

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



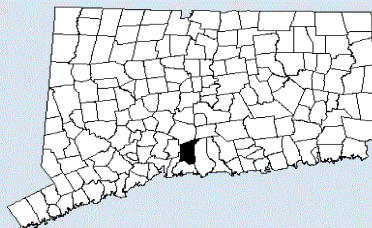
North Branford School District

Mr. Scott Schoonmaker, Superintendent • 203-484-1440 • <http://www.northbranfordschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,741
Per Pupil Expenditures ¹	\$17,030
Total Expenditures ¹	\$31,318,414

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	853	49.0	48.4
Male	888	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	48	2.8	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	122	7.0	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.6
White	1,526	87.7	52.4
English Learners	16	0.9	7.6
Eligible for Free or Reduced-Price Meals	384	22.1	42.1
Students with Disabilities ³	247	14.2	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	51	6.0	24	2.8
Male	37	4.3	78	8.6
Black or African American	10	24.4	*	*
Hispanic or Latino of any race	11	9.2	13	10.2
White	60	4.0	82	5.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	10.7	38	9.0
Students with Disabilities	25	9.5	35	11.5
District	88	5.2	102	5.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 25

Number of school-based arrests: 7

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.

District Profile and Performance Report for School Year 2018-19

North Branford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	117.4
Paraprofessional Instructional Assistants	28.5
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	50.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.2
School Level	7.8
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	4.6
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	69.8

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	0.6	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	0.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	173	98.9	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	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	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	89	73.0	89	77.4
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	19	61.3	21	63.6
Students with Disabilities	10	47.6	16	61.5
District	96	70.6	100	75.2
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	9	*
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	103	95.4
Other Health Impairment	38	95.0
Other Disabilities	*	*
Speech/Language Impairment	32	88.9
District	199	82.2
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).

District Profile and Performance Report for School Year 2018-19

North Branford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	1.0	1.9
Emotional Disturbance	18	1.0	1.1
Intellectual Disability	13	0.7	0.5
Learning Disability	108	6.1	5.5
Other Health Impairment	40	2.3	3.2
Other Disabilities	11	0.6	1.1
Speech/Language Impairment	42	2.4	1.8
All Disabilities	250	14.2	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	17	6.8	8.2
Private Schools or Other Settings	11	4.4	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	\$16,831,849	\$9,153	\$10,545
Support services - students	\$2,660,859	\$1,497	\$1,373
Support services - instruction	\$1,809,840	\$1,018	\$644
Support services - general administration	\$888,429	\$500	\$462
Support services - school based administration	\$1,781,378	\$1,002	\$1,007
Central and other support services	\$661,268	\$372	\$671
Operation and maintenance of plant	\$3,525,739	\$1,984	\$1,629
Student transportation services	\$2,354,034	\$1,294	\$1,231
Food services	\$415,114	\$234	\$13
Enterprise operations	\$389,904	\$219	\$157
Minor school construction	.	.	\$65
Total	\$31,318,414	\$17,030	\$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	\$2,197,054	34.8	29.7
Instructional Aide Salaries	\$834,520	13.2	9.6
Other Salaries	\$597,177	9.5	10.4
Employee Benefits	\$675,070	10.7	13.0
Purchased Services Other Than Transportation	\$320,314	5.1	5.5
Special Education Tuition	\$1,104,215	17.5	22.6
Supplies	\$37,476	0.6	0.6
Property Services	\$3,193	0.1	0.4
Purchased Services For Transportation	\$530,611	8.4	8.0
Equipment	\$10,515	0.2	0.2
All Other Expenditures	\$918	0.0	0.1
Total	\$6,311,064	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.2	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	74.3
State	23.9
Federal	1.7
Tuition & Other	0.1

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).

