

STRATEGIC SCHOOL PROFILE 2004-05

Branford School District
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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: New Haven	Public School Enrollment as a Percent of Town Population: 12.4%
2000 Population: 28,683	Public School Enrollment as % of Total Student Population: 87.1%
1990-2000 Population Growth: 3.9%	Percent of Adults without a High School Diploma in 2000: 9.8%
2000 Per Capita Income: \$32,301	Adult Education Enrollment in 2003-04 School Year: 144
Number of Public Schools: 5	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 21
Number of Nonpublic Schools: 2	

Education Reference Group (ERG): D ERG 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	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	12.9	10.5	26.6
	2002-2003	9.9	9.2	25.4
% of K-12 Students with Non-English Home Language	2004-2005	5.5	4.6	12.5
	1999-2000	3.9	4.0	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	91.8	91.7	89.0
	1999-2000	92.2	90.7	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	84.0	79.6	77.0
	1999-2000	81.0	73.3	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	18.3	22.6	22.1
	1999-2000	26.2	29.6	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	3,608
5-Year Enrollment Change	-3.9%
Projected 2009 Enrollment	
Elementary	1,065
Middle School	992
High School	1,069
Prekindergarten, Other	29

Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	206	5.7
Black	109	3.0
Hispanic	112	3.1
White	3,177	88.1
Total Minority 2004-2005	431	11.9
Total Minority 1999-2000	328	8.7

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.

Branford strives to increase representation of minority staff members, recruiting candidates from various employment fairs in the region, as well as participating in a regional recruitment effort organized by our RESC. We have advertised positions on many teacher web sites as well as in minority newspapers throughout the state. Unfortunately, despite our efforts, minority representation remains low within the district. Due to that factor, Branford Public Schools has continued to be motivated in all of our schools, as well as across the district, to encourage awareness and support efforts which celebrate diversity. At the elementary level, our students participate in the New Haven magnet school program and the district has promoted relationships with the New Haven elementary schools through the urban/suburban exchange program. Three of our elementary teachers received technology grants through our RESC to participate with schools in Meriden.

Our schools' PTA, at both the elementary level and the middle school level, support and provide multi-cultural events throughout the school year. Our middle school has also received technology grants this year and has worked closely with a magnet school in Meriden. 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 high school administrators. This year, Branford High School was recognized by **Respect**, a national non-profit organization, which focuses on school climate. BHS was one of four school models of great climate invited to present at their annual conference in Washington, D.C. 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.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	271.6
Administrators	17.4
Department Chairs	1.2
Library/Media Staff	7.0
Other Professionals	27.8
% Minority 2004-2005	2.1
% Minority 1999-2000	2.5
# Non-Certified Instructional	91.7

Average Class Size		District	ERG	State
Grade K	2004-2005	14.0	18.2	18.5
	1999-2000	18.0	18.4	18.5
Grade 2	2004-2005	18.4	19.6	19.5
	1999-2000	20.2	19.7	19.8
Grade 5	2004-2005	19.2	20.4	21.3
	1999-2000	22.8	22.3	21.8
Grade 7	2004-2005	19.5	20.8	20.9
	1999-2000	23.9	21.4	21.9
High School	2004-2005	20.2	20.2	20.2
	1999-2000	19.5	20.5	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	15.8	14.1	13.2
% with Master's Degree or Above	85.5	78.1	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	30.2	32.5	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	992	984	987
Middle School	954	1,007	1,014
High School	1,059	995	1,003

*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	ERG	State
Students Per Academic Computer	2.6	4.0	3.6
Students Per Teacher	13.3	14.3	13.8
Teachers Per Administrator	14.6	14.3	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	33.9	35.6	35.2

Connecticut Mastery Test, Third 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, 3 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	64.5	58.6	52.8
Writing	69.5	69.2	63.3
Mathematics	69.9	61.1	56.8
All Three Tests	50.6	45.2	41.2
Grade 6 Reading	69.7	68.1	60.5
Writing	65.0	67.0	61.3
Mathematics	68.2	68.7	60.9
All Three Tests	50.7	51.5	45.3
Grade 8 Reading	71.2	73.0	64.9
Writing	73.6	68.7	60.7
Mathematics	61.3	64.9	55.7
All Three Tests	52.9	53.6	45.2
Participation Rate	99.0	99.2	99.0



