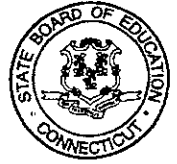





STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: Sarah S. Ellsworth, Chief   
Bureau of Data Collection, Research and Evaluation

DATE: October 29, 2009

SUBJECT: Final 2008-09 Strategic School Profiles

Attached please find the final version of the 2008-09 Strategic School Profiles (SSP). You are required by Connecticut General Statute section 10-220(c) to present these profiles to your local board of education at its first regularly scheduled meeting after November 1.

While this year's profiles have the same format as last year, significant changes have been made over the past few years. We believe that the revised profiles will prove to be a valuable tool to the educational community and the public at large.

Thank you for your work in gathering, reporting and reviewing the data reported in these profiles. If you have any questions about the profiles, please contact Raymond Martin by phone at 860-713-6876 or via email at [raymond.martin@ct.gov](mailto:raymond.martin@ct.gov).

SSE:rm

cc: Mark K. McQuillan, Commissioner  
George Coleman, Deputy Commissioner  
Barbara Q. Beaudin, Associate Commissioner

**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
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**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 33.

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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

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% 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® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
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

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.9	82.0
% Employed (Civilian Employment and in Armed Services)	0.0	1.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	14.5	14.6	13.6
% with Master's Degree or Above	79.1	77.2	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
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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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
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
<b>Total</b>	<b>294</b>	<b>11.9</b>	<b>11.1</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% 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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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-3 Edition

**Jerome Harrison School  
North Branford School District**SHAWN L. PARKHURST, Principal  
Telephone: (203) 484-1235Location: 335 Foxon Road  
North Branford,  
ConnecticutWebsite: [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 or testing services. 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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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: K- 3

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 339

5-Year Enrollment Change: -18.5%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	28	8.3	9.0	34.2
K-12 Students Who Are Not Fluent in English	2	0.6	1.3	7.0
Students with Disabilities	32	9.4	12.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.5	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	83	98.8	95.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	246	96.5	83.8	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	982	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.8	20.8	18.3
Grade 2	22.5	20.8	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	26	29
Computer Education <sup>1</sup>	14	14
English Language Arts	449	496
Health	13	19
Library Media Skills <sup>1</sup>	19	18
Mathematics	267	198
Music	26	30
Physical Education	26	36
Science	71	70
Social Studies	71	68
World Languages	0	6

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

<sup>1</sup>Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.6	1.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	84.4	74.4	80.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	32.4	30.0	28.2
# of Print Periodical Subscriptions	5	14	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	17.10
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	3.50
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	1.60
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.90

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.5	14.2	13.3
% with Master's Degree or Above	82.6	79.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.3	9.3	8.6
% Assigned to Same School the Previous Year	95.7	90.0	83.3

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Teachers at JHS communicate with parents in a variety of ways – via e-mail, classroom newsletters, web pages, and parent-teacher conferences. In addition, our ConnectED program provides instant communication between the school and parents. Additionally, parents were provided with ongoing communications via our integration of our language arts program, Storytown, specifically through home access to Think Central.

Our PTO is very active and provides numerous opportunities for parents to volunteer at PTO sponsored functions throughout the year. Teachers are encouraged to attend PTO meetings and PTO sponsored events. JHS houses the Families in Training program. This program provides a drop in playgroup every school day morning for parents and their preschoolers and infants. Support is provided to parents by our parent educator, special education personnel, and town librarians.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.9
Asian American	5	1.5
Black	5	1.5
Hispanic	8	2.4
White	318	93.8
Total Minority	21	6.2

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:** 2.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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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.

Recognizing the limited opportunities that the students at Jerome Harrison School have for interacting with other students of different racial ethnic and economic backgrounds, a Jerome Harrison School first grade teacher volunteered her time to coach and teach field hockey to an inner city school of girls in New Haven. Staff and students from Jerome Harrison School continued their book drive collection for students at Clinton Avenue school in New Haven in an effort to show our support in reducing racial and ethnic isolation. A third grader at Jerome Harrison organized and implemented a sock drive for a homeless shelter in New Haven.

In addition, two 3rd grade teachers from Jerome Harrison School and their students participated in the Thanksgiving project at the New Haven Downtown Evening Soup Kitchen. The children sorted canned goods, unloaded turkeys from trucks, and packed boxes.

