

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



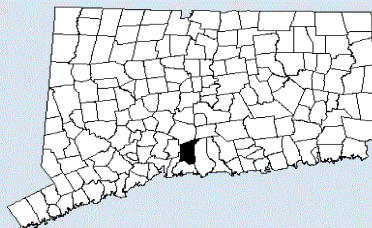
## North Branford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,889
Per Pupil Expenditures <sup>1</sup>	\$15,242
Total Expenditures <sup>1</sup>	\$31,047,457

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® 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 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	931	49.3	48.3
Male	958	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	46	2.4	4.9
Black or African American	43	2.3	12.8
Hispanic or Latino	99	5.2	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	1,691	89.5	55.9
English Learners	23	1.2	6.4
Eligible for Free or Reduced-Price Meals	349	18.5	38.0
Students with Disabilities <sup>1</sup>	276	14.6	13.7

<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	49	5.3	25	2.7
Male	42	4.5	76	8.0
Black or African American	*	*	8	18.6
Hispanic or Latino	*	*	6	5.7
White	76	4.6	82	4.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	34	10.0	34	9.8
Students with Disabilities	35	13.1	34	11.1
District	91	4.9	101	5.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 33

Number of school-based arrests: Fewer than 6

<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 2015-16

## North Branford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	124.1
Paraprofessional Instructional Assistants	32.6
<b>Special Education</b>	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	43.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	8.7
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	5.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	74.6

<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	0.1
White	182	98.9	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	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.4

### 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	6	*	*	*
White	90	63.4	93	72.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	20	66.7	10	*
Students with Disabilities	14	51.9	17	65.4
District	101	64.7	102	71.8
State		61.2		73.9

<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	13	*
Emotional Disturbance	16	66.7
Intellectual Disability	*	*
Learning Disability	103	99.0
Other Health Impairment	55	94.8
Other Disabilities	*	*
Speech/Language Impairment	39	90.7
District	232	85.6
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## North Branford School District

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

	District	State
	Count	Rate (%)
Autism	17	0.9
Emotional Disturbance	24	1.2
Intellectual Disability	13	0.7
Learning Disability	104	5.4
Other Health Impairment	59	3.1
Other Disabilities	14	0.7
Speech/Language Impairment	47	2.4
All Disabilities	278	14.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,987,928	7,627	9,387
Instructional Supplies and Equipment	388,515	198	318
Improvement of Instruction and Educational Media Services	1,795,586	914	541
Student Support Services	2,458,850	1,251	1,048
Administration and Support Services	3,181,997	1,619	1,790
Plant Operation and Maintenance	3,825,604	1,947	1,608
Transportation	2,476,038	1,186	845
Costs of Students Tuitioned Out	1,059,253	N/A	N/A
Other	873,686	445	194
Total	31,047,457	15,242	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	3,402,646	1,732	1,524
-----------------------------------	-----------	-------	-------

<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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,698,682	45.8
Noncertified Personnel	901,521	15.3
Purchased Services	238,852	4.1
Tuition to Other Schools	811,586	13.8
Special Ed. Transportation	581,231	9.9
Other Expenditures	658,976	11.2
Total Expenditures	5,890,848	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.5	69.3
State	26.6	28.5
Federal	2.0	2.2
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 2015-16

## 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	22	75.0	22	68.6	*	*
Black or African American	29	65.2	29	56.8	10	*
Hispanic or Latino	55	64.8	55	56.9	27	56.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	889	68.9	889	63.5	406	61.8
English Learners	13	*	13	*	*	*
Non-English Learners	986	68.8	986	63.2	*	*
Eligible for Free or Reduced-Price Meals	175	62.4	175	57.8	87	58.1
Not Eligible for Free or Reduced-Price Meals	824	70.0	824	64.1	362	62.0
Students with Disabilities	179	48.5	179	44.6	78	43.4
Students without Disabilities	820	73.1	820	67.1	371	64.9
High Needs	317	57.3	317	52.6	140	53.2
Non-High Needs	682	74.0	682	67.9	309	64.8
District	999	68.7	999	63.0	449	61.2

#### 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	94.3	78.0	88.1	93.9	556	88.5
Curl Up	90.8	79.4	85.3	76.3	556	83.1
Push Up	78.0	71.6	85.3	65.6	556	75.4
Mile Run/PACER	54.6	63.1	76.9	55.7	556	62.8
All Tests - District	48.9	51.1	65.7	40.5	556	51.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## North Branford School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	44	77.3	.		.
Students with Disabilities	25	76.0	82.4	No	83.8
District	166	93.4	93.8	No	93.9
State <sup>4</sup>		87.2			

<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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 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	98.1	71	46.1
Male	97.2	46	31.9
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.8	108	40.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.9	8	16.3
Students with Disabilities	*	*	*
District	97.7	117	39.3
State	95.6		40.7

<sup>5</sup>College 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

<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.

Copyright © 2016 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2016 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2016

### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	91.8	90.6
Male	80.8	83.3
Black or African American	*	*
Hispanic or Latino	*	*
White	88.7	88.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	77.1	*
Students with Disabilities	*	*
District	86.7	87.1
State	71.9	88.3

<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 2015-16

## North Branford School District

### Next Generation Accountability Results

These statistics are the 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	68.7	75	45.8	50	91.6	67.7
	High Needs Students	57.3	75	38.2	50	76.4	56.7
Math Performance Index	All Students	63.0	75	42.0	50	84.0	61.4
	High Needs Students	52.6	75	35.0	50	70.1	49.9
Science Performance Index	All Students	61.2	75	40.8	50	81.6	57.5
	High Needs Students	53.2	75	35.5	50	71.0	47.0
ELA Academic Growth	All Students	64.4%	100%	64.4	100	64.4	63.8%
	High Needs Students	58.2%	100%	58.2	100	58.2	58.3%
Math Academic Growth	All Students	66.1%	100%	66.1	100	66.1	65.0%
	High Needs Students	63.8%	100%	63.8	100	63.8	57.4%
Chronic Absenteeism	All Students	4.9%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	9.7%	<=5%	40.6	50	81.1	15.6%
Preparation for CCR	% Taking Courses	68.1%	75%	45.4	50	90.8	67.6%
	% Passing Exams	39.3%	75%	26.2	50	52.3	40.7%
On-track to High School Graduation		94.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		93.4%	94%	99.3	100	99.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.0%	94%	95.7	100	95.7	78.6%
Postsecondary Entrance (Class of 2015)		86.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.1%   51.8%	75%	34.5	50	69.1	89.2%   50.5%
Arts Access		50.3%	60%	42.0	50	83.9	47.5%
<b>Accountability Index</b>				<b>1073.5</b>	<b>1350</b>	<b>79.5</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	74.0	57.3	16.7	16.5	
Math Performance Index Gap	67.9	52.6	15.3	18.9	
Science Performance Index Gap	64.8	53.2	11.6	17.2	
Graduation Rate Gap	94.0%	90.0%	4.0%	15.3%	N

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

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.6
	High Needs Students	97.0
Math	All Students	96.6
	High Needs Students	97.0
Science	All Students	98.5
	High Needs Students	96.6

<sup>3</sup>Minimum 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: 63.2**

**State: 51.4**

#### 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 2015-16

## 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. In 2015-2016, staff participated in SERC and NSCC training around family engagement. To encourage family engagement, NBPS continues to keep families informed of school events, classroom news, and available services via multiple modes (PowerSchool, 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 identified students. NBPS has enriched/enhanced Special Ed and Regular Ed programs and services by implementing a K-2 Bridges program and expanding RtI services to offer academic support. 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 PowerSchool on-line 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 2015-16

## 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.