

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



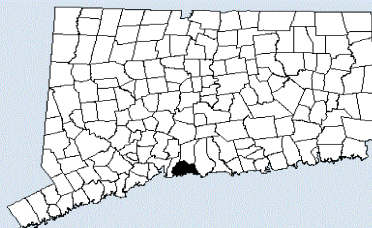
Branford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,860
Per Pupil Expenditures ¹	\$19,330
Total Expenditures ¹	\$57,853,990

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,397	48.8	48.4
Male	1,463	51.2	51.6
American Indian or Alaska Native	8	0.3	0.3
Asian	204	7.1	5.2
Black or African American	115	4.0	12.8
Hispanic or Latino of any race	338	11.8	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	93	3.3	3.6
White	2,102	73.5	52.4
English Learners	121	4.2	7.6
Eligible for Free or Reduced-Price Meals	995	34.8	42.1
Students with Disabilities ³	375	13.1	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	100	7.6	51	3.5
Male	88	6.4	119	7.9
Black or African American	*	*	17	14.2
Hispanic or Latino of any race	30	9.8	28	7.8
White	138	6.9	119	5.5
English Learners	13	10.5	6	4.7
Eligible for Free or Reduced-Price Meals	103	11.0	99	9.2
Students with Disabilities	54	14.9	62	14.3
District	188	7.0	170	5.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 312

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	211.3
Paraprofessional Instructional Assistants	41.8
Special Education	
Teachers and Instructors	33.7
Paraprofessional Instructional Assistants	82.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	12.9
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	18.6
Counselors, Social Workers and School Psychologists	17.9
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	169.0

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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.1
Black or African American	1	0.3	3.8
Hispanic or Latino of any race	11	3.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	294	95.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.1	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	63.6	19	*
White	174	92.1	162	94.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	80.0	66	90.4
Students with Disabilities	18	69.2	48	96.0
District	215	90.0	212	94.6
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	26	57.8
Intellectual Disability	0	0
Learning Disability	74	67.3
Other Health Impairment	59	72.8
Other Disabilities	*	*
Speech/Language Impairment	32	66.7
District	207	59.3
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	1.6	1.9
Emotional Disturbance	45	1.6	1.1
Intellectual Disability	6	0.2	0.5
Learning Disability	110	3.9	5.5
Other Health Impairment	82	2.9	3.2
Other Disabilities	23	0.8	1.1
Speech/Language Impairment	62	2.2	1.8
All Disabilities	374	13.4	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	20	5.3	8.2
Private Schools or Other Settings	14	3.7	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$34,950,836	\$11,678	\$10,545
Support services - students	\$4,631,868	\$1,597	\$1,373
Support services - instruction	\$3,160,855	\$1,090	\$644
Support services - general administration	\$1,633,246	\$563	\$462
Support services - school based administration	\$2,737,295	\$944	\$1,007
Central and other support services	\$1,464,522	\$505	\$671
Operation and maintenance of plant	\$4,972,387	\$1,715	\$1,629
Student transportation services	\$3,062,505	\$1,053	\$1,231
Food services	\$61,025	\$21	\$13
Enterprise operations	\$987,877	\$341	\$157
Minor school construction	\$191,573	\$66	\$65
Total	\$57,853,990	\$19,330	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,947,324	34.1	29.7
Instructional Aide Salaries	\$1,625,570	14.0	9.6
Other Salaries	\$390,751	3.4	10.4
Employee Benefits	\$2,001,717	17.3	13.0
Purchased Services Other Than Transportation	\$575,214	5.0	5.5
Special Education Tuition	\$2,291,967	19.8	22.6
Supplies	\$91,132	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$660,290	5.7	8.0
Equipment	\$6,837	0.1	0.2
All Other Expenditures	\$379	0.0	0.1
Total	\$11,591,181	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	92.6
State	5.3
Federal	1.8
Tuition & Other	0.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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	100	77.6	99	76.5	38	73.1
Black or African American	52	60.5	52	56.8	22	58.0
Hispanic or Latino of any race	159	61.5	159	57.3	69	59.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,095	70.1	1,093	67.2	496	67.6
English Learners	104	61.6	103	59.8	31	54.6
Non-English Learners	1,348	69.9	1,346	66.7	610	67.2
Eligible for Free or Reduced-Price Meals	503	63.3	500	59.5	206	59.3
Not Eligible for Free or Reduced-Price Meals	949	72.5	949	69.8	435	70.1
Students with Disabilities	174	46.9	173	40.1	81	47.4
Students without Disabilities	1,278	72.4	1,276	69.8	560	69.4
High Needs	616	61.2	613	57.1	257	57.3
Non-High Needs	836	75.3	836	73.0	384	72.8
District	1,452	69.3	1,449	66.3	641	66.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Grade 4			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.9	74.9	72.7	83.1	782	77.6
Curl Up	78.9	78.0	76.4	78.5	782	77.9
Push Up	77.8	59.2	58.6	61.0	782	64.1
Mile Run/PACER	78.9	71.7	70.0	55.4	782	69.3
All Tests - District	56.7	38.2	36.4	43.5	782	43.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	20	90.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71	90.1
Students with Disabilities	40	85.0
District	227	93.4
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.2	108	45.0
Male	96.9	92	41.3
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	7	17.1
White	98.1	157	43.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.9	35	24.5
Students with Disabilities	88.2	*	*
District	98.1	200	43.2
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	72.3	89.3
Male	64.2	87.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	70.3	87.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50.7	82.4
Students with Disabilities	47.5	75.0
District	68.7	88.4
State	71.0	87.8

