

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



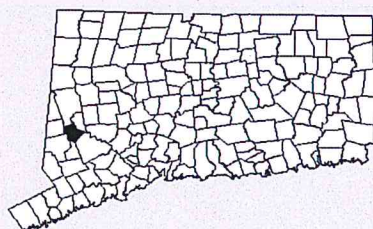
Brookfield School District

Mr. Anthony Bivona, Superintendent • 203-775-7620 • <http://brookfield.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	2,771
Per Pupil Expenditures ¹	\$14,203
Total Expenditures ¹	\$40,066,550

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)

(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,386	50.0	48.3
Male	1,385	50.0	51.6
American Indian	10	0.4	0.2
Asian	177	6.4	4.6
Black or African American	49	1.8	12.9
Hispanic or Latino	166	6.0	21.2
Pacific Islander	*	*	0.0
White	2,362	85.2	58.4
Two or More Races	*	*	2.3
English Language Learners	43	1.6	5.7
Eligible for Free or Reduced-Price Meals	238	8.6	37.3
Students with Disabilities ¹	318	11.5	12.8

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	57	4.1	17	1.2
Male	55	4.0	55	3.9
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	96	4.1	61	2.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	9.2	17	6.8
Students with Disabilities	21	6.6	17	4.6
District	112	4.1	72	2.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 72

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 2013-14

Brookfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	179.2
Paraprofessional Instructional Assistants	12.7
Special Education	
Teachers and Instructors	22.6
Paraprofessional Instructional Assistants	45.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	11.8
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	16.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	118.1

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 (%)
Asian	2	0.8	1.0
Black or African American	2	0.8	3.5
Hispanic	6	2.4	3.6
Native American	1	0.4	0.1
White	237	95.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	0	0
White	43	21.5	76	35.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0
Students with Disabilities	0	0	0	0
District	50	21.7	81	34.6
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	26	60.5
Emotional Disturbance	10	*
Intellectual Disability	0	0
Learning Disability	101	91.8
Other Health Impairment	76	91.6
Other Disabilities	6	*
Speech/Language Impairment	38	92.7
District	257	84.0
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	44	1.6	1.4
Emotional Disturbance	18	0.6	1.0
Intellectual Disability	*	*	0.4
Learning Disability	110	4.0	4.2
Other Health Impairment	83	3.0	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	45	1.6	1.9
All Disabilities	316	11.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	20	6.3	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,549,530	8,441	8,769
Instructional Supplies and Equipment	435,284	156	275
Improvement of Instruction and Educational Media Services	1,961,517	703	487
Student Support Services	2,704,143	969	965
Administration and Support Services	3,957,106	1,418	1,600
Plant Operation and Maintenance	3,695,974	1,325	1,472
Transportation	2,048,270	678	786
Costs of Students Tuitioned Out	870,962	N/A	N/A
Other	843,764	302	178
Total	40,066,550	14,203	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,895,613	1,038	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,774,798	45.8	35.6
Noncertified Personnel	1,241,994	20.5	14.5
Purchased Services	307,890	5.1	5.0
Tuition to Other Schools	625,300	10.3	21.4
Special Ed. Transportation	134,095	2.2	8.5
Other Expenditures	974,955	16.1	14.9
Total Expenditures	6,059,032	100.0	100.0

PK-12 Expenditures Used for Special Education	15.1	21.9
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Expenditures by Revenue Source:⁴

2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.2	93.1
State	5.2	5.2
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 2013-14

Brookfield School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT

	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	79.7	81.5	84.5	80.8	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	79.0	79.9	81.9	79.3	.	.	.	.
Students with Disabilities	62.4	63.4	67.5	59.3	.	.	.	.
High Needs	71.8	72.5	76.7	68.9	.	.	.	.
District	91.6	91.5	92.0	89.5	.	.	.	.

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT

	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American
Hispanic or Latino
English Language Learners
Eligible for Free or Reduced-Price Meals	.	.	.	83.0	.	.	.	.
Students with Disabilities	.	.	69.0	65.0	.	.	.	.
High Needs	.	72.9	77.9	74.3	.	.	.	.
District	88.3	91.5	90.4	90.5	.	.	.	.

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.9	83.9	81.7	82.1	811	82.4
Curl Up	94.0	75.1	68.5	79.5	811	79.4
Push Up	81.4	77.7	69.0	67.4	811	74.0
Mile Run/PACER	92.6	68.9	73.7	84.7	811	80.1
All Tests - District	66.5	49.7	40.8	53.2	811	52.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	28	85.7	.		.
Students with Disabilities	*	*	.		.
District	242	95.9	94.0	Yes	94.0
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.3	152	63.3
Male	86.2	141	62.9
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	90.4	265	63.5
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	76.2	10	47.6
Students with Disabilities	*	*	*
District	89.9	293	63.1
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	92.6	93.1
Male	88.7	88.8
Black or African American	*	*
Hispanic or Latino	*	*
White	90.7	90.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	89.7	*
Students with Disabilities	*	*
District	90.7	91.1
State	72.7	88.5

⁷College 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.

⁸College 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

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Brookfield School District

Narratives

School District 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 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 through twelfth grader students received tablets to be used in their classes every day. Every elementary and middle school classroom has 6 laptops or tablets to be used as a classroom resource.

The district has also recently implemented a K-12 Spanish program and our program for autistic students is 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 has significantly increased 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. 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

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 43 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 has implemented a "Random Acts of Kindness" program 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.

District Profile and Performance Report for School Year 2013-14

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Equitable Allocation of Resources among District Schools

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 district goals tied to the district's strategic plan. These goals help staff set priorities for their schools. Overall, the process is building-based with 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.