District Profile and Performance Report for School Year 2018-19

North 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	28	74.0	28	72.6	*	*
Black or African American	*	*	*	*	10	*
Hispanic or Latino of any race	67	64.0	67	58.9	28	64.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	813	66.5	811	65.2	361	68.1
English Learners	19	*	19	*	*	*
Non-English Learners	912	66.5	910	64.9	*	*
Eligible for Free or Reduced-Price Meals	220	61.1	218	58.4	98	60.2
Not Eligible for Free or Reduced-Price Meals	711	68.0	711	66.7	311	70.5
Students with Disabilities	144	47.9	143	42.6	58	47.0
Students without Disabilities	787	69.7	786	68.8	351	71.5
High Needs	322	58.1	320	54.5	135	57.2
Non-High Needs	609	70.7	609	70.1	274	73.3
District	931	66.3	929	64.7	409	68.0

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			
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	97.4	90.4	89.5	85.2	561	90.7
Curl Up	98.0	94.4	93.0	86.6	561	93.0
Push Up	87.4	90.4	93.0	72.5	561	85.7
Mile Run/PACER	72.8	82.4	62.9	55.6	561	68.1
All Tests - District	64.9	72.0	55.9	44.4	561	59.0
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.

District Profile and Performance Report for School Year 2018-19

North Branford School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	8	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	29	96.6
Students with Disabilities	21	81.0
District	151	94.0
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	98.0	67	44.1
Male	96.6	47	40.2
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.0	103	43.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	11	17.2
Students with Disabilities	85.1	*	*
District	97.4	114	42.4
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.

Copyright © 2019 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2019 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	91.4	91.9
Male	78.1	82.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.1	87.6
English Learners	85.1	*
Eligible for Free or Reduced-Price Meals	77.5	*
Students with Disabilities	62.5	70.0
District	85.5	88.1
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

District Profile and Performance Report for School Year 2018-19

North Branford School District

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	66.3	75	44.2	50	88.4	67.7
	High Needs Students	58.1	75	38.7	50	77.5	58.1
Math Performance Index	All Students	64.7	75	43.2	50	86.3	63.1
	High Needs Students	54.5	75	36.3	50	72.6	52.7
Science Performance Index	All Students	68.0	75	45.3	50	90.7	63.8
	High Needs Students	57.2	75	38.1	50	76.2	54.2
ELA Academic Growth	All Students	51.2%	100%	51.2	100	51.2	59.9%
	High Needs Students	48.1%	100%	48.1	100	48.1	55.1%
Math Academic Growth	All Students	62.7%	100%	62.7	100	62.7	62.5%
	High Needs Students	57.5%	100%	57.5	100	57.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.2%	<=5%	49.7	50	99.4	10.4%
	High Needs Students	9.8%	<=5%	40.5	50	81.0	16.1%
Preparation for CCR	% Taking Courses	72.9%	75%	48.6	50	97.1	80.0%
	% Passing Exams	42.4%	75%	28.3	50	56.5	42.6%
On-track to High School Graduation		94.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		82.4%	94%	87.6	100	87.6	83.3%
Postsecondary Entrance (Class of 2018)		85.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.9% 59.0%	75%	39.3	50	78.7	96.4% 52.9%
Arts Access		53.1%	60%	44.3	50	88.5	51.9%
Accountability Index				1053.5	1350	78.0	

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?					Y
ELA Performance Index Gap	70.7	58.1	12.6	15.4	
Math Performance Index Gap	70.1	54.5	15.7	17.6	
Science Performance Index Gap	73.3	57.2	16.2	16.1	
Graduation Rate Gap	94.0%	82.4%	11.6%	11.1%	Y

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	98.6
	High Needs Students	98.5
Math	All Students	98.5
	High Needs Students	98.2
Science	All Students	99.3
	High Needs Students	98.6

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: 54.5 State: 51.5

Supporting Resources: [Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2018-19

