

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



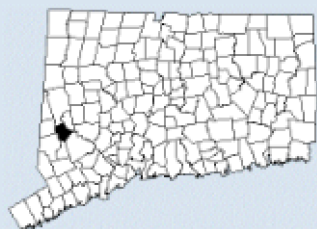
Brookfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	2,542
Per Pupil Expenditures	\$20,908
Total Expenditures	\$55,009,402

Expenditure data reflect the 2023-24 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>

Contents

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

Notes

Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,285	50.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	24	0.9	0.2
Asian	195	7.7	5.2
Black or African American	103	4.1	12.4
Hispanic or Latino of any race	466	18.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	4.8
White	1,731	68.1	45.1
English Learners/Multilingual Learners	119	4.7	11.3
Eligible for Free or Reduced-Price Meals	607	23.9	44.8
Students with Disabilities	362	14.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	55	4.5	16	1.2
Male	45	3.5	87	6.5
Non-Binary	0	*	0	*
Black or African American	*	*	10	9.2
Hispanic or Latino of any race	39	8.2	18	3.6
White	45	2.7	68	3.9
English Learners/Multilingual Learners	15	11.1	6	4.4
Eligible for Free or Reduced-Price Meals	33	5.2	35	5.0
Students with Disabilities	39	10.8	30	6.9
All Students - District	100	4.0	103	3.9
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 111
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Brookfield School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	173.0
General Education Paraprofessionals	31.5
Special Education Teachers and Instructors	26.2
Special Education Paraprofessionals	40.5
District Central Office Administrators	7.0
School Level Administrators	13.0
Library/Media Specialists (Certified)	6.0
Library/Media Support Staff	3.0
Instructional Specialists Who Support Teachers	13.5
Counselors, Social Workers and School Psychologists	17.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	132.3

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	3	1.2	1.4
Black or African American	1	0.4	4.9
Hispanic or Latino of any race	14	5.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.4	0.3
White	237	92.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	28	10.6	6.8
Teachers	20	9.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino of any race	17	53.1	43	97.7
White	99	68.8	162	98.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	57.7	51	100.0
Students with Disabilities	16	61.5	39	92.9
All Students - District	136	66.3	230	98.7
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	25	51.0
Emotional Disability	7	*
Intellectual Disability	*	*
Learning Disability	114	87.7
Other Health Impairment	54	76.1
Other Disabilities	*	*
Speech/Language Impairment	43	93.5
All Disabilities - District	248	73.6
All Disabilities - State		68.0

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).

District Profile and Performance Report for School Year 2024-25

Brookfield School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	52	2.0	2.9
Emotional Disability	16	0.6	1.1
Intellectual Disability	9	0.4	0.6
Learning Disability	130	5.1	6.5
Other Health Impairment	71	2.8	3.6
Other Disabilities	23	0.9	1.1
Speech/Language Impairment	53	2.1	2.0
All Disabilities	354	13.9	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	19	5.4	8.2
Private Schools or Other Settings	11	3.1	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$33,504,569	\$12,735	\$13,471
Support services - students	\$4,187,920	\$1,630	\$1,826
Support services - instruction	\$2,334,428	\$909	\$972
Support services - general administration	\$1,298,187	\$505	\$568
Support services - school based administration	\$3,032,157	\$1,180	\$1,274
Central and other support services	\$1,998,151	\$778	\$761
Operation and maintenance of plant	\$3,257,377	\$1,268	\$2,125
Student transportation services	\$4,484,582	\$1,676	\$1,695
Food services	.	.	\$10
Enterprise operations	\$912,031	\$355	\$219
Total	\$55,009,402	\$20,908	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$4,528,451	31.9	26.4
Instructional Aide Salaries	\$1,632,505	11.5	10.1
Other Salaries	\$930,511	6.6	10.5
Employee Benefits	\$1,884,433	13.3	13.3
Purchased Services Other Than Transportation	\$400,810	2.8	6.8
Special Education Tuition	\$3,376,983	23.8	22.8
Supplies	\$62,230	0.4	0.6
Property Services	\$4,876	0.0	0.4
Purchased Services For Transportation	\$1,359,693	9.6	8.7
Equipment	\$12,157	0.1	0.2
All Other Expenditures	\$2,083	0.0	0.1
Total	\$14,194,732	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	94.5
State	3.3
Federal	2.0
Tuition & Other	0.2

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 2024-25

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	17	*	17	*	*	*
Asian	110	78.0	110	78.1	45	77.3
Black or African American	69	68.6	69	63.1	29	63.6
Hispanic or Latino of any race	212	62.5	213	58.8	78	56.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	0	N/A
White	904	72.7	902	67.7	415	68.1
English Learners/Multilingual Learners	111	56.2	111	54.5	43	54.5
Non-English Learners/Non-Multilingual Learners	1,207	72.5	1,206	68.0	531	68.1
Eligible for Free or Reduced-Price Meals	313	62.8	312	58.4	134	58.7
Not Eligible for Free or Reduced-Price Meals	1,005	73.8	1,005	69.5	440	69.7
Students with Disabilities	169	53.2	168	45.9	62	47.2
Students without Disabilities	1,149	73.8	1,149	69.9	512	69.5
High Needs	453	60.5	452	55.9	190	55.9
Non-High Needs	865	76.7	865	72.5	384	72.6
All Students - District	1,318	71.1	1,317	66.8	574	67.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	70.2	87.4	78.3	82.0	767	79.7
Curl Up	81.8	88.0	83.2	84.5	769	84.4
Push Up	61.0	72.4	76.3	76.6	764	71.9
Mile Run/PACER	72.5	89.2	81.9	63.1	769	76.7
All Tests - District	40.7	61.1	52.6	48.5	753	50.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Brookfield School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	32	93.8
White	174	93.7
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	64	89.1
Students with Disabilities	43	74.4
All Students - District	227	94.3
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	135	63.7
Male	*	*
Non-Binary	*	*
Black or African American	8	*
Hispanic or Latino of any race	34	44.7
White	195	63.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	50	48.5
Students with Disabilities	11	16.2
All Students - District	267	61.0
All Students - State		47.2

