispanic	160	5.6
Pacific Islander	2	0.1
White	2,454	86.6
Two or more races	2	0.1
Total Minority	380	13.4

Percent of Minority Professional Staff: 3.6%

Non-English Home Language:

3.9% 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 25.

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.

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. 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. The middle school has implemented "Rachel's Challenge" and our elementary schools continue to integrate "Responsive Classroom" strategies as part of their character education programs. 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, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	74.3	59.2	74.4	
Writing	73.8	62.7	64.4	
Mathematics	83.1	66.5	76.3	
Grade 4 Reading	78.7	64.1	70.6	
Writing	79.4	65.3	66.9	
Mathematics	84.8	68.0	76.3	
Grade 5 Reading	82.3	67.6	69.9	
Writing	86.1	68.1	85.1	
Mathematics	85.0	71.6	68.5	
Science	81.5	63.9	70.2	
Grade 6 Reading	87.6	74.1	72.9	
Writing	88.3	67.4	89.2	
Mathematics	83.7	69.3	69.9	
Grade 7 Reading	92.1	79.8	76.7	
Writing	78.2	65.6	62.7	
Mathematics	88.4	68.1	86.9	
Grade 8 Reading	95.0	76.8	94.3	
Writing	90.5	68.3	90.6	
Mathematics	92.6	67.2	95.0	
Science	80.5	61.9	71.3	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	70.1	47.5	85.7	
Writing Across the Disciplines	87.1	63.0	91.0	
Mathematics	74.2	49.2	85.7	
Science	73.2	47.1	88.8	

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
	58.3	50.6	69.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		90.1	77.3	
Average Score	Mathematics	535	505	71.0
	Critical Reading	530	502	68.7
	Writing	530	506	68.7

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, Adjusted Cohort Rate 2011	94.7	82.7	83.5
2010-11 Annual Dropout Rate for Grade 9 through 12	0.3	2.6	81.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.8	84.5
% Employed (Civilian Employment and in Armed Services)	3.6	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	181.00
Paraprofessional Instructional Assistants	17.67
Special Education	
Teachers and Instructors	20.40
Paraprofessional Instructional Assistants	43.00
Library/Media Specialists and/or Assistants	7.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	13.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	14.30
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	123.05

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	14.0	14.5	13.9
% with Master's Degree or Above	76.4	86.9	79.6

Average Class Size	District	DRG	State
Grade K	20.6	17.9	18.5
Grade 2	20.8	19.8	19.7
Grade 5	23.7	21.9	21.6
Grade 7	22.7	20.9	20.3
High School	22.6	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,032	973	993
Middle School	1,024	1,019	1,024
High School	1,052	999	1,024

*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*	3.2	2.8	2.8
Middle School	3.2	2.1	2.2
High School	1.1	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$23,101	\$8,052	\$8,464	\$8,216	\$8,469
Instructional Supplies and Equipment	\$431	\$150	\$267	\$249	\$271
Improvement of Instruction and Educational Media Services	\$1,790	\$624	\$487	\$541	\$482
Student Support Services	\$2,492	\$869	\$901	\$970	\$901
Administration and Support Services	\$4,025	\$1,403	\$1,468	\$1,434	\$1,490
Plant Operation and Maintenance	\$3,274	\$1,141	\$1,471	\$1,420	\$1,463
Transportation	\$1,974	\$644	\$735	\$649	\$724
Costs for Students Tuitioned Out	\$112	N/A	N/A	N/A	N/A
Other	\$661	\$230	\$165	\$166	\$165
Total	\$37,861	\$13,006	\$14,238	\$13,971	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,171	\$1,105	\$1,290	\$1,120	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,743,443	15.2	20.9	21.7

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	91.4	5.4	3.2	0.0
Excluding School Construction	91.1	5.4	3.4	0.0

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 staff 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, staffing, and equipment replacement. Throughout the process there are checks and balances to ensure equity. The building principals and school staff meet with curriculum leaders, principals meet with the Superintendent, and the Board ultimately reviews, revises, and recommends the budget to the town. This process ensures that the budget is allocated appropriately and the resource allocation reflects the priorities and goals of the Board of Education.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	248
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.7%

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	36	1.3	1.3	1.2
Learning Disability	77	2.7	3.2	3.9
Intellectual Disability	2	0.1	0.3	0.4
Emotional Disturbance	21	0.7	0.6	1.0
Speech Impairment	44	1.5	1.7	2.1
Other Health Impairment*	53	1.9	2.2	2.2
Other Disabilities**	15	0.5	0.7	1.0
Total	248	8.7	10.0	11.7

*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 2010-11 with a Standard Diploma	83.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

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	46.9	36.0	85.3	70.4
	Writing	34.3	21.5	82.7	66.3
	Mathematics	50.5	31.8	86.3	68.4
	Science	27.1	23.0	81.0	62.9
CAPT	Reading Across the Disciplines	21.1	14.5	70.1	47.5
	Writing Across the Disciplines	45.0	18.2	87.1	63.0
	Mathematics	35.7	15.4	74.2	49.2
	Science	20.0	13.6	73.2	47.1

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	23.0
	% With Accommodations	77.0
CAPT	% Without Accommodations	10.0
	% With Accommodations	90.0
% Assessed Using Skills Checklist		2.2

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	18	7.3

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	199	80.2	75.7	72.1
40.1 to 79.0 Percent of Time	34	13.7	16.5	16.3
0.0 to 40.0 Percent of Time	15	6.0	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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/school communication via E-news; 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. 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 graders received tablets to be used in their classes every day. In the future every incoming freshman class will also receive tablets as our students take more responsibility for their own learning. Next year the district will begin a three-year implementation plan to bring tablets into our elementary program. In addition, last year the district implemented a school-wide enrichment program providing enrichment opportunities for all our students from Kindergarten through grade eight. At the middle school level the district offered World Language at a lower level by introducing Spanish in grade five for all students. At our high school the district implemented open enrollment in Advanced Placement courses significantly increasing student participation in these courses while maintaining excellent student achievement and at the same time providing more students with this rigorous opportunity. Integrating the common core state standards into our curriculum is ongoing; this initiative is also fostering a rigorous academic program in our schools.
