

STRATEGIC SCHOOL PROFILE 2012-13**North Branford School District**

Scott Schoonmaker, Superintendent

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Northford,
Connecticut

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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	Per Capita Income in 2000: \$28,542
Town Population in 2000: 13,906	Percent of Adults without a High School Diploma in 2000*: 11.1%
1990-2000 Population Growth: 7%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 91.5%

*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, 2012	2,080
5-Year Enrollment Change	-14.4%

DISTRICT GRADE RANGE

Grade Range	PK - 12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	294	14.1	15.1	36.7
K-12 Students Who Are Not Fluent in English	16	0.8	0.8	5.8
Students Identified as Gifted and/or Talented*	106	5.1	3.3	3.8
PK-12 Students Receiving Special Education Services in District	282	13.6	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	108	96.4	82.8	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	58	18.4	14.2	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.2
Asian American	51	2.5
Black	51	2.5
Hispanic	85	4.1
Pacific Islander	1	0.0
White	1,884	90.6
Two or more races	3	0.1
Total Minority	196	9.4

Percent of Minority Professional Staff: 1.0%

Open Choice:

23 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:

3.5% 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 16.

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.

North Branford Public Schools are committed to reducing racial, ethnic and economic isolation. North Branford students are offered numerous opportunities to interact with students from a variety of ethnic and socio-economic backgrounds. Curricula, inter-district programs, multi-cultural events, and extra-curricular activities and clubs are offered to enable students to understand and appreciate diversity in their lives. Educators incorporate activities that celebrate diversity in existing curriculum and instruction as well as at school-sponsored events. Our schools support character development and citizenship using the Positive Behavior Intervention Supports (PBIS) framework. PBIS has been implemented at all grade levels. Teachers at the K-2 level also have extensive experience with the Responsive Classroom model. Character Education 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 preparing students to learn, work and live as responsible productive citizens in a diverse society. 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. This past year, our elementary schools promoted awareness through multi-cultural activities such as art exhibits depicting different cultures and celebrations of Black History Month, Native American Day, and Hispanic Heritage Month. Our secondary schools participated in and prepared for empowering programs designed to reduce bias, such as Rachel's Challenge and the Anti-Defamation League's Names Can Really Hurt Us. Students at the secondary level also had the opportunity to participate in clubs that celebrate similarities and difference among students, such as the Diversity Club and Gay-Straight Alliance. In addition, North Branford Public School students are strongly encouraged to participate in community service from Kindergarten through Grade 12. Teachers and students worked together this year to fundraise and collect food, clothing, books and other necessities to assist economically disadvantaged individuals and families both locally and around the world. The Community Roundup, the proceeds of which are used to stock the local food bank, is an annual event that involves many parents, students, and staff each October. The district has embraced the Open Choice program for many years as a means to provide some welcomed diversity within our student body and reduce racial, ethnic and economic isolation. Several North Branford students also participate in choice programs including the Education Center for the Arts, the Sound School, New Haven Academy and the Davison Regional Magnet School.

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
Grade 3 Reading	69.5	56.9	63.1
Writing	70.8	60.0	59.6
Mathematics	66.2	61.4	44.1
Grade 4 Reading	56.9	62.6	21.5
Writing	68.5	63.0	51.9
Mathematics	67.4	65.1	37.3
Grade 5 Reading	79.6	66.9	65.2
Writing	79.9	65.6	71.4
Mathematics	90.8	69.2	91.3
Science	74.0	62.3	52.8
Grade 6 Reading	78.9	73.3	43.7
Writing	80.0	65.1	72.4
Mathematics	71.2	67	41.1
Grade 7 Reading	83.6	78.9	46.2
Writing	73.9	64.9	52.5
Mathematics	77.2	65.4	58.9
Grade 8 Reading	69.8	76.2	20.3
Writing	64.2	67.2	25.8
Mathematics	61.1	65.0	28.9
Science	53.5	60.4	22.6

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.

For more detailed CMT 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."

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
Reading Across the Disciplines	60.5	48.5	59.1
Writing Across the Disciplines	77.8	62.1	65.2
Mathematics	67.1	52.4	65.2
Science	61.3	48.8	56.4

For more detailed 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."

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
	66.0	51.1	83.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		95.3	78.5	
Average Score	Mathematics	501	503	42.9
	Critical Reading	497	499	42.1
	Writing	509	504	45.9

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 2012	91.4	84.8	52.2
2011-12 Annual Dropout Rate for Grade 9 through 12	0.9	2.1	35.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.3	82.6
% Employed (Civilian Employment and in Armed Services)	8.7	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	136.35
Paraprofessional Instructional Assistants	23.00
Special Education	
Teachers and Instructors	26.00
Paraprofessional Instructional Assistants	46.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	8.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.60
Counselors, Social Workers, and School Psychologists	12.10
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	105.10

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	15.4	13.9
% with Master's Degree or Above	84.8	82.9	79.8

Average Class Size	District	DRG	State
Grade K	19.0	16.4	18.9
Grade 2	21.0	17.6	19.8
Grade 5	22.0	17.9	21.3
Grade 7	23.6	18.4	20.2
High School	15.8	16.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	992	999
Middle School	1,026	1,031	1,029
High School	1,000	1,015	1,027

