

STRATEGIC SCHOOL PROFILE 2010-11**North Branford School District**

SCOTT SCHOONMAKER, Superintendent

Location: 1388 Middletown Avenue
Northford,
Connecticut

Telephone: (203) 484-1440

Website: www.northbranfordschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 13,906

1990-2000 Population Growth: 7%

Number of Public Schools: 4

Per Capita Income in 2000: \$28,542

Percent of Adults without a High School Diploma in 2000*: 11.1%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%

District Enrollment as % of Estimated. Student Population: 94.3%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 2,286
5-Year Enrollment Change -9.5%

DISTRICT GRADE RANGE

Grade Range K - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	312	13.6	13.7	34.1
K-12 Students Who Are Not Fluent in English	22	1.0	0.7	5.6
Students Identified as Gifted and/or Talented*	76	3.3	3.5	4.0
PK-12 Students Receiving Special Education Services in District	293	12.8	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	134	93.7	86.3	80.2
Homeless	1	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	68	19.0	13.9	13.2

*1.3 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	56	2.4
Black	52	2.3
Hispanic	78	3.4
Pacific Islander	0	0.0
White	2,096	91.7
Two or more races	1	0.0
Total Minority	190	8.3

Percent of Minority Professional Staff: 1.0%

Open Choice:

21 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

2.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The establishment of a positive school climate where all school members are supported, connected, and safe in school is one of the primary goals in the district's new strategic plan. As a result, Positive Behavior Intervention Supports (PBIS) has been implemented at grades 3-12 and Responsive Classroom is in place at the K-2 school. In addition, Character Education and community service are imbedded in all aspects of the school community. The primary components of the NBPS Character Education program are Respect, Responsibility, and Caring. Subcategories of honesty, tolerance, and perseverance are also integrated throughout the school cultures. North Branford Public School students are strongly encouraged to participate in community service from Kindergarten through Grade 12. Teachers and students work together to collect food, clothing, and books to assist economically disadvantaged individuals and families both locally and around the world. Stocking the local food bank by participating in the annual Community Roundup Day is an annual event for many of the parents, students, and staff each October. Teams of students, under the guidance of an adult, collect non-perishable foods throughout the town, bring them back to the school while other teams of students and adults count the items, sort and box them and send many containers to the local food bank. Prizes are given to the teams who bring in the most items. The school system participates in the Open Choice program by continuing to enroll students from City of New Haven each year. In addition, several students from North Branford attend magnet schools in New Haven.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	54.9	58.4	25.0	
Writing	60.3	61.1	35.4	
Mathematics	63.9	63.0	39.1	
Grade 4 Reading	62.3	62.5	31.9	
Writing	57.8	65.5	16.5	
Mathematics	78.7	67.0	62.2	
Grade 5 Reading	67.4	61.4	46.6	
Writing	78.6	66.8	62.0	
Mathematics	92.7	72.5	92.6	
Science	67.7	59.9	44.2	
Grade 6 Reading	68.5	76.0	20.8	
Writing	56.1	65.2	23.2	
Mathematics	77.0	71.3	47.6	
Grade 7 Reading	75.1	77.8	27.4	
Writing	54.0	58.9	27.8	
Mathematics	75.0	68.4	48.1	
Grade 8 Reading	78.9	74.7	39.5	
Writing	68.0	64.8	38.9	
Mathematics	79.0	66.6	56.7	
Science	76.3	63.1	53.5	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	56.0	44.7	60.6	
Writing Across the Disciplines	71.9	61.2	54.9	
Mathematics	56.3	49.5	51.1	
Science	59.9	47.0	60.2	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	57.6	51.0	62.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.3	70.6	
Average Score	Mathematics	504	510	38.2
	Critical Reading	507	505	48.9
	Writing	512	510	48.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	84.9	81.8	32.1
2009-10 Annual Dropout Rate for Grade 9 through 12	1.0	2.8	46.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.5	84.8
% Employed (Civilian Employment and in Armed Services)	2.5	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	138.65
Paraprofessional Instructional Assistants	19.00
Special Education	
Teachers and Instructors	26.70
Paraprofessional Instructional Assistants	48.00
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	8.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.20
Counselors, Social Workers, and School Psychologists	12.70
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	99.60

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	15.2	13.9
% with Master's Degree or Above	84.8	81.0	79.0