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## STUDENT PERFORMANCE AND BEHAVIOR

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	54.2	53.8	54.6	48.5
Writing	58.6	61.7	62.5	41.4
Mathematics	56.6	56.5	62.8	39.6

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](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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.5	97.1	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 2 students were responsible for these incidents. These students represent 0.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Recognizing the limited opportunities that the students at Jerome Harrison School have for interacting with other students of different racial ethnic and economic backgrounds, a Jerome Harrison School first grade teacher volunteered her time to coach and teach field hockey to an inner city school of girls in New Haven. Staff and students from Jerome Harrison School continued their book drive collection for students at Clinton Avenue school in New Haven in an effort to show our support in reducing racial and ethnic isolation. A third grader at Jerome Harrison organized and implemented a sock drive for a homeless shelter in New Haven.

In addition, two 3rd grade teachers from Jerome Harrison School and their students participated in the Thanksgiving project at the New Haven Downtown Evening Soup Kitchen. The children sorted canned goods, unloaded turkeys from trucks, and packed boxes.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Recognizing the limited opportunities that the students at Jerome Harrison School have for interacting with other students of different racial ethnic and economic backgrounds, a Jerome Harrison School first grade teacher volunteered her time to coach and teach field hockey to an inner city school of girls in New Haven. Staff and students from Jerome Harrison School continued their book drive collection for students at Clinton Avenue school in New Haven in an effort to show our support in reducing racial and ethnic isolation. A third grader at Jerome Harrison organized and implemented a sock drive for a homeless shelter in New Haven.

In addition, two 3rd grade teachers from Jerome Harrison School and their students participated in the Thanksgiving project at the New Haven Downtown Evening Soup Kitchen. The children sorted canned goods, unloaded turkeys from trucks, and packed boxes.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-3 Edition

**Stanley T. Williams School  
North Branford School District**DOUGLAS J. HAMMEL, Principal  
Telephone: (203) 484-1240Location: 1332 Middletown Avenue  
Northford,  
ConnecticutWebsite: [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 or testing services. 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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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: PK- 2

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 250

5-Year Enrollment Change: -16.4%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	21	8.4	9.0	34.2
K-12 Students Who Are Not Fluent in English	4	1.7	1.3	7.0
Students with Disabilities	24	9.6	12.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.5	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	77	92.8	95.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	143	93.5	83.8	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	952	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.8	20.8	18.3
Grade 2	19.0	20.8	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	28	29
Computer Education <sup>1</sup>	19	14
English Language Arts	438	496
Health <sup>1</sup>	17	19
Library Media Skills <sup>1</sup>	19	18
Mathematics	237	198
Music	28	30
Physical Education	28	36
Science	69	70
Social Studies	69	68
World Languages	0	6

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

<sup>1</sup>Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.7	1.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	37.5	74.4	80.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	2.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	42.3	30.0	28.2
# of Print Periodical Subscriptions	9	14	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	13.00
Paraprofessional Instructional Assistants	6.00
Special Education: Teachers and Instructors	1.45
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants	1.40
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.40
Counselors, Social Workers, and School Psychologists	1.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.10

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	18.4	14.2	13.3
% with Master's Degree or Above	81.3	79.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.1	9.3	8.6
% Assigned to Same School the Previous Year	81.3	90.0	83.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Stanley T. Williams School we are committed to supporting the family's role in the education of our students. The school's mission statement and beliefs address the importance of fostering meaningful partnerships throughout the school community. In addition, there is a strategic planning goal to work to increase involvement with families in the decision making process and to provide opportunities for every parent to become involved in our school community.

Through information in our parent-student handbook, the school seeks to collaborate with parents as they help their children learn at home. Included in the handbook are suggestions for parents for creating an environment that supports their children's academic learning at home, as well as strategies for parents, who may be experiencing difficulty with their children's behavior. Parents are also provided with on going information about literacy lessons presented through StoryTown. They could log on to the StoryTown link called Think Central. This link provides literacy support via students' home computers.

The school also utilizes parents and community volunteers to support school programs, through a very active and dedicated Parent Teacher Organization. The PTO has been influential in helping the school provide enriching experiences for all students. Parents serve in the roles of classroom coordinators, fund raising chairpersons, and cultural arts and field trip facilitators. In addition, a bi-monthly newsletter, "The Gazette," is published with the help of the PTO. This publication contains articles and information relevant to our parents and families and augments the school calendar of events, as well as our school web-site. Lastly, administration and teachers communicate with parents through classroom newsletters, e-mails, web pages, parent conferences, and connect ED, which is a technology based telephone/e-mail messaging program.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.4
Asian American	7	2.8
Black	4	1.6
Hispanic	6	2.4
White	232	92.8
Total Minority	18	7.2

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:** 3 student(s) attended this school 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:** 2.1% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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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.

