

**STRATEGIC SCHOOL PROFILE 2008-09****North Branford School District**

ROBERT K. WOLFE, Superintendent  
Telephone: (203) 484-1440

Location: 1388 Middletown Avenue  
Northford,  
Connecticut

Website: [www.northbranfordschools.org](http://www.northbranfordschools.org)

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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](http://www.sde.ct.gov).

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**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: 7.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 94.5%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 2,398  
5-Year Enrollment Change -4.5%

**DISTRICT GRADE RANGE**

Grade Range PK-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	242	10.1	11.1	30.3
K-12 Students Who Are Not Fluent in English	19	0.8	0.6	5.2
Students Identified as Gifted and/or Talented*	69	2.9	3.8	4.0
PK-12 Students Receiving Special Education Services in District	286	11.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	160	95.8	85.5	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	49	18.6	18.7	19.0

\*13.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.3
Asian American	44	1.8
Black	46	1.9
Hispanic	67	2.8
White	2,233	93.1
Total Minority	165	6.9

**Percent of Minority Professional Staff:** 0.5%

**Open Choice:** 25 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:** 2.3% 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 14.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 students participate in a character education curriculum that is embedded in all disciplines. The major components of this curriculum are respect, responsibility, caring, with sub categories of honesty, tolerance, and perseverance. Each school plans how their character education program will be delivered to the students and how students will learn and apply these character traits.

Programs/philosophies such as, Responsive Classroom, Pillars of Character and KIND are employed. Each school has developed a behavior policy that rewards positive behaviors and extinguishes those traits that are unacceptable to promoting the character traits noted above.

Community service is part of the Character Education curriculum with all students from K-12 participating.

Educators and students participate in community service work such as food, clothing, and book drives, to assist economically isolated individuals both locally and around the nation and world. Stocking the local food bank by participating in the annual Community Roundup is an event that all students and their teachers and administrators look forward to each year. 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 on to the local food bank. Prizes are given to the teams who bring in the most food.

Response to Intervention (RtI) has been adopted by the NBPS in the areas of Reading, Mathematics and Behavior throughout the district. While primary grades will continue to implement Responsive Classroom, elementary, middle and high school will implement Positive Behavior Strategies. Staff will be training in the tenants of PBS over the next three years.

The Open Choice program continues to enroll students from New Haven and surrounding communities each year. Several students from North Branford attend magnet schools in the New Haven County.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	53.8	54.6	31.4
Writing	61.7	62.5	35.8
Mathematics	56.5	62.8	25.8
Grade 4 Reading	52.2	60.7	16.6
Writing	53.4	64.2	13.3
Mathematics	59.5	63.6	26.2
Grade 5 Reading	56.4	66.0	19.3
Writing	52.9	66.5	13.6
Mathematics	62.0	68.8	21.6
Science	56.1	58.1	26.5
Grade 6 Reading	65.5	68.9	25.2
Writing	49.8	62.2	17.2
Mathematics	73.2	68.8	41.1
Grade 7 Reading	78.0	74.9	40.1
Writing	54.6	62.9	19.7
Mathematics	67.8	66.0	40.8
Grade 8 Reading	69.1	68.4	34.2
Writing	70.1	66.5	38.7
Mathematics	67.9	64.5	37.4
Science	67.6	60.6	40.0

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scoreable 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	49.7	47.4	45.5
Writing Across the Disciplines	69.4	55.0	64.1
Mathematics	46.4	47.8	40.5
Science	52.9	42.8	60.3

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	45.9	36.2	73.7

SAT <sup>®</sup> I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.8	74.5	
Average Score	Mathematics	499	507	36.4
	Critical Reading	490	503	30.2
	Writing	496	506	37.2

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> 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, Class of 2008	92.1	92.1	32.8
Cumulative Four-Year Dropout Rate for Class of 2008	7.7	6.6	22.6
2007-08 Annual Dropout Rate for Grade 9 through 12	1.9	2.5	28.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.9	84.1
% Employed (Civilian Employment and in Armed Services)	4.5	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	140.10
Paraprofessional Instructional Assistants	19.00
Special Education	
Teachers and Instructors	24.95
Paraprofessional Instructional Assistants	45.00
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	9.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.60
Counselors, Social Workers, and School Psychologists	13.70
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	111.20

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	14.5	14.6	13.6
% with Master's Degree or Above	79.1	77.2	76.1

Average Class Size	District	DRG	State
Grade K	20.8	15.8	18.3
Grade 2	20.8	17.5	19.3
Grade 5	23.6	19.6	21.0
Grade 7	23.1	19.5	20.5
High School	17.9	18.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	963	993	988
Middle School	1,032	1,010	1,016
High School	989	1,007	1,007

\*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*	2.5	2.7	3.3
Middle School	1.8	2.1	2.6
High School	2.2	2.0	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$13,741	\$5,652	\$7,521	\$7,032	\$7,522
Instructional Supplies and Equipment	\$639	\$263	\$267	\$303	\$271
Improvement of Instruction and Educational Media Services	\$1,568	\$645	\$461	\$409	\$446
Student Support Services	\$2,277	\$936	\$808	\$862	\$806
Administration and Support Services	\$3,006	\$1,236	\$1,351	\$1,365	\$1,369
Plant Operation and Maintenance	\$3,054	\$1,256	\$1,382	\$1,339	\$1,377
Transportation	\$2,003	\$776	\$649	\$671	\$644
Costs for Students Tuitioned Out	\$1,097	N/A	N/A	N/A	N/A
Other	\$587	\$241	\$152	\$158	\$151
<b>Total</b>	<b>\$27,972</b>	<b>\$11,096</b>	<b>\$12,869</b>	<b>\$12,486</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,795	\$738	\$1,791	\$1,677	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,990,504	17.8	19.0	20.5

