

STRATEGIC SCHOOL PROFILE 2010-11**Branford School District**

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Branford,
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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: New Haven

Town Population in 2000: 28,683

1990-2000 Population Growth: 3.9%

Number of Public Schools: 5

Per Capita Income in 2000: \$32,301

Percent of Adults without a High School Diploma in 2000*: 9.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%

District Enrollment as % of Estimated. Student Population: 91.1%

*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): D 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, 2010 3,404
5-Year Enrollment Change -4.0%

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	635	18.7	13.8	34.1
K-12 Students Who Are Not Fluent in English	129	3.9	2.3	5.6
Students Identified as Gifted and/or Talented*	14	0.4	4.8	4.0
PK-12 Students Receiving Special Education Services in District	442	13.0	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	204	87.6	85.1	80.2
Homeless	2	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	106	18.5	17.2	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.3
Asian American	276	8.1
Black	116	3.4
Hispanic	258	7.6
Pacific Islander	0	0.0
White	2,722	80.0
Two or more races	23	0.7
Total Minority	682	20.0

Percent of Minority Professional Staff: 2.7%

Open Choice:

36 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

8.8% 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 35.

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.

Branford strives to increase representation of minority staff members by recruiting candidates from various employment fairs in the region, as well as participating in a regional recruitment effort organized by our RESC. Despite our efforts, minority representation remains low within the district. Branford Public Schools continues to support and encourage all of our schools, as well as across the district, to increase awareness and support efforts that celebrate diversity. Our schools' PTA, at both the elementary level and the middle school level, support and provide multi-cultural events throughout the school year. We have had several students participate in a summer school program run by New Haven's magnet schools. We have continued to receive grant funding at the high school level for the Diversity Dream Team, orchestrated by one of our former high school administrator. Our high school's efforts regarding the creation of various extra-curricular clubs and the expansion of numerous courses to include dimensions of racial and ethnic sensitivity and awareness suggest an on-going attempt to decrease racial and ethnic isolation. Finally, all of our schools participate in Project Choice. This has made the greatest difference in reducing barriers of all types by giving our students the opportunity to get to know and understand students from other, more diverse communities.

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
Grade 3 Reading	66.7	58.4	51.9
Writing	62.6	61.1	39.8
Mathematics	74.4	63.0	65.8
Grade 4 Reading	60.4	62.5	29.4
Writing	64.2	65.5	29.3
Mathematics	75.9	67.0	54.9
Grade 5 Reading	73.1	61.4	58.3
Writing	77.8	66.8	59.5
Mathematics	91.2	72.5	87.7
Science	77.9	59.9	71.2
Grade 6 Reading	78.7	76.0	38.7
Writing	64.1	65.2	37.5
Mathematics	75.0	71.3	42.9
Grade 7 Reading	87.8	77.8	61.8
Writing	54.9	58.9	30.4
Mathematics	78.9	68.4	55.8
Grade 8 Reading	80.3	74.7	42.7
Writing	73.6	64.8	46.5
Mathematics	72.6	66.6	43.9
Science	80.2	63.1	64.3

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.

For more detailed CMT 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."

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
Reading Across the Disciplines	48.7	44.7	46.2
Writing Across the Disciplines	76.8	61.2	67.7
Mathematics	55.4	49.5	46.6
Science	55.5	47.0	53.4

For more detailed 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."

