

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



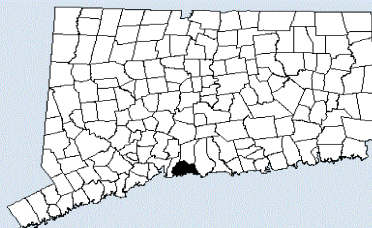
Branford School District

Mr. Hamlet Hernandez, Superintendent • 203-488-7276 • www.branfordschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,983
Per Pupil Expenditures ¹	\$17,758
Total Expenditures ¹	\$56,008,979

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,446	48.5	48.4
Male	1,537	51.5	51.6
American Indian or Alaska Native	8	0.3	0.3
Asian	235	7.9	5.1
Black or African American	99	3.3	12.9
Hispanic or Latino	305	10.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	70	2.3	2.9
White	2,266	76.0	54.8
English Learners	118	4.0	6.8
Eligible for Free or Reduced-Price Meals	807	27.1	35.9
Students with Disabilities ¹	413	13.8	14.3

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	113	8.2	42	2.9
Male	115	7.8	120	7.7
Black or African American	9	8.7	14	12.3
Hispanic or Latino	24	7.9	26	8.1
White	171	7.9	113	5.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	97	12.8	76	8.9
Students with Disabilities	64	16.0	56	11.9
District	228	8.0	162	5.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 44

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	232.3
Paraprofessional Instructional Assistants	49.0
Special Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	95.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.2
School Level	12.5
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	18.6
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	145.5

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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.0
Black or African American	1	0.3	3.6
Hispanic or Latino	9	2.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	311	96.6	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.4	9.6

Instruction and Resources

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	12	*	22	75.9
White	167	93.8	188	95.9
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	37	77.1	45	84.9
Students with Disabilities	29	80.6	41	77.4
District	201	90.5	241	93.4
State		63.6		77.5

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	14	38.9
Emotional Disturbance	17	42.5
Intellectual Disability	*	*
Learning Disability	75	68.2
Other Health Impairment	88	80.0
Other Disabilities	*	*
Speech/Language Impairment	46	69.7
District	253	63.7
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.3	1.7
Emotional Disturbance	40	1.4	1.0
Intellectual Disability	11	0.4	0.5
Learning Disability	110	3.7	4.9
Other Health Impairment	110	3.7	2.9
Other Disabilities	31	1.1	1.1
Speech/Language Impairment	75	2.6	1.8
All Disabilities	415	14.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,964,942	10,498	9,663
Instructional Supplies and Equipment	815,503	268	321
Improvement of Instruction and Educational Media Services	3,718,665	1,221	578
Student Support Services	2,502,088	822	1,103
Administration and Support Services	5,485,776	1,802	1,861
Plant Operation and Maintenance	4,586,732	1,506	1,637
Transportation	3,003,494	935	877
Costs of Students Tuitioned Out	2,837,403	N/A	N/A
Other	1,094,376	359	201
Total	56,008,979	17,758	16,236

Additional Expenditures

Land, Buildings, and Debt Service	972,553	319	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,073,494	35.9	34.6
Noncertified Personnel	1,570,422	13.8	14.6
Purchased Services	390,772	3.4	5.8
Tuition to Other Schools	2,679,996	23.6	21.8
Special Ed. Transportation	785,274	6.9	8.5
Other Expenditures	1,860,849	16.4	14.7
Total Expenditures	11,360,807	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.3	91.2
State	6.0	6.0
Federal	2.2	2.3
Tuition & Other	0.5	0.5

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	115	76.1	115	76.8	53	60.5
Black or African American	56	60.1	56	54.5	22	44.5
Hispanic or Latino	145	64.0	145	59.1	57	49.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	61.8	34	58.2	18	*
White	1140	70.2	1139	65.7	477	57.2
English Learners	96	66.0	96	67.4	34	52.0
Non-English Learners	1398	69.7	1397	65.2	595	56.4
Eligible for Free or Reduced-Price Meals	369	61.7	368	58.4	146	51.3
Not Eligible for Free or Reduced-Price Meals	1125	72.0	1125	67.6	483	57.6
Students with Disabilities	211	47.8	211	43.2	89	43.3
Students without Disabilities	1283	73.1	1282	69.0	540	58.3
High Needs	527	59.5	526	56.2	216	49.7
Non-High Needs	967	74.9	967	70.3	413	59.6
District	1494	69.5	1493	65.3	629	56.2

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			
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	87.9	77.4	75.2	83.6	803	81.6
Curl Up	79.2	88.5	89.0	81.1	803	84.1
Push Up	83.5	70.4	67.6	67.2	803	72.9
Mile Run/PACER	81.8	72.6	74.5	41.3	803	67.7
All Tests - District	61.5	48.7	51.0	39.3	803	50.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	26	88.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	77	87.0
Students with Disabilities	39	74.4
District	256	93.8
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	103	44.8
Male	94.8	98	39.2
Black or African American	*	0	*
Hispanic or Latino	93.3	13	28.9
White	97.3	167	44.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.0	26	25.7
Students with Disabilities	82.0	*	*
District	96.7	201	41.9
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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.

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

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

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	77.8	93.1
Male	75.2	87.1
Black or African American	*	*
Hispanic or Latino	69.6	*
White	74.7	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.9	82.4
Students with Disabilities	46.7	*
District	76.5	90.3
State	72.0	88.5

⁵College 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.

⁶College 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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.5	75	46.3	50	92.7	67.1
	High Needs Students	59.5	75	39.7	50	79.4	55.9
Math Performance Index	All Students	65.3	75	43.6	50	87.1	62.2
	High Needs Students	56.2	75	37.5	50	74.9	50.5
Science Performance	All Students	56.2	75	37.4	50	74.9	55.3
	High Needs Students	49.7	75	33.1	50	66.2	45.2
ELA Academic Growth	All Students	55.0%	100%	55.0	100	55.0	55.4%
	High Needs Students	51.4%	100%	51.4	100	51.4	49.8%
Math Academic Growth	All Students	59.6%	100%	59.6	100	59.6	61.7%
	High Needs Students	57.3%	100%	57.3	100	57.3	53.7%
Chronic Absenteeism	All Students	8.0%	<=5%	44.1	50	88.1	9.9%
	High Needs Students	11.8%	<=5%	36.4	50	72.7	15.8%
Preparation for CCR	% Taking Courses	92.1%	75%	50.0	50	100.0	70.7%
	% Passing Exams	41.9%	75%	27.9	50	55.8	43.5%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.8%	94%	99.7	100	99.7	87.4%
6-year Graduation - High Needs Students (2014)		88.2%	94%	93.8	100	93.8	82.0%
Postsecondary Entrance (Class of 2016)		76.5%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		88.5% 50.4%	75%	16.8	50	33.6	92.0% 51.6%
Arts Access		57.8%	60%	48.2	50	96.4	50.5%
Accountability Index				1027.8	1350	76.1	

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	74.9	59.5	15.4	16.7	
Math Performance Index Gap	70.3	56.2	14.1	18.7	
Science Performance Index Gap	59.6	49.7	9.9	16.6	
Graduation Rate Gap	94.0%	88.2%	5.8%	12.0%	N

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.8
Math	All Students	99.2
	High Needs Students	98.6
Science	All Students	99.8
	High Needs Students	99.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 54.5

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools