

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



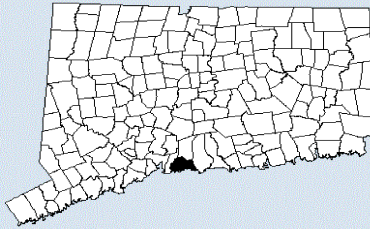
## Branford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,108
Per Pupil Expenditures <sup>1</sup>	\$16,123
Total Expenditures <sup>1</sup>	\$53,980,648

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,478	47.6	48.3
Male	1,630	52.4	51.6
American Indian or Alaska Native	6	0.2	0.2
Asian	240	7.7	4.7
Black or African American	90	2.9	12.9
Hispanic or Latino	266	8.6	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	60	1.9	2.5
White	2,446	78.7	57.2
English Language Learners	117	3.8	6.3
Eligible for Free or Reduced-Price Meals	751	24.2	37.6
Students with Disabilities <sup>1</sup>	412	13.3	13.3

<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	130	9.1	40	2.6
Male	147	9.4	119	7.2
Black or African American	8	9.2	18	20.4
Hispanic or Latino	21	8.1	17	6.2
White	219	9.3	113	4.5
English Language Learners	11	9.2	*	*
Eligible for Free or Reduced-Price Meals	109	14.3	72	9.1
Students with Disabilities	54	13.6	57	12.4
District	277	9.2	159	5.0
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 46**

<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 2014-15

## Branford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	223.1
Paraprofessional Instructional Assistants	146.5
<b>Special Education</b>	
Teachers and Instructors	28.7
Paraprofessional Instructional Assistants	96.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	14.1
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	15.4
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	145.0

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.0
Black or African American	1	0.3	3.5
Hispanic or Latino	7	2.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	292	97.0	91.8

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

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

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.8	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	25	92.6	13	*
White	178	88.6	175	86.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	49	84.5	37	86.0
Students with Disabilities	26	74.3	21	61.8
District	229	88.1	221	87.7
State		58.4		73.8

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	17	44.7
Emotional Disturbance	17	37.0
Intellectual Disability	7	*
Learning Disability	83	76.1
Other Health Impairment	80	75.5
Other Disabilities	11	52.4
Speech/Language Impairment	43	69.4
District	258	64.8
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Branford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.4	1.5
Emotional Disturbance	46	1.5	1.0
Intellectual Disability	17	0.5	0.5
Learning Disability	109	3.5	4.4
Other Health Impairment	107	3.5	2.6
Other Disabilities	22	0.7	1.0
Speech/Language Impairment	69	2.2	1.9
All Disabilities	412	13.3	13.0

<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	26	6.3	8.1
Private Schools or Other Settings	25	6.1	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	29,900,579	9,280	9,134
Instructional Supplies and Equipment	1,182,496	367	334
Improvement of Instruction and Educational Media Services	2,326,136	722	498
Student Support Services	3,366,533	1,045	1,001
Administration and Support Services	5,088,951	1,579	1,694
Plant Operation and Maintenance	4,854,542	1,507	1,572
Transportation	2,995,782	872	813
Costs of Students Tuitioned Out	3,119,879	N/A	N/A
Other	1,145,750	356	186
Total	53,980,648	16,123	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	2,390,247	742	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,741,778	34.2	35.1
Noncertified Personnel	1,407,976	12.9	14.2
Purchased Services	430,171	3.9	5.2
Tuition to Other Schools	2,935,177	26.8	22.0
Special Ed. Transportation	773,426	7.1	8.6
Other Expenditures	1,655,356	15.1	14.9
Total Expenditures	10,943,884	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.3	92.3
State	6.2	5.1
Federal	2.0	2.1
Tuition & Other	0.5	0.6

<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 2014-15

## Branford School District

### 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	126	75.9	126	71.0	58	58.7
Black or African American	48	58.0	48	50.9	21	50.8
Hispanic or Latino	147	63.0	145	56.7	60	53.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1228	70.2	1224	61.8	559	59.8
English Language Learners	72	59.8	72	57.7	23	48.5
Non-English Language Learners	1508	69.9	1502	61.7	688	59.1
Eligible for Free or Reduced-Price Meals	396	62.4	392	54.5	186	52.1
Not Eligible for Free or Reduced-Price Meals	1184	71.9	1182	63.9	525	61.1
Students with Disabilities	254	53.4	254	44.5	135	49.0
Students without Disabilities	1326	72.6	1320	64.8	576	61.0
High Needs	577	60.6	573	52.8	270	51.9
Non-High Needs	1003	74.6	1001	66.5	441	62.9
District	1580	69.5	1574	61.5	711	58.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.3	81.0	76.8	89.3	811	82.6
Curl Up	78.2	81.6	83.4	90.9	811	83.8
Push Up	79.6	69.3	62.4	67.4	811	70.0
Mile Run/PACER	79.1	71.2	53.6	47.5	811	62.4
All Tests - District	58.7	46.6	42.5	41.3	811	47.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Branford School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	22	77.3	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	69	81.2	81.6	No	83.0
Students with Disabilities	46	78.3	81.8	No	83.1
District	299	91.0	93.7	No	93.7
State <sup>4</sup>		87.0			

