

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



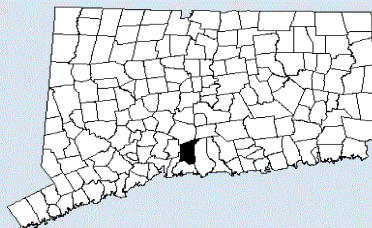
## North Branford School District

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

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,018
Per Pupil Expenditures <sup>1</sup>	\$13,897
Total Expenditures <sup>1</sup>	\$30,266,850

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	983	48.7	48.3
Male	1,035	51.3	51.6
American Indian	6	0.3	0.2
Asian	47	2.3	4.6
Black or African American	50	2.5	12.9
Hispanic or Latino	85	4.2	21.2
Pacific Islander	0	0.0	0.0
White	1,823	90.3	58.4
Two or More Races	7	0.3	2.3
English Language Learners	17	0.8	5.7
Eligible for Free or Reduced-Price Meals	324	16.1	37.3
Students with Disabilities <sup>1</sup>	291	14.4	12.8

<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	47	4.8	29	2.9
Male	56	5.5	85	8.1
Black or African American	9	20.0	7	15.2
Hispanic or Latino	8	9.0	*	*
White	80	4.4	99	5.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	12.4	46	13.5
Students with Disabilities	33	11.1	44	13.2
District	103	5.2	114	5.6
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 87**

<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 2013-14

## North Branford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	133.5
Paraprofessional Instructional Assistants	22.0
<b>Special Education</b>	
Teachers and Instructors	26.8
Paraprofessional Instructional Assistants	41.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	8.7
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	5.3
Counselors, Social Workers and School Psychologists	12.1
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	70.7

<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 (%)
Asian	1	0.5	1.0
Black or African American	0	0	3.5
Hispanic	1	0.5	3.6
Native American	0	0	0.1
White	193	99.0	91.7

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	*	*
White	17	11.1	*	*
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	19	11.2	22	14.9
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	17	70.8
Emotional Disturbance	18	72.0
Intellectual Disability	*	*
Learning Disability	101	96.2
Other Health Impairment	47	90.4
Other Disabilities	*	*
Speech/Language Impairment	46	90.2
District	238	85.3
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## North Branford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	25	1.2	1.4
Emotional Disturbance	25	1.2	1.0
Intellectual Disability	13	0.6	0.4
Learning Disability	105	5.1	4.2
Other Health Impairment	52	2.5	2.5
Other Disabilities	12	0.6	1.0
Speech/Language Impairment	57	2.7	1.9
All Disabilities	289	13.9	12.4

<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	0	0	2.8
Private Schools or Other Settings	13	4.4	8.1

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

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,367,815	7,371	8,769
Instructional Supplies and Equipment	476,946	229	275
Improvement of Instruction and Educational Media Services	1,631,658	783	487
Student Support Services	2,344,310	1,124	965
Administration and Support Services	3,032,384	1,454	1,600
Plant Operation and Maintenance	3,462,458	1,661	1,472
Transportation	2,245,346	1,003	786
Costs of Students Tuitioned Out	867,990	N/A	N/A
Other	837,943	402	178
Total	30,266,850	13,897	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	2,986,988	1,433	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,663,755	47.9	35.6
Noncertified Personnel	834,685	15.0	14.5
Purchased Services	245,918	4.4	5.0
Tuition to Other Schools	586,443	10.5	21.4
Special Ed. Transportation	545,993	9.8	8.5
Other Expenditures	683,645	12.3	14.9
Total Expenditures	5,560,439	100.0	100.0
PK-12 Expenditures Used for Special Education		18.4	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.5	68.1
State	38.2	29.4
Federal	2.3	2.5
Tuition & Other	0.0	0.0

<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 2013-14

## North Branford School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	61.7	74.1	71.1	.	.	.	.	
Hispanic or Latino	72.9	79.9	81.0	77.4	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	70.8	70.5	76.9	78.3	.	.	.	.	
Students with Disabilities	52.9	49.9	53.1	51.4	.	.	.	.	
High Needs	62.3	62.4	67.4	63.9	.	.	.	.	
District	81.8	83.3	84.8	84.7	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	78.7	62.0	68.1	.	.	.	.	
Students with Disabilities	.	.	49.4	62.9	.	.	.	.	
High Needs	65.4	69.4	59.6	69.6	.	.	.	.	
District	85.4	83.5	79.0	85.4	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	95.0	86.8	75.3	98.2	555	87.7
Curl Up	98.6	93.4	84.3	90.2	555	91.4
Push Up	85.1	91.9	81.9	80.4	555	84.9
Mile Run/PACER	79.4	87.5	55.4	72.3	555	72.8
All Tests - District	70.2	73.5	43.4	65.2	555	62.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## North Branford School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	32	81.3	.		.
Students with Disabilities	21	90.5	79.5	Yes	81.0
District	170	95.9	93.8	Yes	93.8
State <sup>4</sup>		85.5			

