

STRATEGIC SCHOOL PROFILE 2005-06**Brookfield School District****JOHN A GOETZ, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 19.4%
2000 Population: 15,664	Public School Enrollment as % of Total Student Population: 90.6%
1990-2000 Population Growth: 11.0%	Percent of Adults without a High School Diploma in 2000: 7.6%
2000 Per Capita Income: \$37,063	Adult Education Enrollment in 2004-05 School Year: 43
Number of Public Schools: 4	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 7
Number of Nonpublic Schools: 2	

 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.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	3.6	4.9	26.9
	2002-03	3.7	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	1.9	6.4	12.6
	2000-01	1.9	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	92.6	93.1	88.0
	2000-01	92.0	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	94.3	90.0	79.2
	2000-01	87.3	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	10.4	16.9	21.7
	2000-01	3.2	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	3,078
5-Year Enrollment Change	1.9%
Projected 2010 Enrollment	
Elementary	1,050
Middle School	899
High School	958
Prekindergarten, Other	36

Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	94	3.1
Black	34	1.1
Hispanic	79	2.6
White	2,868	93.2
Total Minority 2005-06	210	6.8
Total Minority 2000-01	139	4.6

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

District schools increased staff and student participation in activities designed to reduce racial, ethnic and economic isolation over the past three years. Many students and staff members participated in more than one program to promote tolerance and appreciation of cultural differences. These programs occurred during the school day, after hours, and during the summer months on a voluntary basis.

Curriculum review and revision in the area of racial, ethnic and economic isolation have been active in the district. Most recently, the social studies curriculum has been revised. Goals related to appreciating and understanding the cultures of racial and ethnic groups have been included in the program. Local standards have been revised and aligned with state and national standards and units have a global focus. The partnership with a high school in the Shandong province of China is being strengthened. Literature is being selected and used at the elementary level to promote appreciation and understanding of differences, middle school students continue to be in regular contact with others around the world via the internet and high school students are exploring cultures through the examination of art and music.

Brookfield students have participated in summer programs with students from the Danbury region, working and learning together. FIRST Robotics is an example of a popular inter-district program drawing students from four towns.

PTO cultural assemblies and guest lecturers continue to provide students with opportunities to experience a variety of culturally diverse artistic offerings. Additionally, programs such as “Don’t Laugh At Me” and “Names Can Hurt” are being implemented to raise everyone’s awareness to issues of acceptance and appreciation.

Other activities are being planned in this area. Priorities involve the training of staff on diversity and tolerance, continued recruitment and hiring of minority staff. Participation by the district in the regional inter-district school building project has been fruitful. The Western Connecticut Academy of International Studies serving K-4 students has opened in Danbury with thirty-two students from Brookfield attending.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	210.1
Administrators	16.4
Department Chairs	1.2
Library/Media Staff	3.0
Other Professionals	22.8
% Minority 2005-06	2.7
% Minority 2000-01	1.3
# Non-Certified Instructional	79.8

Average Class Size		District	DRG	State
Grade K	2005-06	19.4	19.0	18.3
	2000-01	20.7	N/A	18.1
Grade 2	2005-06	22.6	20.0	19.7
	2000-01	20.5	N/A	19.5
Grade 5	2005-06	24.7	22.1	21.2
	2000-01	27.4	N/A	21.7
Grade 7	2005-06	22.5	21.1	21.1
	2000-01	23.6	N/A	21.9
High School	2005-06	22.0	19.9	20.3
	2000-01	19.2	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	13.3	12.8	13.1
% with Master’s Degree or Above	75.1	83.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	31.8	32.9	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	970	989	986
Middle School	978	1,022	1,015
High School	930	977	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	4.1	3.7	3.4
Students Per Teacher	14.7	14.2	13.6
Teachers Per Administrator	11.9	14.3	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	46.5	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	74.6	54.4	10.3	91.3
	Writing	78.4	61.0	13.6	100.0
	Mathematics	72.2	56.3	13.6	90.0
Grade 4	Reading	81.3	57.8	17.5	89.7
	Writing	82.1	62.8	29.9	91.1
	Mathematics	78.8	58.8	22.4	92.3
Grade 5	Reading	75.6	60.9	19.5	92.0
	Writing	74.8	65.0	25.0	90.8
	Mathematics	80.6	60.7	18.2	89.9
Grade 6	Reading	84.7	63.6	26.6	92.8
	Writing	80.2	62.2	25.9	94.4
	Mathematics	82.7	58.6	12.5	95.1
Grade 7	Reading	81.2	66.7	26.9	95.0
	Writing	80.4	60.0	25.5	89.8
	Mathematics	75.1	57.0	19.2	93.0
Grade 8	Reading	85.1	66.7	13.3	93.6
	Writing	78.1	62.4	2.7	96.4
	Mathematics	80.3	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	67.6	46.5	0.0	83.1
Writing Across the Disciplines	64.9	52.4	0.0	86.3
Mathematics	63.2	46.3	0.0	82.3
Science	62.4	44.6	0.0	85.3



