

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



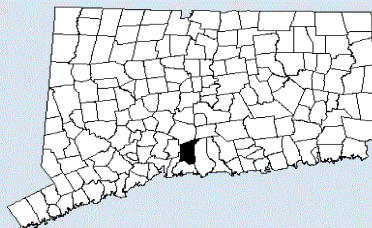
North Branford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,700
Per Pupil Expenditures ¹	\$18,418
Total Expenditures ¹	\$33,078,500

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	833	49.0	48.4
Male	867	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	32	1.9	5.2
Black or African American	35	2.1	12.7
Hispanic or Latino of any race	134	7.9	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	1,473	86.6	51.1
English Learners	16	0.9	8.3
Eligible for Free or Reduced-Price Meals	408	24.0	43.3
Students with Disabilities ³	261	15.4	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	63	7.8	22	2.6
Male	63	7.5	64	7.3
Black or African American	*	*	8	22.9
Hispanic or Latino of any race	16	12.4	11	7.9
White	101	7.1	67	4.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	12.5	33	7.4
Students with Disabilities	29	11.5	24	8.5
District	126	7.7	86	5.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 30

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	118.4
Paraprofessional Instructional Assistants	41.4
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	51.6
Administrators, Coordinators and Department Chairs	
District Central Office	3.2
School Level	8.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	74.8

¹ 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	2	1.1	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	1.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	173	97.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	96	76.8	105	87.5
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	25	83.3	26	83.9
Students with Disabilities	19	86.4	20	76.9
District	104	72.7	115	86.5
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	10	*
Emotional Disturbance	11	45.8
Intellectual Disability	*	*
Learning Disability	103	89.6
Other Health Impairment	43	91.5
Other Disabilities	*	*
Speech/Language Impairment	29	87.9
District	202	77.4
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	19	1.1	2.0
Emotional Disturbance	24	1.4	1.1
Intellectual Disability	13	0.8	0.5
Learning Disability	115	6.7	5.7
Other Health Impairment	48	2.8	3.3
Other Disabilities	13	0.8	1.1
Speech/Language Impairment	38	2.2	1.8
All Disabilities	270	15.7	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	7.8	8.2
Private Schools or Other Settings	8	3.0	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,203,882	\$10,136	\$10,923
Support services - students	\$2,581,796	\$1,493	\$1,277
Support services - instruction	\$2,064,244	\$1,194	\$682
Support services - general administration	\$801,477	\$464	\$467
Support services - school based administration	\$1,792,107	\$1,036	\$1,021
Central and other support services	\$875,159	\$506	\$679
Operation and maintenance of plant	\$3,558,860	\$2,058	\$1,718
Student transportation services	\$2,418,664	\$1,396	\$1,288
Food services	\$275,732	\$159	\$12
Enterprise operations	\$506,578	\$293	\$163
Minor school construction	.	.	\$59
Total	\$33,078,500	\$18,418	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,798,102	26.3	28.5
Instructional Aide Salaries	\$963,961	14.1	10.1
Other Salaries	\$1,159,646	16.9	11.1
Employee Benefits	\$698,153	10.2	13.0
Purchased Services Other Than Transportation	\$302,650	4.4	5.7
Special Education Tuition	\$1,250,421	18.3	22.5
Supplies	\$39,871	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$622,792	9.1	8.0
Equipment	\$13,034	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$6,848,629	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	72.6
State	24.5
Federal	2.8
Tuition & Other	0.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	8	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	37	91.9
Students with Disabilities	26	76.9
District	129	94.6
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.2	95.9
Male	64.2	84.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	80.2	93.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	59.5	87.1
Students with Disabilities	52.4	*
District	78.7	91.1
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.7%	<=5%	12.2%
	High Needs Students	12.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	79.3%	75%	80.4%
On-track to High School Graduation		97.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		78.7%	75%	71.5%
Arts Access		63.0%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	87.7%	6.3%	10.9%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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, 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. 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 and behavioral 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, interdistrict programs (ACES), multicultural events, and extracurricular activities and clubs are offered to enable students to 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), Second Step, and other Social-Emotional Learning opportunities. 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 also have experience with the Responsive Classroom model and Restorative Practices. Components of the NBPS Character Ed program are Respect, Responsibility, and Caring. Subcategories of honesty, tolerance, and perseverance are integrated throughout the school cultures. Our district has 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, 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 ECA, Sound School, and several New Haven Magnet Schools

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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.