

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

The Burnham School**Regional School District 12**Cathy Colella, Principal
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Bridgewater,
ConnecticutWebsite: www.region-12.org/brs/

This regional school district serves Bridgewater, Roxbury, Washington

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: K - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2012: 69
5-Year Enrollment Change: -34.9%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	0	0.0	6.3	41.3
K-12 Students Who Are Not Fluent in English	0	0.0	0.3	8.1
Students with Disabilities	8	11.6	9.6	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	9	100.0	97.2	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	57	95.0	96.6	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	993	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	9.0	12.0	18.9
Grade 2	12.0	12.3	19.8
Grade 5	13.0	15.3	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	35	33
Computer Education **	35	19
English Language Arts **	407	429
Family and Consumer Science	0	0
Health	18	20
Library Media Skills	0	20
Mathematics	184	201
Music	26	35
Physical Education	53	43
Science	88	99
Social Studies **	88	90
Technology Education	0	3
World Languages	59	15

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.6% of elementary and middle schools that serve Grade K start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.3	8.1
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.5	89.7	79.2

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	1.5	1.8	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	91.4	66.6	29.7
# of Print Periodical Subscriptions	10	11	10

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		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.	
General Education:	Teachers and Instructors		8.75
	Paraprofessional Instructional Assistants		3.50
Special Education:	Teachers and Instructors		1.25
	Paraprofessional Instructional Assistants		2.00
Library/Media Specialists and/or Assistants			1.03
Administrators, Coordinators, and Department Chairs			0.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.20
Counselors, Social Workers, and School Psychologists			0.30
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		3.33	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.9	14.0	13.7
% with Master's Degree or Above	80.0	83.3	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	6.1	6.7	9.1
% Assigned to Same School the Previous Year	46.7	55.3	84.2

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Burnham School is committed to supporting the family's role in the education of our students. Staff maintains on-going communication with the parents and guardians throughout the school year. Communication between school and home, as well as with the community is enhanced by our school and district website and with our weekly updates on our "Refrigerator Door" which can be accessed through: www.region-12.org. Teachers annually post information on our school's website. The teachers send home or post a weekly or monthly newsletter informing the parents and guardians of accomplishments, suggestions, and of upcoming events. A principal's newsletter is also sent home monthly with general and specific information about school events, procedures, and celebrations. These newsletters are posted on our website and in the school building. Opportunities are available to meet with teachers at regularly scheduled Open House nights, parent visitation day, parent conferences, field day, and upon need. The many activities offered during the school year also draw the parent/guardian and community population. They include such activities as: school socials, concerts, art programs, field day, safety programs, and more. We utilize parents and community volunteers and local high school volunteers as classroom readers and tutors. We have cultivated a very involved and dedicated Parent Teacher Organization which has been instrumental in providing enriching experiences for our students through cultural programs, field trips and hands-on programs. Many of these programs take place within the classrooms and along one of the many area Nature Preserves.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	1	1.4
Hispanic	0	0.0
Pacific Islander	0	0.0
White	68	98.6
Two or more races	0	0.0
Total Minority	1	1.4

Percent of Minority Professional Staff: 4.8%

Non-English Home Language :

All of this school's students (excluding prekindergarten students) come from homes where English is the primary language. .

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.

In an effort to reduce racial, ethnic and economic isolation, Burnham School provided students with many opportunities to appreciate and celebrate diversity. Third through fifth grade students participate in the Rhyme Celebration sponsored by the Coalition of Language Teachers in Connecticut. Students compete with other schools in a poetry contest. Our students participated in a performance in Spanish. Students in grade 2 participate in a "Flat Stanley" activity inviting others throughout the United States and abroad to correspond and share experiences with the students at Booth Free School. Grade 2 students enjoy sharing information gained with the student body. This collaboration will continue in the next school year. Students participated in a "Customs Around the World" program during the school year. Many guest speakers and activities had been integrated within the academic programming. Burnham School continues to integrate character education into daily lesson plans. School assemblies recognize individuals for their excellent character. Additional assemblies, sponsored by PTO, have also provided educational programs that enhance our character education program. Lastly, students in fourth grade participated in an inter-district environmental program with a large neighboring community with diverse backgrounds involving science, technology, and the performing arts.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	80.0	60.9	52.0	93.3
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.2	95.0	96.5

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Standardized test scores are carefully reviewed and analyzed by staff to monitor student performance. Due to our school and district population, analysis of student performance includes longitudinal and cohort data of Connecticut Mastery Tests to ensure adequate programming and curricular alignment. Our individual student scores are used to target students' strengths and weaknesses and to design appropriate programs for each student. Because of our size, we are able to carefully review every child's performance and compare performance on the Mastery Test to performance on curriculum based assessments and daily performance. Our district comprehensively defines goals and objectives for school improvement. Booth Free School maintains involvement in the improvement of student learning and strategically sets short and long-range goals to ensure success for all students. Release time has been made available for teams of professionals to address curricular revisions as well as make recommendations for immediate action. There is an emphasis for improvement focused on defining our school improvement and plans. Well-designed professional development programs have provided focused attention on prioritized district and school goals. Current actions include: using data to inform instruction, analysis of mastery scores for the development of action plans to address areas of focus, developing additional formative assessments to provide ongoing information of student progress, identification of subject area benchmark assessments, Reader's and Writer's Workshop at all grade levels and literacy across all content areas, differentiating instruction and effective teaching strategies for all students, and building and maintaining respectful classroom and school environment. Close collaboration with our parents/guardians contribute to the enhancement of instruction. District informational pamphlets are also available describing the Common Core State Standards and the state's student assessments.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Burnham School is a K-5 elementary school prominently located on Main Street in Bridgewater. We have approximately 69 students with class sizes between 9 and 13 (heterogeneously assigned). We have 31 staff members that serve our school although several are shared between the other elementary schools in the Region. Parents and community volunteers are an integral part of our learning community and provide many enhancements to our program. Our rigorous curriculum is district mandated and based on state standards and frameworks. The curriculum is delivered by our outstanding staff and is composed of academic, social and emotional strands. The foundation for our academic curriculum is a need-fulfilling environment centered on a character education program. Direct instruction and celebrations revolve around several Board approved character traits: respect, responsibility, honesty, courage, caring and citizenship. Our academic curriculum consists of Language Arts (reading, writing, listening, speaking and viewing), Math, Social Studies, Science and Health. Specialists deliver curriculum in the areas of Art, Music, Library, and Physical Education. We are also proud to offer Spanish to all of our K-5 students which is delivered by a certified Spanish teacher. The Technology Curriculum is integrated into our other curricular areas and is taught by our classroom teachers and supported by a technology specialist. Students spend an average of one hour a week in the computer lab for instruction and application of technology skills. As we deliver our extensive curriculum, we pride ourselves on meeting the needs of all of our individual students. Those with special needs are supported by specialists including: Occupational Therapist, Physical Therapist, School Nurse, School Psychologist, Social Worker, Special Education Teacher, Speech and Language Pathologist, and Tutors.