At Stanley T. Williams School we provide children with opportunities to learn about and interact with people with various cultural backgrounds and experiences, thereby reducing racial, ethnic, and economic isolation. Our school-wide focus addresses the development of respect, responsibility, and empathy. This year, we implemented the KIND initiative, a school-wide program to assist students in responsible decision-making based on four simple rules. In addition, teachers implement the Responsive Classroom approach, which focuses on a social and academic curriculum and guides children in good decision making empowering them to become a positive community of learners. Through such programs as Second Steps, students are taught empathy, caring and making good choices as they listen to and discuss scenarios addressing peer interactions. Throughout the year, service learning projects support the school focus on character development and provide the children with valuable experiences in helping those in need. Each spring, the school community supports the "Read To Grow" program, which provides books for children in various communities. In March, the school collected over 2,700 children's books in support of the "Read To Grow" program. In addition, the school has an ongoing relationship with the Northford Food Bank and works to support the organization on a weekly basis. In December, the school, with the generous support of our PTO, collected and donated holiday gift baskets to needy families within the school community. Books and personal care items were also donated to a local shelter. Through the social studies curriculum, students learn about a variety of cultures, studying their holidays, celebrations, and traditions. In addition, our PTO provides a variety of cultural arts programs, which emphasize cultural diversity.

During the 2008-2009 school year, Stanley T. Williams School continued to welcome children from New Haven through the Open Choice program. Students participating in this program along with their families, become important and valued members of the school community.

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## STUDENT PERFORMANCE AND BEHAVIOR

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.2	97.1	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 1 student was responsible for these incidents. This student represents 0.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Stanley T. Williams School is a per-K through grade 2 elementary school, therefore there are no CMT test results to report. However, the school does continually monitor the success of its students through the use of ongoing universal assessments. In addition, each year the district's grade 3 CMT results are reviewed to identify areas of strength and weakness, as well as their instructional implications. Using this information, professional development opportunities are designed to provide teachers with training to assist students in identified weak areas. Ongoing, collaborative discussions among teachers, within their Professional Learning Communities, enable them to create effective instructional strategies and improve student learning. StoryTown, the CORE language arts program, was introduced this past year and implemented with fidelity. Students were provided with common assessments and analysis of their achievement data occurred on a regular basis. Additionally, parents, teachers and students worked on a web-based connection to the StoryTown CORE through Think Central. During the past two years, STW has been focusing on Professional Learning Communities in all aspects of the curriculum. The school augmented the PLC by implementing Response to Intervention for literacy and numeracy. This additional 30 minute instructional period focuses on explicit teaching intervention based on common assessment data and student progress over time. Through the use of the Strategic Intervention Station, the special education population is provided with a front-loaded approach to instruction prior to their exposure to the lessons and objectives of the CORE program. Stanley T. Williams School maintains a guiding coalition of teachers who represent various grade levels and special areas. This leadership team meets once per month to review the goals set forth by the school community and monitors progress toward those goals. Additionally, each grade level has a team leader, who assists with the facilitation of team level meetings and Professional Learning Communities.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Stanley T. Williams School is a relatively small primary school, with a population of 253 children is pre-kindergarten through grade 2. The Stanley T. Williams School is proud of its strong focus on both academic achievement and character development, as well as commitment to developing meaningful partnerships with parents and the community. Through community projects and activities, students learn to care for and help others. In addition, the school is delighted to be a "Museum Partner School" with the Yale Center for British Art. This partnership compliments the school's focus on inquiry-based learning and visual literacy. It recently implemented the StoryTown writing program, which was integrated with the visual literacy program. Its goal is to take various writing forms and traits taught through StoryTown and promote writing competency based on visual literacy experiences at the Yale Center for British Arts. Classes visit the museum a minimum of three times per year. Students are taught by the Yale Center for British Arts docents in collaboration with classroom teachers