Average Class Size	District	DRG	State
Grade K	17.8	16.7	18.4
Grade 2	21.4	18.1	19.9
Grade 5	24.5	19.7	21.2
Grade 7	24.0	19.6	20.6
High School	17.4	17.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	993	992
Middle School	1,032	1,025	1,017
High School	990	1,027	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.4	2.6	3.1
Middle School	1.4	2.0	2.4
High School	2.0	1.8	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$15,024	\$6,426	\$8,232	\$7,996	\$8,237
Instructional Supplies and Equipment	\$666	\$285	\$299	\$280	\$300
Improvement of Instruction and Educational Media Services	\$1,582	\$677	\$477	\$396	\$463
Student Support Services	\$2,367	\$1,013	\$875	\$924	\$872
Administration and Support Services	\$3,122	\$1,335	\$1,433	\$1,460	\$1,459
Plant Operation and Maintenance	\$3,558	\$1,522	\$1,421	\$1,405	\$1,410
Transportation	\$1,898	\$763	\$701	\$727	\$692
Costs for Students Tuitioned Out	\$993	N/A	N/A	N/A	N/A
Other	\$652	\$279	\$161	\$179	\$159
Total	\$29,862	\$12,304	\$13,878	\$13,766	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$11,659	\$4,987	\$1,622	\$1,611	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,187,086	17.4	20.1	21.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	60.6	34.5	4.9	0.0
Excluding School Construction	67.6	25.5	6.8	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The North Branford Board of Education allocates resources equitably throughout the schools. Budgets account for student staff population on discretionary spending items such as books, supplies and equipment. A formula based on per pupil need as each school level (primary, elementary, middle and high school) provides for a fair and equitable distribution of resources. Building Administrators track spending by department. Expenditures necessary to support modifications or improvements to curriculum are approved by the Director of Curriculum and Instruction in collaboration with building administration and input from curriculum teams. A Curriculum Management cycle process is implemented to make certain that each discipline K-12 moves through a cycle of review, development, implementation, and evaluation with monies budgeted to support the work and needs of the specified discipline. Budget books containing recent fiscal expenditures and current year allocations are distributed as part of the annual budget process to all building and department administrators. Updates are provided to the Board of Education monthly which detail budget expenditures.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	295
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.6%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	19	0.8	N/A	1.1
Learning Disability	89	3.8	N/A	3.9
Intellectual Disability	11	0.5	N/A	0.4
Emotional Disturbance	25	1.1	N/A	1.0
Speech Impairment	94	4.0	N/A	2.2
Other Health Impairment*	47	2.0	N/A	2.1
Other Disabilities**	10	0.4	N/A	0.9
Total	295	12.6	N/A	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	53.3	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	15.9	33.0	68.7	68.6
	Writing	13.0	19.3	62.9	63.7
	Mathematics	26.2	33.4	78.2	68.2
	Science	19.0	21.2	72.3	61.5
CAPT	Reading Across the Disciplines	7.7	14.1	56.0	44.7
	Writing Across the Disciplines	11.1	17.3	71.9	61.2
	Mathematics	15.4	15.8	56.3	49.5
	Science	5.6	13.1	59.9	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	12.6
	% With Accommodations	87.4
CAPT	% Without Accommodations	5.3
	% With Accommodations	94.7
% Assessed Using Skills Checklist		6.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.3
Private Schools or Other Settings	7	2.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	265	89.8	N/A	74.1
40.1 to 79.0 Percent of Time	23	7.8	N/A	14.9
0.0 to 40.0 Percent of Time	7	2.4	N/A	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district's Strategic Plan, School Improvement Plans, and Curriculum Management Cycle drive instructional improvement in the North Branford Public Schools. The district recently approved a new strategic plan for years 2011-2016. This plan was developed with consultation from the New England School Development Council's Division of Planning and Management, with much input from the teachers, principals, school families, students and community stakeholders. It incorporates the Common Core State Standards, the Connecticut Secondary Education Reform, and the New England Associations of Schools and Colleges 2010 Evaluation Report Recommendations, as well as an analysis of both academic and behavioral data. The 2011-2016 Strategic Plan includes three goals: To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills; To establish a positive school climate where all school members are supported, connected, and safe in school, and; To improve school facilities to support academic achievement in a safe learning environment. Along with the new strategic plan, the district has implemented a new administrator evaluation plan. Within this plan is the structure for creating the school improvement plans. The administrator works with staff members to improve the quality of school programs by reviewing the impact of current practices on student learning. Multiple measures are used to monitor student achievement, including, but not limited to, common assessment data. The goal is to ensure student's continuous progress towards learning goals.
