

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



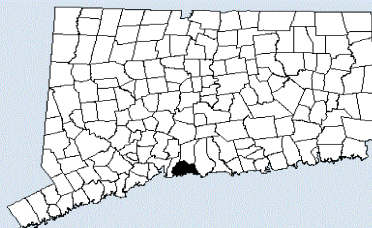
## Branford School District

Mr. Hamlet Hernandez, Superintendent • 203-488-7276 • [www.branfordschools.org](http://www.branfordschools.org)

### District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	3,245
Per Pupil Expenditures <sup>1</sup>	\$15,592
Total Expenditures <sup>1</sup>	\$52,824,646

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### 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 \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,564	48.2	48.3
Male	1,681	51.8	51.6
American Indian	*	*	0.2
Asian	248	7.6	4.6
Black or African American	101	3.1	12.9
Hispanic or Latino	272	8.4	21.2
Pacific Islander	0	0.0	0.0
White	2,547	78.5	58.4
Two or More Races	*	*	2.3
English Language Learners	103	3.2	5.7
Eligible for Free or Reduced-Price Meals	759	23.4	37.3
Students with Disabilities <sup>1</sup>	412	12.7	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	135	8.9	50	3.1
Male	138	8.6	148	8.6
Black or African American	9	9.5	16	16.6
Hispanic or Latino	26	10.0	23	8.3
White	221	9.0	146	5.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	84	12.0	76	9.5
Students with Disabilities	52	13.0	37	8.0
District	273	8.7	198	6.0
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 32**

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2013-14

## Branford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	236.5
Paraprofessional Instructional Assistants	118.0
<b>Special Education</b>	
Teachers and Instructors	33.0
Paraprofessional Instructional Assistants	82.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	13.6
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	8.5
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	138.0

<sup>1</sup>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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	0.3	1.0
Black or African American	1	0.3	3.5
Hispanic	7	2.1	3.6
Native American	0	0	0.1
White	317	97.2	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	39	19.9	75	31.8
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	8	17.8
Students with Disabilities	0	0	*	*
District	50	20.6	95	31.7
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	18	43.9
Emotional Disturbance	17	40.5
Intellectual Disability	6	*
Learning Disability	90	78.3
Other Health Impairment	81	77.9
Other Disabilities	7	*
Speech/Language Impairment	54	72.0
District	273	66.3
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Branford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	1.3	1.4
Emotional Disturbance	42	1.3	1.0
Intellectual Disability	18	0.6	0.4
Learning Disability	115	3.6	4.2
Other Health Impairment	104	3.2	2.5
Other Disabilities	22	0.7	1.0
Speech/Language Impairment	77	2.4	1.9
All Disabilities	419	13.0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	1.4	2.8
Private Schools or Other Settings	38	9.0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	30,541,069	9,374	8,769
Instructional Supplies and Equipment	951,286	292	275
Improvement of Instruction and Educational Media Services	2,143,713	658	487
Student Support Services	3,183,317	977	965
Administration and Support Services	4,535,282	1,392	1,600
Plant Operation and Maintenance	4,274,172	1,312	1,472
Transportation	2,967,960	853	786
Costs of Students Tuitioned Out	3,121,786	N/A	N/A
Other	1,106,061	339	178
Total	52,824,646	15,592	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	2,372,333	728	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,693,540	34.0	35.6
Noncertified Personnel	1,530,221	14.1	14.5
Purchased Services	311,636	2.9	5.0
Tuition to Other Schools	2,899,489	26.7	21.4
Special Ed. Transportation	819,380	7.5	8.5
Other Expenditures	1,624,452	14.9	14.9
Total Expenditures	10,878,718	100.0	100.0

PK-12 Expenditures Used for Special Education	20.6	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.7	91.7
State	6.6	5.4
Federal	2.4	2.5
Tuition & Other	0.4	0.4