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Totoket Valley Elementary School  
North Branford School District**KRISTINE S. LINDSAY, Principal  
Telephone: (203) 484-1455Location: 1388 Middletown Avenue  
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 or testing services. 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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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: 3- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 486  
5-Year Enrollment Change: -4.0%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	48	9.9	9.0	34.2
K-12 Students Who Are Not Fluent in English	8	1.6	1.3	7.0
Students with Disabilities	73	15.0	12.0	10.9
Students Identified as Gifted and/or Talented	5	1.0	0.5	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	273	71.5	83.8	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	956	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	23.6	23.6	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	30
Computer Education <sup>1</sup>	40	17
English Language Arts	439	427
Family and Consumer Science	0	1
Health <sup>1</sup>	20	22
Library Media Skills <sup>1</sup>	40	18
Mathematics	200	198
Music	30	32
Physical Education	50	40
Science <sup>1</sup>	75	98
Social Studies <sup>1</sup>	127	91
Technology Education	0	2
World Languages	0	12

<sup>1</sup>Interdisciplinary approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.6	1.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.2	74.4	80.3

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	22.1	30.0	28.2
# of Print Periodical Subscriptions	28	14	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	23.85
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	11.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	11.70

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	11.1	14.2	13.3
% with Master's Degree or Above	74.2	79.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.5	9.3	8.6
% Assigned to Same School the Previous Year	90.3	90.0	83.3

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

*TVES values home-school communication, and cultivated it in numerous ways:*

- A monthly newsletter, TVES Times, was sent home monthly via e-mail and displayed and archived on the school website
  - Classroom newsletters were developed by students and sent to parents on a monthly basis
  - The school website featured regularly updates about school events and highlighted student artwork
  - Individual teacher web-pages provided information about classroom activities and assignments
  - Email and telephone communication took place regularly between parents and educators
  - A parent bulletin board was installed in the Main Entrance to provide parents with updates on school, district, and community events
  - The district-wide Connect-Ed messaging system was used to send parents information and reminders about important school events
  - Weekly Friday folders were used to send home information letters, notes, and fliers
  - An active PTO elicited parental support and participation in providing activities for students, including Fall Activity Night, Holiday Shopping, fund-raisers, a Book Fair, and high quality cultural arts programs.
  - Parents were invited to conferences, PPT meetings, 504 meetings, and other forums to discuss student progress and academic or behavior concerns as they arose
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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	5	1.0
Black	6	1.2
Hispanic	5	1.0
White	470	96.7
Total Minority	16	3.3

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:** 3 student(s) attended this school 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 school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

### 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.

This year, TVES had three students in grades three, four, and five who were part of the Open Choice program. These students lived in New Haven and were bused to the school. They participated in all programs and were integrated into the culture of the school and student body.

In the Fall, the school participated in Mix It Up Day, which is a nationwide campaign that supports students who want to identify, question, and cross social boundaries that separate them from each other and help build inclusive, welcoming learning environments. Students were asked to challenge themselves and others to enjoy lunch and conversations with someone new.

A professional ensemble, Ginga Brasileira, performed an assembly for all TVES students featuring Afro-Brazilian dances that fuse rhythmic music with high-energy gymnastics and martial arts. The ensemble performs Capoeira, a martial art dance form developed in Brazil by 16th century slaves. They also performed Maculele, a stick dance created by African slaves working on Brazilian sugarcane plantations, and Samba, Brazil's national dance.

The Performing Group, Duo Noire, an award-winning African-American guitar duo from the Yale School of Music, played for all TVES students during an assembly in May. They played music from Brazil, America, Russia, and Europe covering a variety of musical styles (ragtime, minimalism, choro, etc.) and geographies.

Although limited in diversity, TVES makes every effort to embrace multi-cultural activities and promote awareness in fun, creative and meaningful ways.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	51.9	51.9	33.6	85.9
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	53.5	53.8	54.6	47.3
Writing	64.4	61.7	62.5	50.6
Mathematics	56.4	56.5	62.8	38.9
Grade 4 Reading	52.2	52.2	60.7	35.8
Writing	53.4	53.4	64.2	31.9
Mathematics	59.5	59.5	63.6	41.5
Grade 5 Reading	56.4	56.4	66.0	35.1
Writing	52.9	52.9	66.5	27.4
Mathematics	62.0	62.0	68.8	37.1
Science	56.1	56.1	58.1	45.4
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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](http://www.ctreports).

