

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



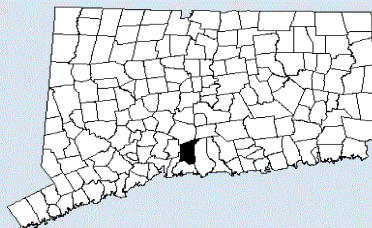
North Branford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,842
Per Pupil Expenditures ¹	\$16,020
Total Expenditures ¹	\$31,255,802

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	908	49.3	48.4
Male	934	50.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	45	2.4	5.1
Black or African American	44	2.4	12.9
Hispanic or Latino	103	5.6	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	1,639	89.0	54.8
English Learners	17	0.9	6.8
Eligible for Free or Reduced-Price Meals	346	18.8	35.9
Students with Disabilities ¹	255	13.8	14.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	42	4.7	16	1.8
Male	46	5.0	79	8.4
Black or African American	*	*	6	15.8
Hispanic or Latino	6	5.8	7	6.7
White	76	4.7	78	4.7
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	29	9.3	30	8.5
Students with Disabilities	27	10.3	27	9.5
District	88	4.8	95	5.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 20

Number of school-based arrests: Fewer than 6

²A 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.

³The 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 2016-17

North Branford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	124.2
Paraprofessional Instructional Assistants	32.6
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	44.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	8.3
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	72.8

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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	0.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	178	98.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	8	*
White	87	64.4	115	82.1
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	18	78.3	18	81.8
Students with Disabilities	12	*	21	77.8
District	95	65.1	129	83.2
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	11	*
Emotional Disturbance	12	57.1
Intellectual Disability	*	*
Learning Disability	105	99.1
Other Health Impairment	38	88.4
Other Disabilities	*	*
Speech/Language Impairment	33	89.2
District	206	84.4
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

North Branford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	0.8	1.7
Emotional Disturbance	22	1.2	1.0
Intellectual Disability	12	0.6	0.5
Learning Disability	106	5.6	4.9
Other Health Impairment	44	2.3	2.9
Other Disabilities	12	0.6	1.1
Speech/Language Impairment	43	2.3	1.8
All Disabilities	254	13.5	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,934,317	7,940	9,663
Instructional Supplies and Equipment	386,561	206	321
Improvement of Instruction and Educational Media Services	1,877,298	998	578
Student Support Services	2,525,330	1,343	1,103
Administration and Support Services	3,446,449	1,832	1,861
Plant Operation and Maintenance	3,774,554	2,007	1,637
Transportation	2,263,346	1,132	877
Costs of Students Tuitioned Out	1,235,253	N/A	N/A
Other	812,694	432	201
Total	31,255,802	16,020	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,361,199	1,787	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,633,955	42.9	34.6
Noncertified Personnel	942,772	15.4	14.6
Purchased Services	349,588	5.7	5.8
Tuition to Other Schools	1,035,662	16.9	21.8
Special Ed. Transportation	488,754	8.0	8.5
Other Expenditures	685,111	11.2	14.7
Total Expenditures	6,135,842	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.6	70.0
State	29.6	28.1
Federal	1.7	1.9
Tuition & Other	0.0	0.0

⁴Revenue 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 2016-17

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	*	*	*	*	0	N/A
Asian	22	71.1	22	65.8	10	*
Black or African American	26	66.2	26	57.1	11	*
Hispanic or Latino	50	65.8	50	58.2	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	854	68.9	852	65.5	408	59.7
English Learners	18	*	18	*	*	*
Non-English Learners	942	69.0	940	65.1	445	59.5
Eligible for Free or Reduced-Price Meals	175	63.3	174	57.9	81	54.1
Not Eligible for Free or Reduced-Price Meals	785	70.0	784	66.5	368	60.7
Students with Disabilities	134	50.5	133	44.7	70	50.7
Students without Disabilities	826	71.7	825	68.2	379	61.1
High Needs	282	59.3	280	54.0	139	53.0
Non-High Needs	678	72.7	678	69.4	310	62.4
District	960	68.8	958	64.9	449	59.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	95.7	84.9	78.7	86.8	539	85.7
Curl Up	95.7	89.2	84.6	86.8	539	88.7
Push Up	81.2	84.9	84.6	72.8	539	81.4
Mile Run/PACER	55.6	69.1	65.1	71.1	539	65.3
All Tests - District	50.4	54.0	50.3	52.6	539	51.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2016-17

North Branford School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	31	74.2
Students with Disabilities	29	75.9
District	144	92.4
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	74	45.4
Male	96.4	58	42.0
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.5	123	44.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	17	37.8
Students with Disabilities	87.0	*	*
District	97.3	132	43.9
State	96.1		43.5

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

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 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	93.0	92.3
Male	70.3	91.5
Black or African American	*	*
Hispanic or Latino	*	*
White	82.3	91.2
English Learners	82.3	*
Eligible for Free or Reduced-Price Meals	73.9	85.2
Students with Disabilities	54.5	*
District	82.2	92.0
State	72.0	88.5

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 2016-17

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	68.8	75	45.9	50	91.7	67.1
	High Needs Students	59.3	75	39.6	50	79.1	55.9
Math Performance Index	All Students	64.9	75	43.3	50	86.5	62.2
	High Needs Students	54.0	75	36.0	50	72.0	50.5
Science Performance	All Students	59.5	75	39.7	50	79.4	55.3
	High Needs Students	53.0	75	35.4	50	70.7	45.2
ELA Academic Growth	All Students	48.9%	100%	48.9	100	48.9	55.4%
	High Needs Students	48.9%	100%	48.9	100	48.9	49.8%
Math Academic Growth	All Students	59.7%	100%	59.7	100	59.7	61.7%
	High Needs Students	50.9%	100%	50.9	100	50.9	53.7%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.9%	<=5%	42.1	50	84.3	15.8%
Preparation for CCR	% Taking Courses	74.4%	75%	49.6	50	99.2	70.7%
	% Passing Exams	43.9%	75%	29.2	50	58.5	43.5%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		92.4%	94%	98.3	100	98.3	87.4%
6-year Graduation - High Needs Students (2014)		90.0%	94%	95.7	100	95.7	82.0%
Postsecondary Entrance (Class of 2016)		82.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.9% 51.8%	75%	34.5	50	69.0	92.0% 51.6%
Arts Access		48.4%	60%	40.4	50	80.7	50.5%
Accountability Index				1038.1	1350	76.9	

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	72.7	59.3	13.4	16.7	
Math Performance Index Gap	69.4	54.0	15.4	18.7	
Science Performance Index Gap	62.4	53.0	9.4	16.6	
Graduation Rate Gap	94.0%	90.0%	4.0%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.2
	High Needs Students	96.3
Math	All Students	97.1
	High Needs Students	96.0
Science	All Students	98.9
	High Needs Students	97.9

³Minimum participation standard is 95%.

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: * **State: 50.2**

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 2016-17

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 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, inter-district programs (ACES), multi-cultural events, and extra-curricular activities and clubs are offered to enable students to understand and 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). 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 at the K-2 level also have experience with the Responsive Classroom model. Components of the NBPS Character Education program are Respect, Responsibility, and Caring. Subcategories of honesty, tolerance, and perseverance are integrated throughout the school cultures. Our district has incorporated monthly recognition assemblies and activities that promote multi-cultural 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 Education Center for the Arts, Sound School, and several New Haven Magnet Schools.

District Profile and Performance Report for School Year 2016-17

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.