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
	49.0	51.0	40.7

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.2	70.6	
Average Score	Mathematics	515	510	53.4
	Critical Reading	519	505	62.6
	Writing	531	510	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 2010	89.9	81.8	59.5
2009-10 Annual Dropout Rate for Grade 9 through 12	0.5	2.8	66.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.2	84.8
% Employed (Civilian Employment and in Armed Services)	3.8	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	244.30
Paraprofessional Instructional Assistants	23.11
Special Education	
Teachers and Instructors	32.50
Paraprofessional Instructional Assistants	72.55
Library/Media Specialists and/or Assistants	10.46
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	13.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	17.50
School Nurses	6.81
Other Staff Providing Non-Instructional Services and Support	155.95

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	15.0	14.6	13.9
% with Master's Degree or Above	74.0	79.0	79.0

Average Class Size	District	DRG	State
Grade K	15.6	17.5	18.4
Grade 2	19.6	19.2	19.9
Grade 5	20.7	21.7	21.2
Grade 7	20.7	20.7	20.6
High School	20.8	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	983	984	992
Middle School	1,014	1,025	1,017
High School	1,075	1,004	1,010

*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	3.2	3.1
Middle School	3.3	2.5	2.4
High School	2.1	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$28,648	\$8,181	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$1,974	\$564	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$1,894	\$541	\$477	\$387	\$463
Student Support Services	\$2,983	\$852	\$875	\$828	\$872
Administration and Support Services	\$4,141	\$1,182	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$4,003	\$1,143	\$1,421	\$1,322	\$1,410
Transportation	\$2,809	\$759	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$2,769	N/A	N/A	N/A	N/A
Other	\$907	\$259	\$161	\$159	\$159
Total	\$50,128	\$13,863	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,518	\$719	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,969,334	19.9	21.7	21.5

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	90.0	5.9	3.7	0.4
Excluding School Construction	91.0	4.6	3.9	0.4

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 Branford School District has incorporated a budget development process that includes requests from each school and department in the district. Program directors and school principals generate a budget request that is considered at the central office level in terms of equity in allocation of resources, in addition to specific documented needs. As the budget moves to the Board of Education level, there is additional scrutiny to ensure parity across the levels. Reasonable class size continues to be a priority for the district, which allows for equal opportunities for all students. This type of budget development enables each school and department to anticipate and plan for long-term needs and to project proposed options in terms of future budget impact.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	463
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.4%

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	40	1.2	1.2	1.1
Learning Disability	126	3.7	3.4	3.9
Intellectual Disability	23	0.7	0.4	0.4
Emotional Disturbance	50	1.5	0.9	1.0
Speech Impairment	110	3.2	2.3	2.2
Other Health Impairment*	102	3.0	2.2	2.1
Other Disabilities**	12	0.3	0.9	0.9
Total	463	13.4	11.3	11.6

*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 2009-10 with a Standard Diploma	75.8	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	33.6	33.0	74.9	68.6
	Writing	16.8	19.3	66.1	63.7
	Mathematics	40.9	33.4	77.7	68.2
	Science	32.8	21.2	79.1	61.5
CAPT	Reading Across the Disciplines	8.0	14.1	48.7	44.7
	Writing Across the Disciplines	42.3	17.3	76.8	61.2
	Mathematics	20.0	15.8	55.4	49.5
	Science	17.9	13.1	55.5	47.0

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	23.8
	% With Accommodations	76.2
CAPT	% Without Accommodations	16.1
	% With Accommodations	83.9
% Assessed Using Skills Checklist		10.7

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	37	8.0

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	342	73.9	77.0	74.1
40.1 to 79.0 Percent of Time	77	16.6	13.9	14.9
0.0 to 40.0 Percent of Time	44	9.5	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year there was a concentrated effort across the district to improve reading and math instruction. We continue to focus on raising the level of instruction to enable our students to meet goal in reading and math. We have worked with our reading consultants K-8 to assist our teachers in improving reading instruction . We hired consultants to work with our teachers prek-4 to enhance our reading instruction in a more consistent and comprehensive fashion. We also have math resource teachers K-8 who continue to address the need for greater proficiency in math K-8. These teachers will work closely with all teachers providing assistance with math instruction. At our high school we continue to evaluate student performance on the CAPT and problem solve ways to improve our students' performance. Evidence of our work has been clearly demonstrated in looking at the growth our students make on the CMT and CAPT 2011.