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	88.0	90.5	74.9
Mathematics: Average Score	530	544	512
Mathematics: % Scoring 600 or More	29.6	32.0	24.6
Verbal: Average Score	536	538	510
Verbal: % Scoring 600 or More	24.9	29.0	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	1.7	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.0	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.5	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	201	91.0	82.3
	2000	168	87.5	78.5
Employed or in Military	2005	17	7.7	13.9
	2000	24	12.5	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$17,696	\$5,692	\$6,555	\$6,212	\$6,555
Instructional Supplies and Equipment	\$621	\$200	\$259	\$225	\$260
Improvement of Instruction and Educational Media Services	\$1,414	\$455	\$402	\$465	\$391
Student Support Services	\$2,250	\$724	\$656	\$737	\$656
Administration and Support Services	\$3,462	\$1,114	\$1,144	\$1,120	\$1,153
Plant Operation and Maintenance	\$2,831	\$911	\$1,120	\$1,152	\$1,113
Transportation	\$1,473	\$429	\$523	\$487	\$522
Costs for Students Tuitioned Out	\$557	N/A	N/A	N/A	N/A
Other	\$654	\$210	\$124	\$148	\$122
Total	\$30,959	\$9,897	\$11,031	\$10,755	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,794	\$577	\$1,473	\$1,027	\$1,467
Adult Education	\$16	N/A	N/A	N/A	N/A

Revenue Sources, % 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
With School Construction	92.3	5.7	2.0	0.1
Without School Construction	92.9	4.9	2.1	0.1

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$7,310	1.3	\$8,587	\$9,062	5.1
Salaries and Benefits	\$6,112	3.0	\$7,114	\$7,454	4.7
Supplies	\$304	-9.5	\$480	\$513	12.7
Equipment	\$55	3.8	\$182	\$133	16.7
High School					
Total	\$11,343	3.8	\$9,933	\$9,640	3.5
Salaries and Benefits	\$9,594	7.8	\$8,103	\$7,759	3.1
Supplies	\$430	-14.5	\$592	\$585	11.6
Equipment	\$78	-1.3	\$188	\$152	14.3

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. These goals help individual buildings 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 such as textbook adoption and equipment replacement. Throughout the process there are checks and balances to ensure equity. The building principals meet with curriculum leaders, principals meet with the Superintendent and the Board ultimately reviews the entire budget, school by school.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Trends in Student Performance and Accomplishments: SAT student scores in Brookfield are similar to those of the class of 2004. In comparison to the average performance of the class of 1999 the average math score has improved 17 points and the average verbal score is 12 points higher than the class of 1999. Student performance in both these areas is above the State average score. 32% of our graduates scored at or above 600 on the math SAT and 29% of our graduates performed at that level on the verbal SAT.

CMT student performance continued to improve from 2001 to 2006. Overall performance moved closer to the DRG average in most areas and exceeded the DRG average at grade 4 in all three areas. Eighth grade student performance exceeded the DRG average in math. In reading, the most significant gain was seen at the fourth grade level. While exceeding the state average performance on the CAPT Brookfield's grade 10 students' performance declined for the first time in several years, matching a pattern noted across the state. Drop-out rates continue to be very low in Brookfield, less than the state average and the DRG average.

Areas of Need and Plans of Improvement: The staff and the school board carefully examine student performance data on an annual basis. A K-5 math program implemented several years ago has strengthened student performance across the K-8 levels. The alignment of the middle school math program with the state standards and the introduction of algebra courses in grades 7 & 8 has strengthened student performance. Assessments are used regularly to monitor student progress.

The professional development plan for literacy continues to focus on non-fiction texts. The use of a writing portfolio has been implemented to improve instruction and assess student achievement on an individual basis. Additional time and practice is structured for those who are not meeting expectations.

A coordinated K-12 literacy plan to improve comprehension is built upon student performance standards and grade level assessments. The focus is to give formative feedback to students through the use of rubrics and strengthen the reading skills of all students.

The high school curriculum is currently under revision and the staff is involved in the NEASC accreditation process to meet the new teaching and learning standards.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see brookfield.k12.ct.us/

Filename: DIST010.DOC
Directory: J:\SSPbox\SSP Internet 2005-06
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 18-00
Subject:
Author: csde
Keywords:
Comments:
Creation Date: 12/4/2006 11:18 AM
Change Number: 1
Last Saved On: 12/4/2006 11:18 AM
Last Saved By: csde
Total Editing Time: 0 Minutes
Last Printed On: 12/4/2006 11:46 AM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,509 (approx.)
Number of Characters: 13,680 (approx.)