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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	91.7	95.7
Male	81.3	91.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	86.7	*
White	86.7	92.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	79.3	80.6
Students with Disabilities	81.3	*
All Students - District	86.6	93.7
All Students - State	67.0	88.2

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.

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 2024-25

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.1	75	47.4	50	94.9	64.7
ELA Performance Index	High Needs Students	60.5	75	40.3	50	80.7	54.9
Math Performance Index	All Students	66.8	75	44.6	50	89.1	61.1
Math Performance Index	High Needs Students	55.9	75	37.3	50	74.6	50.6
Science Performance Index	All Students	67.1	75	44.7	50	89.4	62.6
Science Performance Index	High Needs Students	55.9	75	37.3	50	74.5	52.1
ELA Academic Growth	All Students	65.4%	100%	65.4	100	65.4	60.6%
ELA Academic Growth	High Needs Students	62.4%	100%	62.4	100	62.4	55.7%
Math Academic Growth	All Students	62.0%	100%	62.0	100	62.0	62.3%
Math Academic Growth	High Needs Students	58.0%	100%	58.0	100	58.0	55.9%
Progress Toward English Proficiency	Literacy	69.0%	100%	34.5	50	69.0	58.7%
Progress Toward English Proficiency	Oral	66.5%	100%	33.3	50	66.5	55.7%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	7.1%	<=5%	45.9	50	91.7	24.8%
% Taking CCR Courses	All Students	83.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	61.0%	75%	40.6	50	81.3	47.2%
On-track to High School Graduation	All Students	95.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.3%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.4%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	86.6%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	50.9%	75%	33.9	50	67.8	49.0%
Arts Access	All Students	60.2%	60%	50.0	50	100.0	55.1%
Accountability Index				1187.6	1450	81.9	

Physical Fitness Estimated Participation Rate - District: 95.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.5	14.5	16.9	N
Math Performance Index Gap	72.5	55.9	16.6	18.4	N
Science Performance Index Gap	72.6	55.9	16.7	18.2	N
Graduation Rate Gap	94.0%	94.4%	0.0%	8.6%	N

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.

If 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 (%)
ELA	All Students	97.4
ELA	High Needs Students	94.9
Math	All Students	97.3
Math	High Needs Students	94.7
Science	All Students	96.1
Science	High Needs Students	92.3

Minimum 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: 48.7

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

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. MTSS, School and District Data Teams continually monitor student progress to improve student outcomes. We continue to implement intervention strategies from our MTSS Handbook. We hold District Data Team meetings. 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 our new platform, Parent Square, newsletters, parent workshops, and district, school and teacher websites. We have begun to solicit stakeholder feedback through Thoughexchange to gather input for our new Strategic Planning efforts.

Our schools are dedicated to improving students' core skills in problem-solving, collaboration, and technology. Students in grades 8-12 receive a Chromebook for school/home use through a 1:1 initiative. K - 7 students will have 1 to 1 in school Chromebook access available in each classroom. The BOE also has a Bring Your Own Device policy which we implement K-12.

ARPESSER funding was utilized to launch the institution of instructional coaches in Technology Integration, ELA, Math, S.S. and Science. Brookfield has joined Future Ready to support technology integration in concert with our Strategic Planning work. We purchased the book, The Anxious Generation by Jonathna Haidt for all faculty & staff members, engaged parents and implemented a much more limited cell phone use for students during the school day.

Staff regularly meets with families regarding significant issues and to provide support and educational opportunities for the 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 continued professional growth.

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 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. Our elementary school hosted its first Culture Night in support of inclusive activities. Instructional units provide a global focus.

We continue purchase classroom libraries to promote understanding and appreciation of differences and diverse authors. The district continues to address the needs of English Learners and we have established Spanish and Portuguese bilingual programs.

District Profile and Performance Report for School Year 2024-25

Brookfield School District

Equitable Allocation of Resources among District Schools

Budget development process is aligned with district goals, which prioritize student needs in each school. The budget process is primarily building based with input from administrators, staff & community. Equitable resources distribution is a criterion in budget design. Schools received equitable resources for major initiatives, staffing, and equipment. Exhaustive layers of oversight ensure that the budget is designed effectively and that resource allocation is reflective of the priorities and goals of the BOE. On 10/1 the superintendent, administrative team and BOE collaborated to develop the assumptions and priorities for the annual budget development process which is adopted by the BOE. Once the school principal/department heads obtain input from their faculty & staff and stakeholders they submit their budgets to the district administration. A thorough review among the principal, superintendent assistant superintendent, finance director is conducted. The BOE Finance Committee then reviews the budget. After this scrutinous review process, the superintendent works with the principals and central office team to finalize all budget priorities & present the annual budget to the BOE.

District Profile and Performance Report for School Year 2024-25

Brookfield School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	14.3	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	7	50.0	32.0
Retired	3	21.4	23.7
Teach/Admin in Other CT Dist	2	14.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	14		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.