North Branford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

NB Strategic Plan, School Improvement Plans, and Curriculum Management Cycle drive high quality programming. The strategic plan was developed in consultation with NESDC, with input from the staff, families, students and community stakeholders. The dynamic plan incorporates the CCSS, CT Secondary Ed Reform, the NEASC 2010 Evaluation Recommendations and other relevant data. The plan's three goals focus on student achievement, school climate, and school facilities. Yearly, leadership analyzes performance data and interprets the results to prioritize and adjust improvement plans for each school and program for the upcoming year. This planning promotes organizational purpose, collaboration and shared commitment to the district goals. NBPS recognize that parents play a vital role in educating their child. Parent representation is solicited for school committees (Strategic Planning, School Safety and Security, PBIS) that contribute during the planning process and throughout the year. Parent input is solicited through Parent Forums, PTOs, Booster Clubs, School Climate surveys and related instruments. Parents attend Open House, conferences, workshops, and at-risk and special meetings to help plan their child's program. To encourage family engagement, NBPS continues to keep families informed of school events, classroom news, and available services via multiple modes (PowerSchool, Google Classroom, Schoology, webpages, Edmodo). Feedback is provided (progress reports, report cards, at-risk meetings, i-Ready reports) to ensure reported student data is individualized, specific and accurately describes each child's academic and social progress. Additionally, newsletters, support materials and lists of effective resources are provided at all levels. To provide additional support for all students as well as identified students. NBPS has enriched/enhanced Special Ed and Regular Ed programs and services by implementing a Smart Start Preschool program, K-2 Bridges program, and expanding RtI services to offer academic and behavioral support. To further improve support services, NBPS increased para support staffing at all levels. Bridges, Life Skills and School to Work programs were enhanced through community partnerships, advances in transition services and personalized learning. NBPS recognizes that children must attend school to benefit from our programs. Students and parents are provided access to PowerSchool online data including attendance for each class and their school attendance. The NBBOE's Attendance Policy requires monitoring of attendance and collaboration with families to ensure that students arrive to school on time on a daily basis. The policy was disseminated to all families through Student Handbooks. Student attendance is monitored and addressed by school personnel. If a child demonstrates a pattern of absences, parents are contacted and families and staff brainstorm ways to improve the child's attendance including counseling, behavior plans, PPT referrals, and or referrals to outside agencies. At the elementary level, PBIS is used to encourage attendance. When deemed necessary, home visits, attendance hearings, referrals to DCF and petitions to juvenile court have been completed.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NBPS are committed to reducing racial, ethnic and economic isolation. Students are offered numerous opportunities to interact with students from a variety of ethnic and socioeconomic backgrounds. Curricula, interdistrict programs (ACES), multicultural events, and extracurricular activities and clubs are offered to enable students to appreciate diversity in their lives. Staff incorporate activities that celebrate diversity in curricula and instruction and at school-sponsored events. NBPS support character development and citizenship through Positive Behavior Intervention Supports (PBIS), Second Step, and other Social-Emotional Learning opportunities. PBIS is firmly in place at each of our schools, ensuring students and staff are working together to build a respectful and positive school climate and foster improved student achievement. Teachers also have experience with the Responsive Classroom model and Restorative Practices. Components of the NBPS Character Ed program are Respect, Responsibility, and Caring. Subcategories of honesty, tolerance, and perseverance are integrated throughout the school cultures. Our district has monthly recognition assemblies and activities that promote multicultural awareness and build a sense of community- art exhibits depicting different cultures and celebrations of Black History, Native Americans, and Hispanic Heritage. Students participate in programs (Rachel's Challenge, ADL's Names Can Really Hurt Us) and advisory meetings designed to reduce bias. Students have opportunities to participate in clubs (Diversity Club, Gay-Straight Alliance) celebrating similarities and difference among students. Students are strongly encouraged to participate in community service from Grades K-12. Staff and students work together yearly to fundraise and collect food, clothing and necessities to assist economically disadvantaged individuals and families locally and around the world. The Community Roundup, an annual event stocking the local food bank, involves the entire school community. The district embraces the Open Choice program as a means to provide some welcomed diversity and reduce racial, ethnic and economic isolation. Several students participate in choice programs including the ECA, Sound School, and several New Haven Magnet Schools.

District Profile and Performance Report for School Year 2018-19

North Branford School District

Equitable Allocation of Resources among District Schools

The NB Board of Education strives to allocate resources equitably throughout its schools. Budget development begins at the building and program levels using guidelines established by the BOE. An allocation formula based on per pupil need and projected enrollment at each school level provides for a fair and equitable distribution of resources. The Administrative Council meets to discuss budget priorities. The proposed budget is developed by administrators with input from teachers, department leaders and directors. This collaborative process promotes effective use of funds, ensuring expenditure choices meet the needs of ALL NB students. School-based budgets are reviewed to ensure alignment to the district's strategic plan, requirements of statutes, BOE policies, and collective bargaining agreements. Yearly, administrators conduct audits of the previous year's expenditures, complete comparative analyses, and perform impact studies to determine effectiveness of funds. Expenditures supporting curricular improvements are approved and reviewed by the Director of Curriculum and Instruction in collaboration with building administration and curriculum teams.