<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 2012-13 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	85.7	59	38.3
Male	64.0	58	35.4
Black or African American	*	0	*
Hispanic or Latino	71.4	*	*
White	75.4	108	37.9
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	50.0	8	12.1
Students with Disabilities	*	*	*
District	74.5	117	36.8
State	72.9		37.6

<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

<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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	86.5	95.8
Male	70.7	94.1
Black or African American	*	*
Hispanic or Latino	*	*
White	80.0	94.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	61.3	*
Students with Disabilities	45.5	*
District	79.3	95.1
State	72.7	88.5

<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 2013-14

## North Branford School District

### Narratives

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

NB Strategic Plan, School Improvement Plans, and CMC drive high quality programming for all students. The strategic plan was developed in consultation with NESDC, with input from teachers, principals, families, students and community stakeholders. The dynamic plan incorporates CCSS, CT Secondary Ed Reform, NEASC 2010 Evaluation Recommendations, and other data. The plan's three goals focus on student achievement, school climate, and school facilities resources. Yearly, leadership analyzes performance data and interprets results to prioritize and adjust improvement plans for each school and program for the upcoming year. This planning promotes organizational purpose, collaboration and a shared commitment to district goals. NBPS recognize parents play a vital role in educating their child. Parent representation is solicited for school committees (Strategic Planning, School Safety and Security, PBIS, etc) 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. In 2013-2014, workshops were provided in specific areas (RTI, CCSS, SBAC testing, athletics, internet safety, l pads) to encourage parental involvement. To encourage more families to engage in student learning, PD in vital areas was provided to staff this year: communication (School Messenger, Powerschool, webpages, Edmodo), to keep families informed of school events, classroom news, available services; and feedback (progress reports, report cards, at-risk meetings), to ensure reported student data is individualized, specific, and accurately describes each child's academic and social progress. Staff and parents were also provided support on CCSS, new programs, and personalized learning. Additionally, newsletters, support materials and lists of effective resources are provided at all levels. To provide additional support for identified students, NBPS has improved Special Ed programs and services this year. The district provided teachers with targeted PD to improve the co-teaching model and differentiated instruction. Special Educators received training on Reporting Child Abuse, Task and Functional Behavior Analysis, Confidentiality, Effective Strategies for Support, Assistive Technology, and Social Skills curricula. To improve support services, NBPS also 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. We recognize children must attend school to benefit from our programs. A new BOE Attendance Policy was implemented to monitor attendance and collaborate with families ensuring students arrive at school on time. The policy was disseminated to all families through our Student Handbooks. Student attendance is monitored and addressed by counselors and administrators. If a child demonstrates a pattern of absences, parents are contacted. Staff and families meet to brainstorm ways to improve the child's attendance including counseling support, behavior plans, PPT referrals, and or referrals to outside agencies. If necessary, home visits, referrals to DCF or petitions to juvenile court are 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 various ethnic and socio-economic backgrounds. NBPS offer curricula, inter-district programs (ACES), multi-cultural events, and extra-curricular activities and clubs to enable students to understand and appreciate diversity in their lives. Educators incorporate activities that celebrate diversity into 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 school, ensuring students and staff work together to build a respectful, positive school climate and to 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 assemblies and additional activities to promote multi-cultural awareness and build a sense of community, such as art exhibits depicting different cultures and celebrations of Black History Month, Native American Day, and Hispanic Heritage Month. Students participate in programs (Rachel's Challenge and the Anti-Defamation League's Names Can Really Hurt Us) designed to reduce bias. Students also have the opportunity to participate in clubs (Diversity Club and Gay-Straight Alliance) celebrating similarities and difference among students. Students are strongly encouraged to participate in community service from Kindergarten to Grade 12. Staff and students work together yearly to fundraise, collect food, clothing, books and other necessities to assist economically disadvantaged individuals and families both locally and worldwide. The Community Roundup, an annual event stocking the local food bank, involves parents, students, and staff. The district embraces the Open Choice program as a means to provide welcomed diversity and reduce racial, ethnic and economic isolation. NB students participate in ECA, the Sound School, NH Academy and the Davison Regional Magnet School.

# District Profile and Performance Report for School Year 2013-14

## North Branford School District

### **Equitable Allocation of Resources among District Schools**

The NB BOE strives to allocate resources equitably throughout its schools. Budget development begins at building and program levels using guidelines established by the BOE. An allocation formula based on per pupil need and projected enrollment at each school provides a fair 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 program directors. This process promotes effective use of funds, ensuring expenditure choices meet the needs of students in all departments and schools. 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 the effectiveness of funds. Expenditures supporting improvements to curriculum are approved and reviewed by Director of Curriculum and Instruction, building administration and curriculum teams.