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Branford School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	75.4	76.6	77.9	70.8	.	.	.	.	
Hispanic or Latino	74.6	76.3	74.4	75.2	.	.	.	.	
English Language Learners	60.8	69.1	70.7	62.0	.	.	.	.	
Eligible for Free or Reduced-Price Meals	74.8	75.2	76.8	73.0	.	.	.	.	
Students with Disabilities	58.9	61.7	61.9	58.1	.	.	.	.	
High Needs	69.4	72.2	73.4	69.9	.	.	.	.	
District	84.9	85.5	86.6	84.1	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	77.1	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	74.6	70.4	75.4	66.5	.	.	.	.	
Students with Disabilities	53.5	50.9	53.8	44.6	.	.	.	.	
High Needs	65.7	62.3	66.9	62.0	.	.	.	.	
District	83.6	80.8	80.0	82.7	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.6	74.5	76.7	83.0	810	78.9
Curl Up	81.6	75.0	79.9	84.9	810	80.5
Push Up	81.6	74.5	67.7	57.1	810	70.2
Mile Run/PACER	79.7	71.9	66.7	62.7	810	70.4
All Tests - District	59.4	51.0	48.7	50.9	810	52.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Branford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	59	86.4	80.2	Yes	81.6
Students with Disabilities	33	78.8	80.4	No	81.8
District	271	92.3	93.7	No	93.7
State <sup>4</sup>		85.5			

<sup>1</sup>The 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](#).

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

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.5	122	44.9
Male	68.3	96	35.4
Black or African American	65.2	*	*
Hispanic or Latino	78.8	7	21.2
White	75.5	175	40.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	55.6	17	21.0
Students with Disabilities	26.9	*	*
District	75.9	218	40.1
State	72.9		37.6

<sup>5</sup>College 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

<sup>6</sup>Participation 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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	79.5	90.6
Male	69.1	85.5
Black or African American	*	*
Hispanic or Latino	*	*
White	76.6	89.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	57.4	78.4
Students with Disabilities	47.2	*
District	75.0	88.4
State	72.7	88.5

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2013-14

## Branford School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

##### EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

This year there was a concentrated effort across the district to improve literacy and math instruction. We continue to focus on raising the level of instruction to enable our students to be successful learners. We have worked and assisted our teachers in improving the quality of reading instruction for all students. We continue to partner with Columbia Teachers College with our teachers on readers/writers workshops. Our reading specialists and curriculum coordinators worked tirelessly to coach teachers in improving the instruction of math, with particular emphasis on instructional strategies. Schools also have math resource teachers PreK-8 who focus their work on generating greater proficiency in math. Specialists work closely with all teachers providing assistance with math instruction and their role is moving towards a coaching model for Branford Public Schools. Our high school continues to evaluate student performance and problem solve ways to improve student outcomes. This is reflected in the schools Performance Graduation Requirements (PGRs).

Truancy is not a concern in Branford. However, students with sporadic or excessive absences are supported by special services and district personnel to ensure students attend school regularly.

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

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

Branford continuously strives to increase representation of minority staff members but despite our efforts, minority representation remains low within the district. However, the district recently hired minority candidates. Branford Public Schools continues to be determined to raise awareness of and support efforts to celebrate diversity. Schools' PTA, at both the elementary level and the middle school level, support and provide multi-cultural events throughout the school year. Several students participate in a summer program run by New Haven's magnet schools. 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 are a direct effort to raise awareness and decrease racial and ethnic isolation. Finally, all schools participate in Project Choice. This program has made the greatest difference in reducing barriers of all types by giving students and families the opportunity to interact and attend school together.

# District Profile and Performance Report for School Year 2013-14

## Branford School District

### **Equitable Allocation of Resources among District Schools**

#### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

The Branford School District has incorporated a budget development process that includes requests from each schools and departments in the district. Teacher leaders and school principals generate a budget request that is considered by the central office staff through the lens of equity in allocation of resources, and with consideration for the District's emerging needs. As the budget process unfolds, there is additional scrutiny to ensure parity across the levels. Reasonable class size continues to be a priority for the district, which allows for optimal opportunities for all students particularly in light of emerging needs. This type of budget development enables each school and department to anticipate and plan for long-term needs and to prepare options for future budgets.