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.1	97.1	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 5 students were responsible for these incidents. These students represent 1% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	6	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

*TVES engaged in school improvement plans and activities through by:*

- Continuing to provide opportunities for educators to work within Professional Learning Communities (PLCs), which focused on student learning, progress monitoring, and intervention
- Implementing Response to Intervention (RTI), which aligned with the district's efforts to provide timely, targeted instruction to students in Reading and Math
- Implementing the new StoryTown Language Arts Program and providing professional development to staff members in using the comprehensive instructional materials and accessing the on-line program, ThinkCentral
- Installing SmartBoards in every classroom to provide students with interactive opportunities to learn using technology as a learning tool and educational resource
- Improving efforts to monitor student progress through data collection and analysis, which was discussed during PLC meetings, and used to inform instruction and develop RTI referrals.
- Accessing BlueRibbon technology to design student assessments and conduct on-line testing (and paper tests), which were scanned and uploaded by BlueRibbon, providing data that teachers analyzed to pinpoint areas of learning that were in need of improvement
- Updating our 38 year old building facility in cost effective ways, such as painting, replacing old, damaged furniture, replacing lockers, and installing new bulletin boards

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Academics are the priority in any school setting, but TVES also share a commitment to educating “the whole child.” We believe that every student should have the opportunity to become well-rounded in his/her knowledge, interest, and pursuits. To accomplish that goal, we instructed our students in the Arts through weekly Art and Music classes, as well as opportunities to participate in Band. Our PTO sponsored cultural events, such as Faustworks and Ginga Braseilera. TVES held its First Annual Student Art Auction, and worked with visiting artists from Art Spot create a beautiful tile mosaic.

We promoted physical wellness and nutrition through weekly P.E. classes, recess, and activities such as Jump Rope for Heart and National Recess Week. We introduced organic snacks in the cafeteria to give our students healthy choices. We continued to promote environmental awareness through our “Going Green Campaign,” which included conserving, reusing and recycling. We also held our Second Annual Eco-Fair to celebrate Earth Day.

We encouraged students to develop a love of reading by getting them involved with fun events, like the Governor's Reading Challenge and the Six Flags Reading Program. We celebrated Read Across America Day with Dr. Seuss-themed activities. We expanded our library collection through our Birthday Book Program, and collected gently-used books to support the Read to Grow Foundation.

Learning takes many forms at TVES. Our students receive the benefit of a vigorous curriculum, as well as opportunities to be active, creative, musical, and artistic. We aim to create memories and experiences that last a lifetime.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Middle and Junior High School Edition

**North Branford Intermediate School****North Branford School District**

ALAN C. DAVIS, Principal  
 CHRISTINE IMPERATO, Asst. Principal  
 Telephone: (203) 484-1500  
 Website: [www.northbranfordschools.org](http://www.northbranfordschools.org)

Location: 654 Foxon Road  
 North Branford,  
 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 or testing services. 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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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 6- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 622  
 5-Year Enrollment Change: 1.5%

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	74	11.9	11.9	25.1
Students Who Are Not Fluent in English	3	0.5	0.5	3.7
Students with Disabilities	84	13.5	13.5	11.7
Students Identified as Gifted and/or Talented	41	6.6	6.6	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	383	98.0	98.0	92.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,032	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	23.1	23.1	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	29.4	29.4	34.2
World Language	98.5	98.5	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	26	33
Computer Education	26	15
English Language Arts	157	229
Family and Consumer Science	0	13
Health	26	24
Library/Media Skills	0	6
Mathematics	157	152
Music <sup>E</sup>	0	24
Physical Education	43	53
Science	157	144
Social Studies	157	143
Technology Education	26	23
World Languages	157	77

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 8 in this school. Statewide, 78.4% of elementary and middle schools that serve Grade 8 start world language instruction by this grade.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

<sup>E</sup>Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.5	3.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	69.0	69.0	76.8

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.8	1.8	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	11.7	11.7	21.0
# of Print Periodical Subscriptions	38	38	28

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	37.30
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.10

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.4	14.4	14.0
% with Master's Degree or Above	75.6	75.6	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	11.2	11.2	9.0
% Assigned to Same School the Previous Year	82.2	82.2	86.7

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The school's Decision Making Team (DMT), which included representation from all segments of the school community, met regularly throughout the year.

Parents were provided 24-hour access to their children's grades through the online PowerGrade reporting system. Parents were routinely able to review test and quiz grades, teacher comments, schedule details, and other pertinent information related to student progress.

