

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



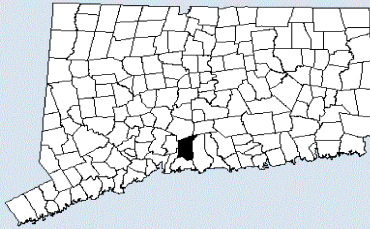
## North Branford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,969
Per Pupil Expenditures <sup>1</sup>	\$14,383
Total Expenditures <sup>1</sup>	\$30,246,446

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.  
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).  
 State totals are not displayed as they are not comparable to district totals.  
 Special Education tables reflect only students for whom the district is fiscally responsible.  
 \* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.  
 N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	965	49.0	48.3
Male	1,004	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	53	2.7	4.7
Black or African American	45	2.3	12.9
Hispanic or Latino	88	4.5	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	1,772	90.0	57.2
English Language Learners	18	0.9	6.3
Eligible for Free or Reduced-Price Meals	346	17.6	37.6
Students with Disabilities <sup>1</sup>	292	14.8	13.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	31 3.2	37 3.8
Male	48 4.8	94 9.2
Black or African American	* *	6 13.3
Hispanic or Latino	6 6.4	8 8.3
White	63 3.6	111 6.2
English Language Learners	0 *	* *
Eligible for Free or Reduced-Price Meals	33 9.3	47 12.8
Students with Disabilities	28 9.5	45 13.6
District	79 4.0	131 6.6
State	10.6	7.2

**Number of students in 2013-14 qualified as truant under state statute: 30**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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

## North Branford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	132.0
Paraprofessional Instructional Assistants	37.0
<b>Special Education</b>	
Teachers and Instructors	23.5
Paraprofessional Instructional Assistants	42.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	8.6
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	5.4
Counselors, Social Workers and School Psychologists	12.7
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	75.9

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	189	99.0	91.8

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

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

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	1.9	9.2

### Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	*
White	66	51.6	142	97.9
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	9	42.9	31	91.2
Students with Disabilities	9	36.0	19	82.6
District	71	50.4	157	96.3
State		58.4		73.8

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	14	70.0
Emotional Disturbance	22	71.0
Intellectual Disability	*	*
Learning Disability	95	96.0
Other Health Impairment	45	91.8
Other Disabilities	*	*
Speech/Language Impairment	45	90.0
District	229	84.2
State		69.7

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

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

## North Branford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	1.0	1.5
Emotional Disturbance	31	1.5	1.0
Intellectual Disability	12	0.6	0.5
Learning Disability	99	4.9	4.4
Other Health Impairment	50	2.5	2.6
Other Disabilities	16	0.8	1.0
Speech/Language Impairment	61	3.0	1.9
All Disabilities	289	14.4	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,898,377	7,420	9,134
Instructional Supplies and Equipment	381,040	190	334
Improvement of Instruction and Educational Media Services	1,789,750	891	498
Student Support Services	2,358,812	1,175	1,001
Administration and Support Services	3,163,200	1,575	1,694
Plant Operation and Maintenance	3,567,639	1,777	1,572
Transportation	2,430,053	1,130	813
Costs of Students Tuitioned Out	816,356	N/A	N/A
Other	841,219	419	186
Total	30,246,446	14,383	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	3,390,905	1,689	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,750,015	49.0	35.1
Noncertified Personnel	843,822	15.0	14.2
Purchased Services	238,133	4.2	5.2
Tuition to Other Schools	522,823	9.3	22.0
Special Ed. Transportation	581,161	10.4	8.6
Other Expenditures	674,394	12.0	14.9
Total Expenditures	5,610,348	100.0	100.0

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

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.1	68.7
State	37.1	29.3
Federal	1.8	2.0
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 2014-15

