

**STRATEGIC SCHOOL PROFILE 2008-09****Branford School District**

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Location: 1111 Main Street  
Branford,  
Connecticut

Website: [www.branford.k12.ct.us/](http://www.branford.k12.ct.us/)

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

|                                   |  |
|-----------------------------------|--|
| County: New Haven                 | Per Capita Income in 2000: \$32,301                              |
| Town Population in 2000: 28,683   | Percent of Adults without a High School Diploma in 2000*: 9.8%   |
| 1990-2000 Population Growth: 3.9% | Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%  |
| Number of Public Schools: 5       | District Enrollment as % of Estimated. Student Population: 88.6% |

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 3,479  
5-Year Enrollment Change -4.1%

**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                            | 614                | 17.6     | 11.7 | 30.3  |
| K-12 Students Who Are Not Fluent in English                               | 91                 | 2.7      | 2.3  | 5.2   |
| Students Identified as Gifted and/or Talented*                            | 11                 | 0.3      | 4.9  | 4.0   |
| PK-12 Students Receiving Special Education Services in District           | 419                | 12.0     | 11.2 | 11.4  |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 196                | 89.9     | 85.8 | 79.7  |
| Homeless  | 11                 | 0.3      | 0.1  | 0.2   |
| Juniors and Seniors Working 16 or More Hours Per Week                     | 113                | 21.2     | 22.8 | 19.0  |

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

## SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 10     | 0.3     |
| Asian American         | 239    | 6.9     |
| Black                  | 109    | 3.1     |
| Hispanic               | 205    | 5.9     |
| White                  | 2,916  | 83.8    |
| Total Minority         | 563    | 16.2    |

**Percent of Minority Professional Staff:** 2.1%

**Open Choice:** 29 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:** 7.1% 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 32.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

#### Efforts to Reduce Racial, Ethnic, and Economic Isolation

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. 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. 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 administrators. 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.

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## STUDENT PERFORMANCE

**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 | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|--|
| Grade 3 Reading            | 63.5     | 54.6  | 53.5   |
| Writing                    | 63.3     | 62.5  | 40.3   |
| Mathematics                | 62.9     | 62.8  | 37.1   |
| Grade 4 Reading            | 64.3     | 60.7  | 39.3   |
| Writing                    | 63.9     | 64.2  | 35.8   |
| Mathematics                | 59.0     | 63.6  | 25.6   |
| Grade 5 Reading            | 76.1     | 66.0  | 59.6   |
| Writing                    | 71.3     | 66.5  | 45.1   |
| Mathematics                | 79.1     | 68.8  | 63.0   |
| Science                    | 79.6     | 58.1  | 79.0   |
| Grade 6 Reading            | 79.4     | 68.9  | 55.8   |
| Writing                    | 72.5     | 62.2  | 56.4   |
| Mathematics                | 74.8     | 68.8  | 45.4   |
| Grade 7 Reading            | 71.7     | 74.9  | 29.3   |
| Writing                    | 67.7     | 62.9  | 43.9   |
| Mathematics                | 71.3     | 66.0  | 49.7   |
| Grade 8 Reading            | 78.1     | 68.4  | 56.8   |
| Writing                    | 77.6     | 66.5  | 57.4   |
| Mathematics                | 75.4     | 64.5  | 52.9   |
| Science                    | 74.7     | 60.6  | 59.4   |

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scoreable 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 | 56.3     | 47.4  | 59.1   |
| Writing Across the Disciplines | 63.9     | 55.0  | 54.2   |
| Mathematics                    | 52.0     | 47.8  | 46.6   |
| Science                        | 52.3     | 42.8  | 59.5   |

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 |
|--|----------|-------|---|
|  | 32.7     | 36.2  | 37.9  |

| SAT® I: Reasoning Test<br>Class of 2008 |                  | District | State | % of Districts in<br>State with Equal or<br>Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested                   |                  | 83.3     | 74.5  |  |
| Average Score                           | Mathematics      | 508      | 507   | 49.6   |
|   | Critical Reading | 509      | 503   | 50.4   |
|   | Writing          | 520      | 506   | 62.0   |

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<br>Equal or Less Desirable Rates |
|---|----------|-------|---|
| Graduation Rate, Class of 2008                      | 93.6     | 92.1  | 42.0  |
| Cumulative Four-Year Dropout Rate for Class of 2008 | 6.2      | 6.6   | 35.8  |
| 2007-08 Annual Dropout Rate for Grade 9 through 12  | 1.1      | 2.5   | 49.6  |

| Activities of Graduates                                      | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 81.0     | 84.1  |
| % Employed (Civilian Employment and in Armed Services)       | 3.0      | 11.0  |

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

| Full-Time Equivalent Count of District Staff                                    |        |
|---|--------|
| General Education   |        |
| Teachers and Instructors  | 245.50 |
| Paraprofessional Instructional Assistants                                       | 33.61  |
| Special Education   |        |
| Teachers and Instructors  | 31.50  |
| Paraprofessional Instructional Assistants                                       | 60.17  |
| Library/Media Specialists and/or Assistants                                     | 10.44  |
| Staff Devoted to Adult Education  | 1.00   |
| Administrators, Coordinators, and Department Chairs                             |        |
| District Central Office   | 3.00   |
| School Level  | 14.75  |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 1.50   |
| Counselors, Social Workers, and School Psychologists                            | 19.00  |
| School Nurses   | 7.00   |
| Other Staff Providing Non-Instructional Services and Support                    | 174.99 |