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	69.3	75	46.2	50	92.4	67.7
	High Needs Students	61.2	75	40.8	50	81.6	58.1
Math Performance Index	All Students	66.3	75	44.2	50	88.3	63.1
	High Needs Students	57.1	75	38.0	50	76.1	52.7
Science Performance Index	All Students	66.6	75	44.4	50	88.8	63.8
	High Needs Students	57.3	75	38.2	50	76.5	54.2
ELA Academic Growth	All Students	63.5%	100%	63.5	100	63.5	59.9%
	High Needs Students	61.1%	100%	61.1	100	61.1	55.1%
Math Academic Growth	All Students	60.5%	100%	60.5	100	60.5	62.5%
	High Needs Students	54.0%	100%	54.0	100	54.0	55.2%
Progress Toward English Proficiency	Literacy	61.1%	100%	30.6	50	61.1	60.0%
	Oral	58.8%	100%	29.4	50	58.8	52.1%
Chronic Absenteeism	All Students	7.0%	<=5%	46.0	50	92.1	10.4%
	High Needs Students	11.0%	<=5%	38.0	50	76.1	16.1%
Preparation for CCR	% Taking Courses	92.2%	75%	50.0	50	100.0	80.0%
	% Passing Exams	43.2%	75%	28.8	50	57.6	42.6%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.4%	94%	99.4	100	99.4	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.9%	94%	99.9	100	99.9	83.3%
Postsecondary Entrance (Class of 2018)		68.7%	75%	91.6	100	91.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.2% 43.5%	75%	29.0	50	58.0	96.4% 52.9%
Arts Access		55.6%	60%	46.3	50	92.7	51.9%
Accountability Index				1130.0	1450	77.9	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	75.0	61.2	13.8	15.4	
Math Performance Index Gap	73.0	57.1	15.9	17.6	
Science Performance Index Gap	72.8	57.3	15.5	16.1	
Graduation Rate Gap	94.0%	93.9%	0.1%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	97.6
Math	All Students	98.5
	High Needs Students	97.1
Science	All Students	99.2
	High Needs Students	98.5

³Minimum participation standard is 95%.