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, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	64.4	54.6	48.9
Writing Across the Disciplines	68.5	62.4	55.2
Mathematics	59.0	55.6	47.8
Science	56.6	54.2	47.3
All Four Tests	37.9	33.6	29.2
Participation Rate	98.2	98.1	96.8



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SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	84.9	80.5	81.5	74.8
Mathematics: Average Score	504	521	514	508
Mathematics: % Scoring 600 or More	20.1	25.1	22.5	23.3
Verbal: Average Score	492	509	513	508
Verbal: % Scoring 600 or More	15.5	21.3	20.7	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	5.2	6.0	8.8
2003-04 Annual Rate for Grades 9 through 12	1.2	1.0	1.8
1998-99 Annual Rate for Grades 9 through 12	2.1	2.1	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	219	85.2	85.3	81.5
	1999	173	84.4	82.9	78.3
Employed or in Military	2004	34	13.2	11.2	14.1
	1999	29	14.2	14.3	17.1
Unemployed	2004	0	0.0	0.9	0.8
	1999	0	0.0	0.0	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$21,495	\$5,852	\$6,287	\$5,786	\$6,282
Instructional Supplies and Equipment	\$1,086	\$296	\$242	\$211	\$242
Improvement of Instruction and Educational Media Services	\$1,741	\$474	\$398	\$294	\$387
Student Support Services	\$2,239	\$610	\$616	\$641	\$615
Administration and Support Services	\$3,666	\$998	\$1,092	\$998	\$1,101
Plant Operation and Maintenance	\$3,332	\$907	\$1,031	\$959	\$1,025
Transportation	\$2,026	\$519	\$485	\$481	\$487
Costs for Students Tuitioned Out	\$2,191	N/A	N/A	N/A	N/A
Other	\$642	\$175	\$122	\$102	\$120
Total	\$38,418	\$10,207	\$10,518	\$9,754	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,452	\$940	\$1,149	\$872	\$1,171
Adult Education	\$98	\$684	N/A	\$803	\$1,057

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	90.3	7.3	2.4	0.0
Without School Construction	92.5	4.9	2.6	0.0

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		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,853	6.8	\$7,938	3.1	\$8,620	3.8
Salaries and Benefits	\$7,157	6.4	\$6,624	3.7	\$7,120	4.0
Supplies	\$334	11.7	\$377	-0.3	\$455	5.6
Equipment	\$175	-15.9	\$115	-5.0	\$114	-8.8
High School						
Total	\$8,563	1.7	\$8,859	4.5	\$9,316	1.3
Salaries and Benefits	\$6,698	1.0	\$7,230	5.3	\$7,529	1.7
Supplies	\$313	6.1	\$436	2.8	\$524	4.0
Equipment	\$164	-20.0	\$120	-11.8	\$133	-13.1

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 Board of Education utilizes a budget development process that begins at the school and program level, with initial requests being brought forward to the Central Administration. The Central Administration, working with the Board of Education, considers these requisitions and makes final determinations which insure parity among the levels. This process affords individual schools and programs opportunities to assess specific needs and to make necessary budget requests. The Board continues to preserve reasonable class sizes across the system in an effort to insure equal opportunities for all students. This form of budget development also enables each level to anticipate and to address longer term needs, and to project how proposed options will impact future budgets.

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.

There have been several areas of improvement in the Branford School District. We have found that through our concentrated efforts in math instruction we are beginning to reap the benefits of our efforts. We have addressed our lack of success in helping students meet with proficiency in math strands by hiring remedial math teachers. This endeavor has helped our students who have scored at the basic level on CMTs in all grades to move toward proficiency as well as helping the students who were at the below basic level move upward. In addition, these remedial math teachers have modeled lessons for our math teachers helping them to reach more students. While our strongest area in testing has been reading, we have found that our students have been challenged in the editing and revising sections on the CMTs. Here, we are focusing our efforts in assisting teachers in developing plans to accomplish this.

At the high school, we have had vast success in getting the greatest percentages of tenth grade students taking the CAPT tests as well as getting more and more juniors and seniors retaking the portions of the tests where they did poorly. The number of students who have reached proficiency levels has increased. We have also seen the percentage of students who have met goal on all four tests rise with the last tests.

As a district, we have begun to implement differentiated instruction as a strategy to assist all teachers. We have had consultants working with the school district as well as having teachers trained to work with their colleagues with this teaching strategy. We will continue to utilize the strategies learned and will have more workshops for our teachers on differentiated instruction.

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 www.branford.k12.ct.us/

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