

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



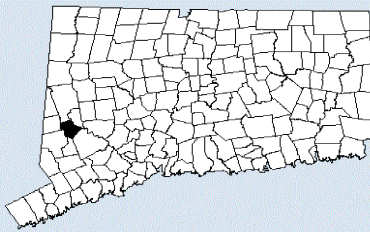
Brookfield School District

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	2,563
Per Pupil Expenditures ¹	\$19,098
Total Expenditures ¹	\$50,895,420

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2022-23 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,268	49.5	48.4
Male	1,295	50.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	189	7.4	5.2
Black or African American	74	2.9	12.5
Hispanic or Latino of any race	397	15.5	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	30	1.2	4.5
White	1,851	72.2	47.5
English Learners/Multilingual Learners	99	3.9	9.7
Eligible for Free or Reduced-Price Meals	571	22.3	42.4
Students with Disabilities ³	378	14.7	17.1

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	201	16.0	27	2.0
Male	*	*	84	6.2
Non-Binary	*	*	0	*
Black or African American	13	12.5	10	9.1
Hispanic or Latino of any race	79	19.0	25	5.7
White	270	15.0	70	3.7
English Learners/Multilingual Learners	16	13.8	*	*
Eligible for Free or Reduced-Price Meals	111	19.8	49	7.4
Students with Disabilities	95	25.1	35	7.8
District	393	15.4	111	4.1
State		20.0		7

Number of students qualified as truant under state statute: 65

Number of school-based arrests: Fewer than 6

⁴ 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Brookfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	182.5
Paraprofessional Instructional Assistants	21.0
Special Education	
Teachers and Instructors	28.2
Paraprofessional Instructional Assistants	60.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	11.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	9.5
Counselors, Social Workers and School Psychologists	18.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	109.5

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	3	1.1	1.3
Black or African American	0	0.0	4.6
Hispanic or Latino of any race	12	4.6	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	248	93.9	88.7

¹ 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.

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.2	13.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino of any race	23	74.2	26	100.0
White	140	80.9	153	98.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	70.5	32	100.0
Students with Disabilities	18	50.0	32	100.0
District	184	80.7	209	98.6
State		86.5		94.2

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	28	52.8
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	139	89.1
Other Health Impairment	59	84.3
Other Disabilities	*	*
Speech/Language Impairment	35	89.7
District	277	76.3
State		68.6

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	56	2.2	2.4
Emotional Disability	24	0.9	1.0
Intellectual Disability	9	0.3	0.6
Learning Disability	156	6.0	6.3
Other Health Impairment	72	2.8	3.4
Other Disabilities	21	0.8	1.1
Speech/Language Impairment	48	1.8	1.9
All Disabilities	386	14.8	16.7

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	16	4.1	8.1
Private Schools or Other Settings	14	3.6	4.7

² 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 Expenditures³: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$31,437,049	\$11,796	\$12,671
Support services - students	\$3,339,825	\$1,291	\$1,558
Support services - instruction	\$2,453,614	\$948	\$837
Support services - general administration	\$1,323,670	\$511	\$463
Support services - school based administration	\$3,083,199	\$1,191	\$1,133
Central and other support services	\$1,683,743	\$651	\$716
Operation and maintenance of plant	\$3,206,552	\$1,239	\$1,893
Student transportation services	\$3,553,574	\$1,344	\$1,464
Food services	.	.	\$5
Enterprise operations	\$814,194	\$315	\$186
Total	\$50,895,420	\$19,098	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,772,079	30.4	29.0
Instructional Aide Salaries	\$1,715,101	13.8	10.6
Other Salaries	\$908,854	7.3	10.1
Employee Benefits	\$1,575,851	12.7	13.1
Purchased Services Other Than Transportation	\$594,815	4.8	5.9
Special Education Tuition	\$2,782,590	22.4	21.8
Supplies	\$60,313	0.5	0.7
Property Services	\$3,102	0.0	0.4
Purchased Services For Transportation	\$950,996	7.7	8.1
Equipment	\$29,534	0.2	0.2
All Other Expenditures	\$2,523	0.0	0.1
Total	\$12,395,757	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	93.2
State	3.4
Federal	3.0
Tuition & Other	0.3