## 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	24	68.4	24	66.8	13	*
Black or African American	33	60.5	33	51.3	11	*
Hispanic or Latino	42	68.3	42	57.0	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	936	67.4	937	59.2	415	57.1
English Language Learners	9	*	9	*	6	*
Non-English Language Learners	1028	67.3	1029	59.0	454	57.3
Eligible for Free or Reduced-Price Meals	177	60.3	177	52.8	86	48.8
Not Eligible for Free or Reduced-Price Meals	860	68.7	861	60.3	374	59.1
Students with Disabilities	176	45.4	176	40.0	83	43.2
Students without Disabilities	861	71.7	862	62.8	377	60.3
High Needs	318	54.5	318	47.4	150	47.5
Non-High Needs	719	72.9	720	64.1	310	61.8
District	1037	67.3	1038	59.0	460	57.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.2	84.9	83.7	93.9	580	89.7
Curl Up	97.9	80.9	86.3	76.3	580	85.5
Push Up	80.6	76.3	84.3	65.6	580	77.1
Mile Run/PACER	76.4	70.4	72.5	55.7	580	69.1
All Tests - District	69.4	52.6	56.2	40.5	580	55.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

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

## North Branford School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	75.8	.		.
Students with Disabilities	30	86.7	81.0	Yes	82.4
District	150	90.7	93.8	No	93.8
State <sup>4</sup>		87.0			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.5	72	44.4
Male	64.8	44	31.0
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	78.8	108	39.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	63.6	10	18.2
Students with Disabilities	*	*	*
District	78.0	116	38.2
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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

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

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### College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.8	94.9
Male	62.3	90.6
Black or African American	*	*
Hispanic or Latino	*	*
White	72.4	93.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	48.6	81.8
Students with Disabilities	30.3	*
District	71.6	93.1
State	72.6	88.8

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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

## North Branford School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.3	75	89.7	100	89.7	67.9
	High Needs Students	54.5	75	72.6	100	72.6	56.7
Math Performance Index	All Students	59.0	75	78.6	100	78.6	59.3
	High Needs Students	47.4	75	63.2	100	63.2	47.8
Science Performance Index	All Students	57.2	75	76.2	100	76.2	56.5
	High Needs Students	47.5	75	63.3	100	63.3	45.9
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	7.9%	<=5%	44.1	50	88.2	17.3%
Preparation for CCR	% Taking Courses	75.0%	75%	50.0	50	100.0	66.1%
	% Passing Exams	38.2%	75%	25.4	50	50.9	37.3%
On-track to High School Graduation		92.6%	94%	49.2	50	98.5	85.6%
4-year Graduation All Students (2014 Cohort)		90.7%	94%	96.5	100	96.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		79.4%	94%	84.5	100	84.5	77.6%
Postsecondary Entrance (Class of 2014)		71.6%	75%	95.5	100	95.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		89.1%   55.0%	75%	18.3	50	36.7	87.6%   51.0%
Arts Access		48.9%	60%	40.7	50	81.4	45.7%
<b>Accountability Index</b>				<b>998.1</b>	<b>1250</b>	<b>79.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	72.9	54.5	18.4	17.3	
Math Performance Index Gap	64.1	47.4	16.6	19.6	
Science Performance Index Gap	61.8	47.5	14.3	17.2	
Graduation Rate Gap	94.0%	79.4%	14.6%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	96.5
	High Needs Students	97.3
Math	All Students	96.6
	High Needs Students	97.3
Science	All Students	98.7
	High Needs Students	97.5

### 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: 58.9      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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

## North Branford School District

### Narratives

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#### **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 that contribute during the planning process and throughout the year. Parent input is solicited through Parent Forums, PTOs, surveys and related instruments. Parents attend Open House, conferences, workshops, and at-risk and special meetings to help plan their child's program. In 2014-15, several workshops were provided in areas of special interest (RTI, CCSS, etc) to encourage more parental involvement. To encourage more families to engage in student learning, PD in several vital areas was provided to staff this year: communication to keep families informed of school events, classroom news, and 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 with 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. The district provided teachers with targeted PD to improve the co-teaching model and differentiated instruction. Special Educators also received training on Reporting Abuse, Task and Functional Behavior Analysis, Confidentiality, Effective Strategies for Support, Assistive Technology, and Social Skills curricula. To 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 PS 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, PPT referrals, and or referrals to outside agencies. When deemed necessary, home visits, attendance hearings, referrals to DCF and petitions to juvenile court have been done.

#### **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 socio-economic 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 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 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, the ADL's Names Can Really Hurt Us) 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 through 12. Staff and students work together yearly to fund raise and collect food, clothing, books and other necessities to assist economically disadvantaged individuals and families locally and around the world. The Community Roundup, an annual event stocking the local food banks, 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 NB students participate in choice programs including the Education Center for the Arts, the Sound School, and several New Haven Magnet Schools.

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

## 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.