

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



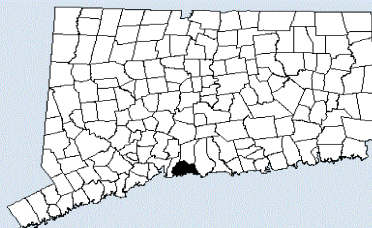
Branford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,802
Per Pupil Expenditures ¹	\$20,249
Total Expenditures ¹	\$59,431,708

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,423	50.8	51.6
American Indian or Alaska Native	7	0.2	0.3
Asian	205	7.3	5.2
Black or African American	104	3.7	12.7
Hispanic or Latino of any race	346	12.3	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	104	3.7	3.8
White	2,036	72.7	51.1
English Learners	152	5.4	8.3
Eligible for Free or Reduced-Price Meals	1,019	36.4	43.3
Students with Disabilities ³	380	13.6	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	33	2.3
Male	101	7.4	72	4.9
Black or African American	*	*	10	8.6
Hispanic or Latino of any race	43	12.6	24	6.4
White	110	5.7	66	3.2
English Learners	14	9.3	*	*
Eligible for Free or Reduced-Price Meals	97	9.8	63	5.8
Students with Disabilities	41	11.6	30	7.2
District	184	6.9	105	3.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 164

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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	210.9
Paraprofessional Instructional Assistants	42.0
Special Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	95.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	12.6
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	25.9
Counselors, Social Workers and School Psychologists	19.2
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	166.6

¹ 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	2	0.6	1.2
Black or African American	1	0.3	4.0
Hispanic or Latino of any race	10	3.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	303	95.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

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	8	*	*	*
Hispanic or Latino of any race	23	82.1	16	80.0
White	137	96.5	178	93.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	84.9	61	88.4
Students with Disabilities	21	91.3	19	57.6
District	187	93.5	220	92.1
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	19	40.4
Emotional Disturbance	23	51.1
Intellectual Disability	*	*
Learning Disability	69	60.5
Other Health Impairment	41	67.2
Other Disabilities	*	*
Speech/Language Impairment	40	76.9
District	198	56.6
State		67.8

³ This 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	51	1.9	2.0
Emotional Disturbance	45	1.6	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	114	4.2	5.7
Other Health Impairment	61	2.2	3.3
Other Disabilities	30	1.1	1.1
Speech/Language Impairment	61	2.2	1.8
All Disabilities	369	13.4	15.6

¹ This 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	5.4	8.2
Private Schools or Other Settings	10	2.7	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$34,828,346	\$11,867	\$10,923
Support services - students	\$4,547,141	\$1,595	\$1,277
Support services - instruction	\$3,703,764	\$1,300	\$682
Support services - general administration	\$1,517,440	\$532	\$467
Support services - school based administration	\$2,820,709	\$990	\$1,021
Central and other support services	\$1,640,067	\$575	\$679
Operation and maintenance of plant	\$5,989,970	\$2,102	\$1,718
Student transportation services	\$3,160,576	\$1,132	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,013,474	\$356	\$163
Minor school construction	\$210,221	\$74	\$59
Total	\$59,431,708	\$20,249	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,005,471	34.3	28.5
Instructional Aide Salaries	\$1,596,991	13.7	10.1
Other Salaries	\$372,789	3.2	11.1
Employee Benefits	\$2,065,278	17.7	13.0
Purchased Services Other Than Transportation	\$511,779	4.4	5.7
Special Education Tuition	\$2,342,889	20.1	22.5
Supplies	\$97,482	0.8	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$631,412	5.4	8.0
Equipment	\$53,579	0.5	0.2
All Other Expenditures	\$399	0.0	0.1
Total	\$11,678,068	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	91.8
State	5.8
Federal	2.1
Tuition & Other	0.3

⁴ Revenue 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	20	95.0
English Learners	6	*
Eligible for Free or Reduced-Price Meals	85	83.5
Students with Disabilities	50	70.0
District	228	87.7
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	83.8	96.6
Male	67.0	83.6
Black or African American	*	*
Hispanic or Latino of any race	70.0	*
White	76.1	91.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.2	86.8
Students with Disabilities	40.0	*
District	76.1	91.2
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	69.7%	100%	60.4%
	Oral	63.5%	100%	57.6%
Chronic Absenteeism	All Students	6.9%	<=5%	12.2%
	High Needs Students	9.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	92.7%	75%	80.4%
On-track to High School Graduation		98.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		87.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		90.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		76.0%	75%	71.5%
Arts Access		57.9%	60%	51.8%

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
Graduation Rate Gap	94.0%	90.4%	3.6%	10.9%	N

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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 surveys of parents, staff, and students.

To improve special education programs and services for students with disabilities, school collaboration structures were revised to promote greater communication among special education teachers, interventionists, and classroom teachers to better provide a continuum of service and to ensure that special education students receive instruction aligned to curricular goals. The involvement of the district behavioral intervention coordinator for the elementary schools, who specializes in supporting teachers and families in addressing the needs of students with dysregulated behaviors, created an additional dimension to this collaboration.

In addition, the district continued to provide Wilson instruction for students with reading disabilities. The Student Services Department maintains 17 Level-1 and 2 Level-2 Certified Wilson instructors as well as a Wilson Language Systems in-district trainer, with another in progress. The district also employs 3 certified CPI trainers, 3 BCBA's working cross-departmentally, 2 PATHs facilitators, and a trained Neurocognitive Evaluator. Programming for students with developmental disabilities includes the Early Years Center for Pre-k students and Inspire, a program for kindergarten to grade 4 students housed at John B. Sliney Elementary 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. During the period of closure, the department continued to provide instructional support and services to students with disabilities, collaborate with their colleagues, engage families, and build their capacity to use technology and remote instructional processes.

District efforts at truancy prevention involve family outreach from schools focusing on identifying and addressing the reasons for truant behavior by linking families to the supports they need. Critical to these efforts has been the addition of an LCSW at the high school who brings an extensive background in family dynamics and therapy that informs the work. During the spring closure, all students received a device for accessing online learning and the Technology Department established a family helpline available both by email and phone. Families who did not connect electronically were contacted, either by phone or in person, and provided additional support, including wifi hotspots when needed.

During the closure, the district administered surveys to families regarding the effectiveness of the online learning being provided. Data from the participants, representing approximately 20% of the student population, subsequently informed adjustments made to the design and delivery of instruction. In addition, teachers and other certified staff created resources and hosted online video conferences to support parents and families in their efforts to partner with the schools in their children's education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Branford continuously strives to increase 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. In 2019-20, a total of 45 Branford students were enrolled in schools of choice, including magnet and charter schools, representing a 22% decrease in that total from the previous year. The number of Open Choice students enrolled in Branford Public Schools increased by 9% to a total of 60.

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 continues 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 continues to allocate 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.