Members of the 102nd Army Band were invited to perform at our annual Veterans' Day Assembly; which featured patriotic speeches, music, and video productions.

Quarterly team newsletters were sent home to parents during the year. Special team programs, general school information, and other pertinent details were routinely included.

Two evening orientation programs were conducted for parents; one in the fall (for all parents) and a second in the spring (for parents of incoming sixth graders).

The NBIS Green Team (recycling organization) sponsored a special event for Earth Day Week, on April 20th, from 2:00-4:00. Guest speakers, from North Branford's Recycling and Hazardous Waste Committee, spoke to students about ways to improve and increase recycling, dispose of hazardous waste, and keep North Branford "green."

Additionally, the Green team sponsored a "Going Green" poster campaign. Posters, displayed throughout the school, encouraged school community members to actively participate in recycling and to become more aware of environmental issues. The Team also sponsored "Going Green" public address messages and continued the weekly collection of recyclable materials.

The schools' web site received a major upgrade, which included the development of individual and team web pages.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.5
Asian American	14	2.3
Black	17	2.7
Hispanic	30	4.8
White	558	89.7
Total Minority	64	10.3

**Percent of Minority Professional Staff:** 1.8%

**Open Choice:** 4 student(s) attended this school 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 school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

### 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 once again participated in the Open Choice program, sponsored by the Area Cooperative Educational Services (ACES). Four New Haven students were enrolled in our school. The nineteenth annual Community Round-Up, which involved more than 40 student teams, was a huge success. Thousands of non-perishable food items and cash donations were collected to stock the food banks in North Branford and Northford. The web-based Kind Acts Foundation was utilized to recognize students for performing good deeds. Certificates of merit and commemorative pins were awarded to deserving students. Names of recognized students were posted on the NBIS news directory. Additionally, a "Kind Acts" recognition bulletin board was prominently displayed outside of the main office. Many students were given recognition through this initiative. For the sixth consecutive year, many of our students participated in collecting unused pairs of eyeglasses, which were delivered to underprivileged residents of Nicaragua. The Student Council sponsored a Trick-or-Treat for UNICEF collection and a Toys for Tots charity drive. Our eighth graders collected used books for the "Read to Grow" fall book drive. The campaign donated books to under-privileged children in hospitals, health care clinics, day care centers, schools, and library programs across the state. The main vehicle for promoting character education was our Advisory program. Our new middle school schedule was established, in part, to accommodate an Advisory period. Each teacher, paraprofessional, and administrator served as an advisor for approximately 20-25 students. Discussions were based on centralized bi-monthly themes; incorporating community service as well as racial, ethnic, and other diversity issues. As the program is altered to fit our growing needs, new packets will become supplemental materials that teachers can use in addition to what they've used in the past. The thematic units were: Responsibility & respect, Trustworthiness & fairness, and Diligence & courage.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	44.8	44.8	35.3	70.8
Grade 8	49.5	49.5	36.8	77.8

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	65.5	65.5	68.9	42.5
Writing	49.8	49.8	62.2	33.0
Mathematics	73.2	73.2	68.8	56.0
Grade 7 Reading	77.9	78.0	74.9	55.4
Writing	54.9	54.6	62.9	37.8
Mathematics	68.1	67.8	66.0	55.4
Grade 8 Reading	69.1	69.1	68.4	50.0
Writing	70.1	70.1	66.5	53.1
Mathematics	67.9	67.9	64.5	53.1
Science	67.6	67.6	60.6	57.3

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	96.9	96.9	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 72 students were responsible for these incidents. These students represent 12.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	18	0
Theft	6	0
Physical/Verbal Confrontation	25	0
Fighting/Battery	2	0
Property Damage	6	0
Weapons	0	0
Drugs/Alcohol/Tobacco	4	0
School Policy Violations	64	0
Total	128	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

*The major "renovate as new" building project continues into the final phase. The end result will include:*

- A significant increase in instructional space
- Common areas for the purpose of interdisciplinary instructional opportunities
- Larger band and choral areas to accommodate an increased number of student musicians
- A dramatically improved technology infrastructure
- Enhanced climate control capabilities
- Improved lighting and ventilation
- Security system improvements
- Enhanced cafeteria and kitchen facilities
- Improved athletic facilities; including an updated gymnasium, a new fitness room, and updated locker rooms
- A new state-of-the-art library media center
- Updated computer labs
- A "black box" performance facility for the theater arts program

Substantive changes, during the ongoing renovation project, have minimized the impact on day-to-day operations.