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     | 14.1 | 13.6  |
| % with Master's Degree or Above          | 75.5     | 75.1 | 76.1  |

| Average Class Size | District | DRG  | State |
|--------------------|----------|------|-------|
| Grade K            | 16.8     | 17.5 | 18.3  |
| Grade 2            | 16.9     | 19.0 | 19.3  |
| Grade 5            | 21.3     | 20.9 | 21.0  |
| Grade 7            | 25.3     | 20.7 | 20.5  |
| High School        | 19.6     | 20.0 | 19.3  |

| Hours of Instruction Per Year* | Dist  | DRG   | State |
|--------------------------------|-------|-------|-------|
| Elementary School              | 980   | 986   | 988   |
| Middle School                  | 982   | 1,026 | 1,016 |
| High School                    | 1,075 | 1,008 | 1,007 |

\*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*             | 3.3  | 3.7 | 3.3   |
| Middle School                  | 4.0  | 3.0 | 2.6   |
| High School                    | 2.5  | 3.0 | 2.4   |

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                 |                 |                 |
|---|---------------------|------------------------|-----------------|-----------------|-----------------|
|   |                     | District               | PK-12 Districts | DRG             | State           |
| Instructional Staff and Services                          | \$26,357            | \$7,580                | \$7,521         | \$7,079         | \$7,522         |
| Instructional Supplies and Equipment                      | \$1,362             | \$392                  | \$267           | \$266           | \$271           |
| Improvement of Instruction and Educational Media Services | \$2,012             | \$579                  | \$461           | \$372           | \$446           |
| Student Support Services                                  | \$2,841             | \$817                  | \$808           | \$754           | \$806           |
| Administration and Support Services                       | \$4,152             | \$1,194                | \$1,351         | \$1,261         | \$1,369         |
| Plant Operation and Maintenance                           | \$3,766             | \$1,083                | \$1,382         | \$1,261         | \$1,377         |
| Transportation  | \$2,519             | \$684                  | \$649           | \$590           | \$644           |
| Costs for Students Tuitioned Out                          | \$2,628             | N/A                    | N/A             | N/A             | N/A             |
| Other   | \$859               | \$247                  | \$152           | \$151           | \$151           |
| <b>Total</b>  | <b>\$46,496</b>     | <b>\$13,002</b>        | <b>\$12,869</b> | <b>\$12,042</b> | <b>\$12,805</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                 |                 |                 |
| Land, Buildings, and Debt Service                         | \$3,282             | \$944                  | \$1,791         | \$1,047         | \$1,759         |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education |      |       |
|--------------------------------|----------------|--|------|-------|
|                                |                | District   | DRG  | State |
|                                | \$8,884,470    | 19.1   | 20.6 | 20.5  |

**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 | 90.4          | 7.4           | 2.1             | 0.2             |
| Excluding School Construction | 92.0          | 5.6           | 2.2             | 0.2             |

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

#### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

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### SPECIAL EDUCATION

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|  |       |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible           | 439   |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 12.5% |

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| 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   | 28    | 0.8              | 1.0         | 0.8           |
| Learning Disability  | 120   | 3.4              | 3.3         | 3.9           |
| Intellectual Disability  | 19    | 0.5              | 0.4         | 0.5           |
| Emotional Disturbance  | 40    | 1.1              | 0.9         | 1.0           |
| Speech Impairment  | 116   | 3.3              | 2.5         | 2.3           |
| Other Health Impairment*   | 100   | 2.8              | 2.2         | 2.1           |
| Other Disabilities**   | 16    | 0.5              | 0.9         | 0.9           |
| Total  | 439   | 12.5             | 11.2        | 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 2007-08 with a Standard Diploma  | 92.5     | 81.4  |
| 2007-08 Annual Dropout Rate for Students Aged 14 to 21  | N/A      | 3.5   |

## 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                        | 24.7                       | 30.2  | 72.2         | 65.7  |
|                  | Writing                        | 20.7                       | 19.5  | 69.4         | 64.1  |
|                  | Mathematics                    | 34.0                       | 30.7  | 70.4         | 65.7  |
|                  | Science                        | 32.0                       | 23.8  | 77.1         | 59.4  |
| CAPT             | Reading Across the Disciplines | 15.4                       | 14.1  | 56.3         | 47.4  |
|                  | Writing Across the Disciplines | 20.6                       | 13.6  | 63.9         | 55.0  |
|                  | Mathematics                    | 7.7                        | 15.4  | 52.0         | 47.8  |
|                  | Science                        | 9.4                        | 10.6  | 52.3         | 42.8  |

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 | 20.9 |
|   | % With Accommodations    | 79.1 |
| CAPT  | % Without Accommodations | 30.0 |
|   | % With Accommodations    | 70.0 |
| % Assessed Using Skills Checklist   |                          | 10.2 |

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   | 41    | 9.3     |

| 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  | 303               | 69.0                | 75.5 | 72.7  |
| 40.1 to 79.0 Percent of Time   | 81                | 18.5                | 15.2 | 16.1  |
| 0.0 to 40.0 Percent of Time  | 55                | 12.5                | 9.3  | 11.2  |

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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 a consultants to work with our teachers Prek-4 to enhance our reading instruction in a more consistent and comprehensive fashion. We also have remedial math 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.

Each school develops and evaluates yearly a school improvement plan. These plans correlate with our districtwide strategic plan. Districtwide leadership committee meets 3 times a year to discuss and evaluate our progress.

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