**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	68.0	30.2	1.8	0.0
Excluding School Construction	67.8	30.3	1.9	0.0

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 and staff population on discretionary spending items such as books, supplies and equipment. A formula based on per pupil need at 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.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	294
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.9%

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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	15	0.6	0.8	0.8
Learning Disability	91	3.7	3.7	3.9
Intellectual Disability	11	0.4	0.4	0.5
Emotional Disturbance	21	0.8	0.7	1.0
Speech Impairment	97	3.9	2.9	2.3
Other Health Impairment*	48	1.9	1.8	2.1
Other Disabilities**	11	0.4	0.7	0.9
Total	294	11.9	11.1	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 2007-08 with a Standard Diploma	65.4	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	16.9	30.2	62.6	65.7
	Writing	10.3	19.5	57.0	64.1
	Mathematics	19.5	30.7	64.8	65.7
	Science	14.6	23.8	62.1	59.4
CAPT	Reading Across the Disciplines	5.0	14.1	49.7	47.4
	Writing Across the Disciplines	9.1	13.6	69.4	55.0
	Mathematics	N/A	N/A	46.4	47.8
	Science	4.5	10.6	52.9	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	29.9
	% With Accommodations	70.1
CAPT	% Without Accommodations	64.5
	% With Accommodations	35.5
% Assessed Using Skills Checklist		5.2

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	4	1.4
Private Schools or Other Settings	8	2.7

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	222	75.5	75.5	72.7
40.1 to 79.0 Percent of Time	60	20.4	18.1	16.1
0.0 to 40.0 Percent of Time	12	4.1	6.4	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The district's Strategic Plan, the building level School Site-Based Plans and the Curriculum Management Cycle drive instructional improvement in the North Branford Public Schools. The Professional Growth Educator Evaluation Program is updated regularly to meet ongoing changes at the district and state levels. The North Branford Professional Staff Evaluation Committee believes that it is important for educators to have a clear understanding of what constitutes exemplary performance in; instructional design, classroom environment, instructional implementation, assessment of student learning, reflection on teaching and learning, and professional practice. The Performance indicators serve as competency standards for teaching in the North Branford School System. Competency standards also exist in the areas of technology integration and differentiated instruction. The Professional Growth section of the program requires educators to select one area of focus that is part of the school and district focus. During the 08-09 school year the focus was on Data Teams and Response to Intervention. Over the last three years, building level principals and assistant principals and directors of curriculum/instruction and special education studied and worked collaboratively. The first year the administrative team studied Professional Learning Communities by researching on-line, attending conferences, and reading the most recent research and best practice. The Team met throughout the school year to discuss their new learning, to determine how PLCs could be implemented, and planned for implementation at each level. The following year PLCs were implemented and the Administrative Team studied Response to Intervention, following the same process. RtI is being implemented in all schools at this time in the areas of reading, math and behavior. At the K-5 level, the district implemented a new comprehensive balance literacy program called StoryTown. This is a self contained program that supports all levels of RtI as well as Special Education. In order to support educators through the new learning and part-time staff developer was hired to work with administrators, language arts consultants, classroom teachers and specialist to ensure that the program was implemented with fidelity and taught consistently throughout the three elementary schools. The staff developer also worked with teams of teachers to enhance the writing curriculum so that what originally worked, (Columbia Writing and Visual Literacy) integrated with the StoryTown program. Pacing guides were developed for reading, writing and math and benchmark assessments were selected or developed. Intervention groups were scheduled to meet on a nearly daily basis. Constant monitoring of student performance was accomplished, including a arena testing at the beginning and end of the school year for all kindergarten students. Smartboards are a common sight in all classrooms and teachers have had training on the use of Smartboards in the classroom. Technology programs were purchased to support the RtI process (IEP Direct, RtIm Direct, Scanton's Performance and Assessment Series). In addition, supplementary resources were purchased to support the RtI intervention teams for Tiers 1, 2, and 3. (PinPoint Math to support Everyday Math and Symphony Math for computer assistance. The Creative Learning program continues to grow. A teacher in each building has been trained at UCONN's Confratute. Those teachers are offered the opportunity to attend Confratute each summer. This year several creative learning teachers (all of whom are regular classroom teachers) developed a Creative Learning Proposal for high level students. This project-based proposal offers students a variety of ways to research and produce a product that they present, using technology, to a variety of audiences. Library media centers are at the heart of education in the North Branford Schools. LMCs are a balance of scheduled and unscheduled visits with both the teacher and the LMS work with students. Some LMSs facilitate intervention groups. A fully equipped Teacher Resource Center (TRC) was in full operation for the 08-09 school year. This is a learning center for teachers where large or small training sessions occur. Seven computers are available for general use and for webinars, etc. The staff developer for the literacy program was housed in the TRC and assisted teachers who had questions or trained groups of teachers in various aspects of the literacy program. North Branford Schools continues its efforts to promote inclusive practices for all students. Consultation time, collaboration and effective utilization of special education services and support personnel are used to increase the amount of time all students with disabilities spend in regular education settings.

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