- The gymnasium served as a temporary cafeteria facility for most of the year, without any disruption to physical education classes. One of the high school gymnasiums was utilized when necessary. In late spring, the brand new cafeteria and kitchen facilities were opened.
- Nine portable classrooms remain on-site to accommodate the sixth grade core classes on both the Navy and Crimson teams. These units will be utilized for at least half of the 2009-2010 school year.
- The new band and choral rooms were opened in late spring, 2009.
- Life Skills, Bridges, Reading Strategies, Theater Arts, Health, Technology Education and Computer Applications classes have been temporarily re-located to classrooms in the auditorium wing. Completion of the permanent locations for these programs is part of the final renovation phase.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The NBIS RTI Team spent the past year and a half developing plans to institute an RTI (Response to Intervention) student assistance model at the middle school. The plan includes the delivery of targeted remedial support, as needed, in reading comprehension and mathematics. Tier 1 differentiated strategies are "universal" supports, provided within the general classroom setting, for all students. Tier 2 is a pullout support system, in addition to Tier 1. More intensive services will be provided at a Tier 3 level, when necessary.

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**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**North Branford High School****North Branford School District**

MICHELE SAULIS, Principal  
 TODD STOEFFLER, Asst. Principal  
 Telephone: (203) 484-1465

Location: 49 Caputo Road  
 North Branford,  
 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 or testing services. 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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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 701  
 5-Year Enrollment Change: 3.5%

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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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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	71	10.1	9.3	26.0
Students Who Are Not Fluent in English	2	0.3	0.2	3.3
Students Identified as Gifted and/or Talented	23	3.3	5.5	4.7
Students with Disabilities	73	10.4	9.7	10.6
Juniors and Seniors Working 16 or More Hours Per Week	49	18.6	18.7	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	17.3	18.0	18.7
Biology I	19.6	17.5	19.3
English, Grade 10	17.0	18.7	19.1
American History	17.6	18.6	19.9

**Language Instruction:** Instruction was offered in the following language(s): French, Italian, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	989	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	18.7	30.5

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	24.0	23.6	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.2	94.1
Chemistry	46.0	73.6
4 or More Credits in Mathematics	75.6	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	39.8	55.4
Credit for Level 3 or Higher in a World Language	75.0	60.6
2 or More Credits in Vocational Education	33.5	59.2
2 or More Credits in the Arts	23.3	41.6

### Class of 2008

This school required more than the state minimum number of credits for graduation in health, physical education, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.2	3.3
% of Gifted and/or Talented Students Who Received Services	39.1	24.9	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	80.8	79.7	72.6

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.2	2.0	2.4
% of Computers with Internet Access	100.0	99.6	99.2
% of Computers that are High or Moderate Power	100.0	97.8	98.8
# of Print Volumes Per Student*	12.7	20.9	16.0
# of Print Periodical Subscriptions	32	37	48

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:** This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	48.85
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	4.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.20
Counselors, Social Workers, and School Psychologists	5.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	19.40

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	15.2	14.1	13.8
% with Master's Degree or Above	81.7	74.1	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.8	8.2	8.4
% Assigned to Same School the Previous Year	88.3	88.8	87.0

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

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The following narrative about how this school promotes and supports parental involvement was submitted by the school.

The high school began a building-based strategic plan process this to identify the goals and action plans needed to achieve those goals over the next five to ten years. The action plans focus on program development and the facilities to support them, character education, transitioning students into- and out of high school and using assessments to ensure students meet or exceed the school's performance standards.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	13	1.9
Black	14	2.0
Hispanic	18	2.6
White	655	93.4
<b>Total Minority</b>	<b>46</b>	<b>6.6</b>

**Percent of Minority Professional Staff:** 0.0

**Open Choice:** 15 student(s) attended this school 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:** 1.7% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 6.

