

STRATEGIC SCHOOL PROFILE 2009-10**North Branford School District**

Telephone: (203) 484-1440

Location: 1388 Middletown Avenue
Northford,
ConnecticutWebsite: 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	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: 5	District Enrollment as % of Estimated. Student Population: 94.7%

*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, 2009	2,338
5-Year Enrollment Change	-7.4%

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	283	12.1	12.9	32.6
K-12 Students Who Are Not Fluent in English	18	0.8	0.7	5.4
Students Identified as Gifted and/or Talented*	77	3.3	3.7	4.1
PK-12 Students Receiving Special Education Services in District	278	11.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	117	88.0	87.2	80.5
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	37	12.7	12.9	13.6

*10.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.3
Asian American	51	2.2
Black	43	1.8
Hispanic	69	3.0
White	2,168	92.7
Total Minority	170	7.3

Percent of Minority Professional Staff: 1.0%

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:

2.7% 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.

Character education and community service are imbedded in all aspects of the school community as designed in the district's strategic plan. 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. A formal Character Education Curriculum is followed with teachers meeting at the beginning of each year to review the scope and sequence to make appropriate adjustments. Responsive Classroom, Pillars of Character and KIND are employed at the K-3 level with Positive Behavior Intervention Strategies (PBIS) providing the primary delivery model for accommodating the behavior component of the SRBI program for grades 4-12. NBPS students are strongly encouraged to participate in community service from the Kindergarten through Grade 12. Educators and students work together to collect food, clothing, and books to assist economically isolated individuals and families both locally and around the nation and the world. Stocking the local food bank by participating in the annual Community Roundup is an event that all students and educators and parents 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 items. The NBPS participates in the Open Choice program by continuing to enroll students from the New Haven and surrounding communities each year. In addition, several students from North Branford attend magnet schools in the New Haven County.

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	68.9	57.0	58.3
Writing	53.3	58.3	23.9
Mathematics	62.4	62.4	36.8
Grade 4 Reading	53.9	59.9	22.0
Writing	55.2	63.6	20.0
Mathematics	69.9	67.0	40.9
Grade 5 Reading	59.7	61.8	29.1
Writing	58.1	68.2	15.7
Mathematics	82.9	72.4	62.0
Science	63.0	59.4	32.5
Grade 6 Reading	67.9	74.9	20.9
Writing	62.3	65.9	29.3
Mathematics	74.3	70.7	41.1
Grade 7 Reading	80.2	77.4	36.4
Writing	61.6	61.2	35.1
Mathematics	72.0	68.5	40.3
Grade 8 Reading	80.4	73.3	53.5
Writing	69.7	62.6	47.1
Mathematics	71.7	67.3	41.4
Science	71.5	62.8	44.6

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	61.4	45.9	69.7
Writing Across the Disciplines	75.3	59.6	68.4
Mathematics	64.5	48.7	65.9
Science	63.7	45.3	71.2

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
	45.4	50.7	33.5

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		85.2	68.5	
Average Score	Mathematics	497	508	35.7
	Critical Reading	489	503	31.0
	Writing	499	506	38.0

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, Class of 2009	91.4	91.3	30.8
2008-09 Annual Dropout Rate for Grade 9 through 12	2.9	3.0	18.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.3	84.5
% Employed (Civilian Employment and in Armed Services)	4.7	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	140.30
Paraprofessional Instructional Assistants	19.00
Special Education	
Teachers and Instructors	24.00
Paraprofessional Instructional Assistants	43.00
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)	4.20
Counselors, Social Workers, and School Psychologists	13.70
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	99.70

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	15.1	13.8
% with Master's Degree or Above	84.7	79.5	77.8

Average Class Size	District	DRG	State
Grade K	16.5	16.3	18.5
Grade 2	20.0	18.3	19.7
Grade 5	23.6	19.4	21.1
Grade 7	24.8	19.3	20.8
High School	18.2	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	962	997	992
Middle School	1,032	1,023	1,018
High School	991	1,026	1,006

*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*	2.4	2.6	3.2
Middle School	1.7	2.2	2.5
High School	2.0	1.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$14,247	\$5,941	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$582	\$243	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$1,610	\$671	\$474	\$410	\$459
Student Support Services	\$2,313	\$965	\$863	\$912	\$859
Administration and Support Services	\$2,909	\$1,213	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$3,459	\$1,442	\$1,469	\$1,482	\$1,462
Transportation	\$2,040	\$800	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$1,055	N/A	N/A	N/A	N/A
Other	\$593	\$247	\$163	\$189	\$162
Total	\$28,810	\$11,561	\$13,458	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$26,167	\$10,912	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,181,896	18.0	19.3	20.7

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	75.1	23.9	1.1	0.0
Excluding School Construction	67.4	30.5	2.1	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 equitable allocation of resources throughout the schools in North Branford is ensured through the implementation of a Curriculum Management Cycle (CMC). The CMC is an ongoing and consistent method for the development and monitoring of curriculum and instruction. The five phases of the CMC are tightly connected to the annual school budget with strong financial support for needed instructional materials, equipment, and human resources. Central Office and Building Administrators and Department Leaders, collaborate in the development of the annual budget and ensure that student achievement for all students is the districts primary pursuit and obligation.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	285
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.9%

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	18	0.7	0.9	1.0
Learning Disability	95	4.0	3.8	3.9
Intellectual Disability	11	0.5	0.4	0.5
Emotional Disturbance	24	1.0	0.7	1.0
Speech Impairment	89	3.7	2.7	2.2
Other Health Impairment*	40	1.7	1.9	2.1
Other Disabilities**	8	0.3	0.7	0.9
Total	285	11.9	11.2	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 2008-09 with a Standard Diploma	85.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.2	4.1

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	31.6	68.7	67.5
	Writing	9.5	19.6	60.2	63.3
	Mathematics	27.1	32.9	72.4	68.1
	Science	20.6	23.7	67.2	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	61.4	45.9
	Writing Across the Disciplines	21.4	16.8	75.3	59.6
	Mathematics	N/A	N/A	64.5	48.7
	Science	7.7	13.0	63.7	45.3

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	16.3
	% With Accommodations	83.7
CAPT	% Without Accommodations	65.2
	% With Accommodations	34.8
% Assessed Using Skills Checklist		6.9

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	5	1.8
Private Schools or Other Settings	7	2.5

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	229	80.4	74.9	73.4
40.1 to 79.0 Percent of Time	48	16.8	18.0	15.3
0.0 to 40.0 Percent of Time	8	2.8	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district's Strategic Plan, School Site-Based Plans and the Curriculum Management Cycle drive instructional improvement in the North Branford Public Schools. 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. 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, RtI 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. NBPS piloted Performance Series as the universal assessment for RtI. This is a norm referenced assessment aligned with the objectives of the CMTs/CAPT's. Students are administered the assessment 2-3 times per year and results are used to monitor student progress and identify areas of needed individual and group improvement. 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 specialists are taking an active role in supporting RtI and project-based learning for students at the upper levels of ability. A fully equipped Teacher Resource Center (TRC) was in full operation over the last two years. 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. 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.