*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*	3.0	2.1	2.7
Middle School	1.3	1.6	2.1
High School	1.7	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$15,653	\$7,187	\$8,570	\$8,661	\$8,570
Instructional Supplies and Equipment	\$487	\$224	\$252	\$303	\$257
Improvement of Instruction and Educational Media Services	\$1,645	\$755	\$475	\$432	\$471
Student Support Services	\$2,415	\$1,109	\$949	\$981	\$950
Administration and Support Services	\$2,953	\$1,356	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$3,254	\$1,494	\$1,466	\$1,614	\$1,459
Transportation	\$2,209	\$948	\$775	\$842	\$765
Costs for Students Tuitioned Out	\$1,195	N/A	N/A	N/A	N/A
Other	\$635	\$292	\$170	\$188	\$170
Total	\$30,446	\$13,424	\$14,444	\$15,079	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,280	\$1,506	\$1,405	\$1,099	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,777,335	19.0	20.0	21.8

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	65.3	32.2	2.6	0.0
Excluding School Construction	68.0	29.2	2.8	0.0

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 NB BOE strives to allocate resources equitably throughout the town's 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 a fair and equitable distribution of resources.

Administrators meet periodically to discuss budget priorities. The proposed budget is developed by administrators with input from teachers, department leaders and program directors. The collaborative process promotes effective use of funds; ensuring expenditure choices meet the needs of all students. School-based budgets are reviewed ensuring 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. Budget books of recent fiscal expenditures and current year allocations are distributed as part of the budget process to buildings and department administrators. Expenditures necessary to support improvements to curriculum are approved by the Director of Curriculum and Instruction. A Curriculum Management Cycle (CMC) process is implemented ensuring each K-12 discipline moves through a review, development, implementation, and evaluation cycle. Budgeted monies support the needs and work of each department as it progresses through each CMC phase.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	280
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.1%

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	23	1.1	1.2	1.3
Learning Disability	90	4.2	4.0	4.0
Intellectual Disability	12	0.6	0.4	0.4
Emotional Disturbance	18	0.8	0.7	1.0
Speech Impairment	70	3.3	2.5	2.0
Other Health Impairment*	52	2.4	2.1	2.4
Other Disabilities**	15	0.7	0.8	1.0
Total	280	13.1	11.7	12.1

*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 2011-12 with a Standard Diploma	56.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	21.0	34.5	73.0	69.2
	Writing	20.9	19.9	72.5	64.4
	Mathematics	16.8	29.0	72.1	65.5
	Science	19.1	21.3	62.8	61.3
CAPT	Reading Across the Disciplines	31.6	15.7	60.5	48.5
	Writing Across the Disciplines	36.8	16.7	77.8	62.1
	Mathematics	17.6	16.8	67.1	52.4
	Science	15.8	14.6	61.3	48.8

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	11.6
	% With Accommodations	88.4
CAPT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		8.0

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	0.4
Private Schools or Other Settings	12	4.3

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	235	83.9	74.3	72.0
40.1 to 79.0 Percent of Time	25	8.9	18.0	16.4
0.0 to 40.0 Percent of Time	20	7.1	7.7	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

North Branford's Strategic Plan, School Improvement Plans, and Curriculum Management Cycle drive high quality programming for all students in the North Branford Public Schools. The district has made significant progress in implementing the 2011-2016 Strategic Plan. The 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. The dynamic plan 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 current and historical academic and behavioral data. The 2011-2016 Strategic Plan directs the district's efforts to improve the educational experiences for all students. The plan's three goals express the desired improvement efforts for student achievement, school climate and school facilities and resources. While unprecedented economic times continue to challenge the district's resources it remains committed to The NBPS Strategic Plan. The NBPS curriculum at every level reflects the rigor and challenge set forth in the Common Core Curriculum Standards. The new standards and North Branford's higher expectations drive curriculum revision and implementation in an effort for continual improvement. During 2012-2013, the district continued to focus professional development on increasing academic rigor by exploring the CCSS, instructional implications and shifts, and necessary changes in assessment. Staff members participated in intra-district and inter-district Professional Learning Communities including the ACES Curriculum Consortium as well numerous state and national professional organizations. Teams analyze data regularly to monitor program effectiveness, determine the impact of change efforts and confront areas in need of improvement. PLCs examine evidence gathered through student work, achievement data, observations and walk-throughs to monitor student progress, share best practices and improve teaching and learning. Special educators and other specialists review and refine services and programs based on the law, best practices and local and state guidelines. Full-Day Kindergarten, HOTS (Higher Order Thinking Strategies), a museum-school partnership with Yale Center for British Arts, enrichment opportunities such as MATHCOUNTS and Future Problem Solvers, the Independent Performance Project (IPP) program and expansion of the School to Work initiative for 18-21 year-olds were among the district's many successful endeavors this academic year. During the 2012-2013 school year, North Branford High School was identified by US News World News Reports' in Best High Schools in the United States based on criteria including AP achievement, College Readiness, state exam data, and student to teacher ratio. 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. North Branford also continues to support academic achievement through improvement of school facilities. There have been security improvements to all buildings including access control systems. Numerous technology enhancements have been completed to support our students and prepare NBPS for the new on-line state assessments. The Family Resource Center Preschool play area was renovated this year. The district also completed many projects that support safer, healthier and more efficient buildings: removal of old tile; installation of snow guards for metal roofs; repaving; energy efficient lighting and waterproofing. Future plans include a new roof at the high school, flooring improvements at multiple buildings, and updated restroom facilities.
