

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Branford High School Branford School District

203-488-7291 • <http://www.branfordhigh.org/>

School Information

Grade Range 9-12
Enrollment 961

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

Contents

Students.....	1
Educators.....	2
Instruction.....	2
Performance and Accountability.....	3

Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.ct.gov).

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	475	49.4	47.6
Male	486	50.6	52.4
American Indian or Alaska Native	*	*	0.2
Asian	72	7.5	7.7
Black or African American	30	3.1	2.9
Hispanic or Latino	78	8.1	8.6
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	1.9
White	759	79.0	78.7
English Language Learners	16	1.7	3.8
Eligible for Free or Reduced-Price Meals	208	21.6	24.2
Students with Disabilities ¹	132	13.7	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	61	13.4	17	3.7
Male	64	14.0	61	13.1
Black or African American	*	*	7	28.0
Hispanic or Latino	9	13.6	6	8.8
White	106	14.6	60	8.1
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	15.8	27	14.2
Students with Disabilities	19	15.8	25	19.5
School	125	13.7	78	8.4
District		9.2		5.0

Number of students in 2013-14 qualified as truant under state statute: 21

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2014-15

Branford High School

Branford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	73.1
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	8.7
Paraprofessional Instructional Assistants	20.0
Administrators, Coordinators and Department Chairs	
School Level	7.1
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	5.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	36.0

¹In 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.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.0	0.3
Black or African American	1	1.0	0.3
Hispanic or Latino	3	3.1	2.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	93	94.9	97.0

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.2	11.8

Instruction and Resources

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	941
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:25 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	22	95.7	12	*
White	176	92.6	173	93.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	95.8	35	100.0
Students with Disabilities	23	79.3	18	90.0
School	224	91.4	215	94.3
District		88.1		87.7

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	33	80.4
Other Health Impairment	39	81.2
Other Disabilities	*	*
Speech/Language Impairment	8	*
School	98	74.2
District		64.8

⁴Ages 6-21

School Profile and Performance Report for School Year 2014-15

Branford High School

Branford School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	*
Asian	20	63.7	20	56.7	23	61.4
Black or African American	6	*	6	*	*	*
Hispanic or Latino	21	44.2	20	35.3	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	6	*
White	177	55.0	176	42.9	197	62.6
English Language Learners	*	*	*	*	6	*
Non-English Language Learners	*	*	*	*	244	61.3
Eligible for Free or Reduced-Price Meals	43	49.5	41	35.8	60	51.8
Not Eligible for Free or Reduced-Price Meals	185	55.1	185	44.4	190	64.1
Students with Disabilities	29	38.3	29	28.5	44	45.9
Students without Disabilities	199	56.4	197	44.9	206	64.5
High Needs	63	44.5	61	33.3	86	50.7
Non-High Needs	165	57.7	165	46.4	164	66.7
School	228	54.1	226	42.8	250	61.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	89.3	242	89.3
Curl Up	N/A	N/A	N/A	90.9	242	90.9
Push Up	N/A	N/A	N/A	67.4	242	67.4
Mile Run/PACER	N/A	N/A	N/A	47.5	242	47.5
All Tests - School	N/A	N/A	N/A	41.3	242	41.3
All Tests - District	58.7	46.6	42.5	41.3		47.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2014-15

Branford High School

Branford School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	22	77.3	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	66	84.8	82.2	Yes	83.5
Students with Disabilities	40	87.5	85.1	Yes	86.0
School	292	92.8	94.0	No	94.0
District		91.0	93.7	No	93.7

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.1	116	49.2
Male	66.2	81	34.2
Black or African American	*	*	*
Hispanic or Latino	48.6	7	20.0
White	75.2	157	41.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	55.4	20	24.1
Students with Disabilities	*	*	*
School	73.2	197	41.6
District	68.6		38.7

⁴College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2014 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	80.1	92.4
Male	65.2	85.7
Black or African American	*	*
Hispanic or Latino	71.4	*
White	71.3	91.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	61.3	76.3
Students with Disabilities	64.8	*
School	73.0	89.7
District	73.0	89.7

⁶College 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.

⁷College 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

School Profile and Performance Report for School Year 2014-15

Branford High School

Branford School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	54.1	75	72.1	100	72.1	67.9
	High Needs Students	44.5	75	59.4	100	59.4	56.7
Math Performance Index	All Students	42.8	75	57.1	100	57.1	59.3
	High Needs Students	33.3	75	44.4	100	44.4	47.8
Science Performance Index	All Students	61.2	75	81.6	100	81.6	56.5
	High Needs Students	50.7	75	67.6	100	67.6	45.9
Chronic Absenteeism	All Students	13.7%	<=5%	32.6	50	65.2	10.6%
	High Needs Students	15.6%	<=5%	28.9	50	57.8	17.3%
Preparation for CCR	% Taking Courses	92.8%	75%	50.0	50	100.0	66.1%
	% Passing Exams	41.6%	75%	27.8	50	55.5	37.3%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.8%	94%	98.7	100	98.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		96.3%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		73.7%	75%	98.2	100	98.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 41.3%	75%	27.5	50	55.1	87.6% 51.0%
Arts Access		51.8%	60%	43.2	50	86.3	45.7%
Accountability Index				939.1	1250	75.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	57.7	44.5	13.2	16.8	
Math Performance Index Gap	46.4	33.3	13.1	19.5	
Science Performance Index Gap	66.7	50.7	16.0	17.3	
Graduation Rate Gap	94.0%	96.3%	-2.3%	12.6%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	93.9
	High Needs Students	90.3
Math	All Students	93.1
	High Needs Students	87.5
Science	All Students	99.6
	High Needs Students	98.9

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)