### 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.

*Activities developed by North Branford High School to reduce racial, ethnic and economic isolation:* Project Choice – North Branford High School continues to work with Open Choice students from New Haven. We have 15 Choice students this year and all three seniors graduated and are attending college. North Branford Public Schools encourages community service as part of its strategic plan. North Branford High School students participate in community service projects that connect them to people in urban areas with different racial, ethnic, and economic backgrounds, with an emphasis on the latter. These activities include: Volunteer work at Hospice and New Haven Hospitals; AmeriCares Homefront Project; and Senior Citizens Volunteer work. As part of the community service work North Branford High School students also collected items and money for donations to economically isolated people who live locally as well as around the world. Those activities include: Tuna can drive for the Columbus House; Relay for Life; Red Cross Blood Drive; Salvation Army Angel Tree Collection; Community Round Up (for local food bank); Fund Raising for Yale/New Haven Children's Hospital; Winter clothing drive for homeless. The World Language department implements an annual exchange program with Hamden High School students that involved regular email communications and Spanish class students from each school meeting each other. Our athletic teams play the Shoreline Conference which has 14 participating schools, including those in the nearby urban areas. Therefore, about a third of our students and coaches enthusiastically engage in several competitions with teams from schools with greater ethnic and racial diversity than ours. The Anti-deformation league presented the program "Names Can Really Hurt Us" in April. This included an intensive training program for about 70 staff and students. The program was delivered to the entire school and focused on acceptance of diversity in our population. NBHS has a new moral code that includes respect of others. This is taught during our advisory program and is integrated into many lessons throughout our curriculum.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	34.1	39.9	41.8

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	8	10.0
% of Grade 12 Students Tested	11.8	21.2
% of Exams Scored 3 or More*	80.0	72.8

\*A score of three or higher is generally required for earning college credit.

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

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	49.7	47.4	58.1
Writing Across the Disciplines	69.4	55.0	71.5
Mathematics	46.4	47.8	50.3
Science	52.9	42.8	69.2

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."

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

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	499	507	50.8
Critical Reading	490	503	45.9
Writing	496	506	50.8
% of Graduates Tested	77.8	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	92.1	92.1	33.3
Cumulative Four-Year Dropout Rate for Class of 2008	7.7	6.6	27.4
2007-08 Annual Dropout Rate for Grade 9 through 12	1.9	2.5	27.4

Activities of Graduates	School	State
% Pursuing Higher Education	86.9	82.0
% Employed, Civilian and Military	0.0	1.4

Student Attendance	School	State High Schools
% Present on October 1	97.3	94.6

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 142 students were responsible for these incidents. These students represent 19.3% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	8	0
Fighting/Battery	6	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	29	0
School Policy Violations	430	2
Total	477	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

*Improvements in Student Performance and Achievement:* The NBHS 2009 CAPT scores in writing continues to be at the top of our DRG E. The block schedule may have contributed toward this consistent performance by allowing students more in-class time to practice higher order thinking skills on complex open-ended tasks. Teachers deliver timely and effective feedback on student performance in high quality assessments; this is an important part of our school's assessment practices. The percent of students retained in grade over the last five years has remained well below other state high schools. One of the objectives in the School district's strategic plan is to have 100% of our students graduate. In order to support this important objective our school has several intervention programs in place to help identify and service at-risk students. *Needs and Improvement Plans:* The scores in our other content areas declined from previous years. To address this, an emphasis on reading in the content areas has been made a mandate for this year. All students will have multiple opportunities to practice reading strategies and be assessed using the CAPT reading assessment format and rubrics. Math and science have realigned their scope and sequence to address the strands that had the lowest performance in a timeline that will be before the CAPT is given. Throughout our curriculum we strive to continue to consistently deliver a challenging and rigorous curriculum along with a strong assessment program to provide feedback to students and diagnose where interventions are needed. Our school's use of professional learning communities supports teachers in their accountability for this priority. Our plan is to mandate that all Juniors take the PSAT and the results will be reviewed by their guidance counselors. A low cost SAT preparation program will be made available to all students shortly following the review of their PSAT results. The Math and English departments also plan to continue to use an on-line SAT practice program and they will encourage students to use this resource to practice and improve their test taking skills. Our Advanced Placement course enrollment declined slightly this year, however we have added AP Art Studio to our program of studies. We are striving to increase the number of students who elect to take an AP course. Our focus is not on the score, but rather the experience of taking a challenging and rigorous college level course while in the supportive high school environment. About three percent of our students supplement their course program by taking a Virtual High School course on line

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The high school began a building-based strategic plan process this to identify the goals and action plans needed to achieve those goals over the next five to ten years. The action plans focus on program development and the facilities to support them, character education, transitioning students into- and out of high school and using assessments to ensure students meet or exceed the school's performance standards.

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