⁴ 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 2022-23

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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	94	78.0	93	80.9	42	78.2
Black or African American	34	66.3	34	59.6	16	*
Hispanic or Latino of any race	181	63.9	178	59.9	88	62.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	18	*	16	*	*	*
White	959	71.0	957	67.2	428	65.9
English Learners/Multilingual Learners	103	58.3	102	58.3	36	55.5
Non-English Learners/Non-Multilingual Learners	1,199	71.2	1,192	67.6	549	66.5
Eligible for Free or Reduced-Price Meals	270	61.0	268	58.1	113	58.3
Not Eligible for Free or Reduced-Price Meals	1,032	72.6	1,026	69.2	472	67.7
Students with Disabilities	168	49.2	166	45.6	74	46.6
Students without Disabilities	1,134	73.3	1,128	70.0	511	68.6
High Needs	409	58.9	406	56.4	175	56.3
Non-High Needs	893	75.4	888	71.7	410	69.9
District	1,302	70.2	1,294	66.9	585	65.9

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	25

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.0	74.3	78.5	71.8	781	77.6
Curl Up	84.3	72.2	82.0	83.3	785	80.5
Push Up	59.0	72.4	74.6	70.5	771	69.5
Mile Run/PACER	83.7	85.3	79.0	60.7	786	76.3
All Tests - District	47.0	48.8	50.5	40.2	756	46.3
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	29	93.1
White	172	95.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61	88.5
Students with Disabilities	48	81.3
District	228	94.7
State		88.9

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

² Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	134	60.9
Male	98.2	117	53.2
Non-Binary	N/A	N/A	N/A
Black or African American	*	*	*
Hispanic or Latino	96.5	29	50.9
White	99.1	183	55.6
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.7	31	40.8
Students with Disabilities	91.2	10	14.7
District	98.6	251	57.0
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ 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 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	90.9	96.9
Male	71.3	94.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	73.1	*
White	82.8	98.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	70.4	86.8
Students with Disabilities	68.4	*
District	80.4	95.7
State	66.1	87.7

⁵ 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.

⁶ 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

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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	70.2	75	46.8	50	93.6	63.9
	High Needs Students	58.9	75	39.2	50	78.5	54.1
Math Performance Index	All Students	66.9	75	44.6	50	89.2	59.7
	High Needs Students	56.4	75	37.6	50	75.3	48.9
Science Performance Index	All Students	65.9	75	43.9	50	87.8	61.6
	High Needs Students	56.3	75	37.5	50	75.1	51.1
ELA Academic Growth	All Students	68.0%	100%	68.0	100	68.0	57.2%
	High Needs Students	61.3%	100%	61.3	100	61.3	52.5%
Math Academic Growth	All Students	73.9%	100%	73.9	100	73.9	61.8%
	High Needs Students	72.5%	100%	72.5	100	72.5	55.5%
Progress Toward English Proficiency	Literacy	76.7%	100%	38.4	50	76.7	55.3%
	Oral	67.4%	100%	33.7	50	67.4	56.1%
Chronic Absenteeism	All Students	15.4%	<=5%	29.2	50	58.4	20.0%
	High Needs Students	20.1%	<=5%	19.8	50	39.5	28.5%
Preparation for CCR	% Taking Courses	89.3%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	57.0%	75%	38.0	50	76.1	44.3%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		94.7%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		93.0%	94%	99.0	100	99.0	85.6%
Postsecondary Entrance (Class of 2022)		80.4%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		94.0% 46.3%	75%	30.9	50	61.7	93.0% 45.5%
Arts Access		65.8%	60%	50.0	50	100.0	54.5%
Accountability Index				1164.3	1450	80.3	

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 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	58.9	16.1	16.6	
Math Performance Index Gap	71.7	56.4	15.2	18.0	
Science Performance Index Gap	69.9	56.3	13.6	17.8	
Graduation Rate Gap	94.0%	93.0%	1.0%	8.7%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	96.8
	High Needs Students	95.1
Math	All Students	96.2
	High Needs Students	94.5
Science	All Students	96.0
	High Needs Students	94.7

³Minimum 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: * **State: 49.6**

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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. SRBI, School and District Data Teams continually monitor student progress to improve student outcomes. We have updated the SRBI Handbook.