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

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: 49.3 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Guided by its Strategic Success Plan (SSP), Branford Public Schools works to ensure that all students graduate college- and career-ready through a focus on systems development and the continuous growth of students. Progress is tracked through monitoring of select data points at district and school levels and through stakeholder communication structures such as Superintendent's Advisory Committee, annual student, parent, and staff surveys.

Ongoing curriculum development focuses on strengthening alignment to content standards, including CCSS and NGSS. Job-embedded coaches in core content areas provide professional learning, individual coaching cycles, and other growth opportunities for colleagues to support effective implementation of curricula. In 2018-19, the district finalized plans to strengthen science instruction at the elementary level and began exploring ways to expand STEM learning. To support students' social and emotional learning, teachers engaged in professional learning and job-embedded coaching to build capacity in restorative practices. To provide additional support for students' with emotional and psychological needs, the district increased the number of related service personnel and hired an RTI coordinator to focus on social and emotional learning in the elementary schools.

To improve programming for students with reading disabilities, the Student Services Department now maintains 19 Level-1 and 3 Level-2 Certified Wilson instructors as well as a Wilson Language Systems in-district trainer and continues to provide opportunities for other members of the department to achieve certification. The district also employs 3 certified CPI trainers, 2 BCBAs, 3 PATHs facilitators, and a trained Neurocognitive Evaluator. These professionals are the keys to developing and managing effective intervention protocols for students and staff members. The district continues to ensure that the Pre-K and K-4 programs for students with developmental disabilities have strong inter-program vertical articulation and employ data-driven instructional frameworks. Planning has started for the transition of students in those programs into the intermediate school. The department also initiates and implements transition-related activities (under the IDEA) for students beginning in Grade 6 as opposed to age 15, with positive responses and outcomes resulting from this change.

The district continues to seek out ways to partner with families in the education of their children. The elementary schools host STEM and literacy nights and focus the annual Meet the Teacher evenings on educating parents about instructional pedagogy. This past year, the schools held family events focused on introducing parents and guardians to the district's new standards-based report card and associated rubrics, written in parent-friendly language, and on sharing ways to support children's learning at home. .Truancy efforts focused on reviewing policies to ensure accurate reporting and ongoing communication with families. The high school embarked on a review of its alternative so that it can better meet the needs of struggling students, particularly those with high absenteeism. The addition of a social worker focused on family support and community networking further enhanced the district's efforts to address truancy and chronic absenteeism.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Branford continuously strives to increase the representation of minority staff members through informal outreach and recruitment and collaboration with our area RESC. However, despite these efforts, minority representation remains low within the district. Currently, 58 Branford students are enrolled in schools of choice, including magnet and charter schools, representing a 3% decrease in that total from the previous year. A total of 55 Open Choice students completed the year in Branford Public Schools this past year.

Branford Public Schools continue to raise awareness of and support efforts to celebrate diversity. The district hosts an annual evening in celebration of our students with diverse language backgrounds. The elementary and intermediate school PTAs provide multicultural events throughout the school year, and the staff at both levels incorporate cultural sensitivity into their responsive classroom practices. The high school continued to raise awareness and decrease racial and ethnic isolation through its course offerings and through extracurricular clubs, including the Diversity Action Council. At all levels, Pre-K to 12, the district allocated resources to expand the classroom and school library collections to better reflect the growing diversity of Branford schools' student body.

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Equitable Allocation of Resources among District Schools

The Branford School District's budget development process is designed to provide equity across schools and programs while addressing student needs. Teacher leaders, school principals, and district department leaders generate budget requests that are considered by the central office staff through the lens of equity in the allocation of resources, and with consideration for the district's emerging needs and now those needs are distributed across the different schools and programs.

As the budget process unfolds, there is additional scrutiny and ongoing communication and collaboration with school and department leaders to ensure equity across the levels. Reasonable class size continues to be a priority for the district as does support of the district's strategic success plan and a focus on emerging needs, such as students' social and emotional learning, the inclusion and education of students with disabilities, and supporting students from diverse backgrounds.