<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 2013-14 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	76.8	117	46.8
Male	60.7	81	30.9
Black or African American	*	*	*
Hispanic or Latino	45.0	7	17.5
White	70.7	158	39.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	48.5	20	19.8
Students with Disabilities	*	*	*
District	68.6	198	38.7
State	67.2		37.3

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	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	*
District	73.0	89.7
State	72.6	88.8

<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 2014-15

## 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	69.5	75	92.6	100	92.6	67.9
	High Needs Students	60.6	75	80.8	100	80.8	56.7
Math Performance Index	All Students	61.5	75	82.0	100	82.0	59.3
	High Needs Students	52.8	75	70.4	100	70.4	47.8
Science Performance Index	All Students	58.8	75	78.3	100	78.3	56.5
	High Needs Students	51.9	75	69.2	100	69.2	45.9
Chronic Absenteeism	All Students	9.2%	<=5%	41.5	50	83.1	10.6%
	High Needs Students	13.5%	<=5%	32.9	50	65.9	17.3%
Preparation for CCR	% Taking Courses	87.9%	75%	50.0	50	100.0	66.1%
	% Passing Exams	38.7%	75%	25.8	50	51.6	37.3%
On-track to High School Graduation		97.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		91.0%	94%	96.8	100	96.8	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		93.1%	94%	99.0	100	99.0	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)		86.5%   47.5%	75%	15.8	50	31.6	87.6%   51.0%
Arts Access		54.1%	60%	45.1	50	90.1	45.7%
<b>Accountability Index</b>				<b>1028.6</b>	<b>1250</b>	<b>82.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.6	60.6	14.0	17.3	
Math Performance Index Gap	66.5	52.8	13.7	19.6	
Science Performance Index Gap	62.9	51.9	11.0	17.2	
Graduation Rate Gap	94.0%	93.1%	0.9%	15.2%	N

<sup>1</sup>If 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.

<sup>2</sup>If 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	97.8
	High Needs Students	97.5
Math	All Students	97.4
	High Needs Students	96.7
Science	All Students	99.7
	High Needs Students	99.3

### 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: 54.9**

**State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Branford School District

### Narratives

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

The District has adopted a Strategic Success Plan (SSP) intended to guide the work of the school district. The plan is distinctly different from a strategic plan in that the SSP is designed to be a seminal document that anchors the District's annual work and permits for real time adjustments to be made throughout the process. The SSP is a written plan to operationalize the vision and mission of Branford Public Schools.

The District's first iteration of the SSP largely focuses on systems development and the continuous growth of students as measured both qualitatively and quantitatively. The District's work is squarely focused on students, their preparation by and experiences in Branford Public Schools, so they are well positioned for success in post secondary education or career and ultimately adulthood.

The District continues to focus on raising the level of instruction as a pathway to improve student performance. The District has expanded its partnership with Columbia Teachers College to include ongoing, job-embedded professional development throughout the school year. As part of the District's commitment to developing coherent systems, we have created reading coach and math coach positions in every school. Coaches are tasked with providing ongoing professional learning opportunities and supporting teachers. Curriculum is being developed with a focus on providing an education that goes beyond learning basic facts in order to develop deeper understandings of the diverse global society in which they live. A universal effort is being made by our staff to write curriculum and provide instruction that engages students, requires them to analyze materials and think critically in an effort articulately justify and logically defend a position. Our internal metrics, including performance tasks, have demonstrated consistent student growth at all levels. Additionally, all three of our elementary schools have been identified by the State of Connecticut as Schools of Distinction for their performance on the initial administration of the Smarter Balanced Assessment.

#### **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. That being the case, the district recently increase the number of minority teaches on staff. Branford Public Schools continue 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 mulit-cultural events throughout the school year. Several students participate in a summer program run the 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 2014-15

## Branford School District

### **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.