Our schools receive training in assessment protocols and administration.

Parents engage faculty and administrators at open houses, parent workshops and teacher and counselor conferences. We also provided parental workshops on social and emotional learning. We welcome volunteers and keep parents informed via school messenger, newsletters, parent workshops, and district, school and teacher websites, Facebook and other social media.

Our schools are dedicated to developing the Strategic Plan through the following dispositions: in critical & creative thinking, collaboration, communication, and change making. We have a school/home use 1 to 1 Bring Your Own Device policy which we implement K-12.

We utilized capital ARPESER funds to initiate critical positions to support student learning. We converted two K-8 ELA Curriculum Specialists and two K-8 Math Curriculum Specialists to serve as instructional coaches to support the anticipated instructional needs of our faculty K-8 in addressing post pandemic learning challenges. Specifically, we converted one K-4 and one 5-8 ELA coach and one K-4 and one 5-8 Math coach. We also established a new grade 5-8 Science and a new Social Studies Instructional Coach. We then created a K-12 Technology Integration Specialist position to support integration of all of the new digital learning tools implemented during the pandemic. We established a regular education summer school program K-4 to address anticipated learning loss. To address mental health concerns, we established a new social worker position at the elementary level.

Staff regularly meets with families regarding significant issues and to provide support and educational opportunities for families. Additional engagement efforts focus on parents of children with special needs. Open enrollment in Advanced Placement courses continues to increase student participation and achievement remains steady. A systematic curriculum development process with embedded professional learning has enabled significant professional growth. We look forward to the leadership of our PDEC committee.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our district is committed to reducing racial, ethnic, and economic isolation and supports those populations most impacted by the pandemic. We provide opportunities for students' and staff participation in activities during the school day, after hours and during summer months. Included are inter-district programs offered by Ed Advance, Healthy Children, and Healthy Minds.

Brookfield participates in the AIS Magnet School. PTO-sponsored activities provide students with a culturally diverse perspective.

Equity & Diversity continue to be a focus in our curriculum revision process. Instructional units provide a global focus. Faculty and staff participate in ongoing PD on cultural humility and competence. We have budgeted for classroom libraries to promote understanding and appreciation of differences and diverse authors.

The district continues to address the needs of English Learners and we hired a second TESOL teacher. We also established a Bilingual Teaching position for our Spanish speaking students at the elementary school level. The BOE has established a subcommittee focused on equity and inclusion with the goal of ensuring all students and staff feel welcomed and valued in the Brookfield Public Schools. We will use an equity lens as we develop our implementation actions to support our strategic plan.

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Equitable Allocation of Resources among District Schools

The budget process is aligned with goals from the Strategic Plan, which prioritize student needs in each school. The budget process is initiated as building-based with input from administrators, faculty, and community. Equitable resources distribution is a criterion in budget development. Schools received equitable resources for major initiatives, staffing, and equipment. Layers of oversight ensure that the budget is allocated appropriately and that resource allocation reflects the priorities and goals of the BOE.

In October, the Superintendent, administrative team and BOE collaborated to develop the assumptions and priorities for the annual budget development process. Principals/department heads obtain input from their faculty and staff, and submit their budgets to the district administration. A thorough review among the principal, Superintendent, Assistant Superintendent, and finance director is conducted.

The BOE Finance Committee reviews the budget during multiple budget workshops in December and January. After this review, the Superintendent works with the principals and central office team to finalize all budget priorities and present the annual budget to the full BOE.