

STRATEGIC SCHOOL PROFILE 2007-08**North Branford School District**

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

Location: 1388 Middletown Avenue
Northford,
Connecticut

Website: www.northbranfordschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven	Per Capita Income in 2000: \$28,542
Town Population in 2000: 13,906	Percent of Adults without a High School Diploma in 2000*: 11.1%
1990-2000 Population Growth: 7.0%	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: 94.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 2,431
5-Year Enrollment Change -1.9%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	260	10.7	9.7	28.7
K-12 Students Who Are Not Fluent in English	19	0.8	0.5	5.4
Students Identified as Gifted and/or Talented*	66	2.7	4.3	4.0
PK-12 Students Receiving Special Education Services in District	291	12.0	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	143	94.7	82.5	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	75	21.0	20.0	20.2

*18.2% 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	32	1.3
Black	45	1.9
Hispanic	62	2.6
White	2,284	94.0
Total Minority	147	6.0

Percent of Minority Professional Staff: 0.5%

Open Choice: 24 students 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: 2.1% 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 12.

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 students are encouraged to participate in community service work such as food, clothing and book drives to help economically isolated people both locally and around the world. North Branford students help stock the local food bank by participating in the annual Community Roundup. 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 New Haven County.

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	48.7	52.0	30.1
Writing	64.6	63.4	34.4
Mathematics	46.1	60.0	11.7
Grade 4 Reading	52.2	55.9	28.5
Writing	62.6	62.9	34.6
Mathematics	57.7	60.3	31.4
Grade 5 Reading	60.9	62.2	29.0
Writing	56.0	64.5	19.8
Mathematics	65.0	65.9	34.6
Science	56.4	54.9	31.5
Grade 6 Reading	70.2	66.3	37.5
Writing	65.6	61.9	45.2
Mathematics	74.1	66.4	50.0
Grade 7 Reading	71.2	71.1	31.6
Writing	60.0	62.0	32.9
Mathematics	66.8	63.0	41.9
Grade 8 Reading	73.8	64.8	52.8
Writing	69.2	63.4	48.4
Mathematics	65.5	60.8	40.3
Science	73.8	58.6	51.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with 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	61.5	45.5	68.5
Writing Across the Disciplines	76.9	57.9	73.1
Mathematics	59.4	50.1	54.6
Science	59.6	46.3	56.9

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	44.7	36.1	74.3

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		88.7	77.6	
Average Score	Mathematics	502	504	45.4
	Critical Reading	495	502	36.9
	Writing	499	503	39.2

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	94.3	92.6	34.6
Cumulative Four-Year Dropout Rate for Class of 2007	5.3	6.2	30.8
2006-07 Annual Dropout Rate for Grade 9 through 12	1.3	1.7	40.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	83.4
% Employed (Civilian Employment and in Armed Services)	7.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	139.60
Paraprofessional Instructional Assistants	17.50
Special Education	
Teachers and Instructors	21.95
Paraprofessional Instructional Assistants	38.00
Library/Media Specialists and Assistants	8.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	10.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	12.40
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	109.25

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.7	14.5	13.6
% with Master's Degree or Above	81.7	78.1	75.6

Average Class Size	District	DRG	State
Grade K	16.7	15.7	18.1
Grade 2	20.4	16.8	19.3
Grade 5	25.2	19.9	20.9
Grade 7	25.2	19.6	20.5
High School	19.7	18.7	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	983	984	987
Middle School	1,032	1,012	1,017
High School	982	1,005	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.7	3.0	3.4
Middle School	1.9	2.5	2.7
High School	2.5	2.3	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$13,320	\$5,439	\$7,153	\$6,656	\$7,159
Instructional Supplies and Equipment	\$575	\$235	\$262	\$302	\$266
Improvement of Instruction and Educational Media Services	\$1,453	\$593	\$443	\$364	\$429
Student Support Services	\$2,238	\$914	\$764	\$810	\$761
Administration and Support Services	\$2,777	\$1,134	\$1,256	\$1,264	\$1,271
Plant Operation and Maintenance	\$3,021	\$1,234	\$1,329	\$1,301	\$1,322
Transportation	\$1,857	\$715	\$605	\$622	\$601
Costs for Students Tuitioned Out	\$1,129	N/A	N/A	N/A	N/A
Other	\$553	\$226	\$147	\$154	\$145
Total	\$26,924	\$10,612	\$12,203	\$11,756	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,502	\$613	\$1,875	\$1,899	\$1,882

Special Education Expenditures	
Total Expenditures	\$4,825,212
Percent of Total PK-12 Expenditures Used for Special Education	17.9%

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	68.7	29.2	2.0	0.1
Excluding School Construction	69.0	28.8	2.1	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The North Branford Board of Education continues to allocate resources equitably in a number of ways. Budgets account for student and staff population on discretionary spending items such as books, supplies and equipment. Building Administrators track spending by department. Expenditures necessary to support modifications or improvements to curriculum are approved by the Director of Curriculum and Instruction after discussion with building administration. 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	290
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.6%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	12	0.5	0.7	0.7
Learning Disability	83	3.3	3.9	4.0
Intellectual Disability	13	0.5	0.4	0.5
Emotional Disturbance	20	0.8	0.7	1.0
Speech Impairment	103	4.1	3.0	2.4
Other Health Impairment*	51	2.0	1.9	2.1
Other Disabilities**	8	0.3	0.7	0.9
Total	290	11.6	11.2	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	73.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.1	2.8

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	19.4	20.4	62.8	62.1
	Writing	14.7	19.3	62.6	63.0
	Mathematics	25.5	22.6	62.6	62.7
	Science	29.3	22.2	64.0	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	61.5	45.5
	Writing Across the Disciplines	N/A	N/A	76.9	57.9
	Mathematics	N/A	N/A	59.4	50.1
	Science	N/A	N/A	59.6	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	25.6
	% With Accommodations	74.4
CAPT	% Without Accommodations	60.0
	% With Accommodations	40.0
% Assessed Using Skills Checklist		6.5

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	3	1.0
Private Schools or Other Settings	10	3.4

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	215	74.1	74.4	71.6
40.1 to 79.0 Percent of Time	62	21.4	18.8	16.6
0.0 to 40.0 Percent of Time	13	4.5	6.8	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The District Strategic Plan, the Building Level Strategic Plans and the Curriculum Management Cycle continue to drive instructional improvement in the North Branford Public Schools; making a good school system even better. Character education programs and community service projects have grown at all levels K-12 as have the number of curriculum offerings.

The visual and performing arts program continues to grow with more students than ever participating in both instrumental and choral programs. The elementary visual arts initiative that uses authentic works of art to support students' oral language development, writing and thinking skills has grown to include grades 1 through 5. This program has been so successful that the Yale Center for British Arts invited our primary schools to participate in a museum school partnership. This program has brought extraordinary museum and classroom opportunities to our primary students and their parents.

Connecticut Mastery Test (grades 3 – 8) and CAPT (grade 10) results demonstrate a trend of improvement over the grades.

The K-5 Language Arts Curriculum was revised and adopted by the BOE as well as new research based comprehensive balanced program called StoryTown. The program includes a full year of professional development for teachers and is on-line accessible for teachers and parents.

Professional Learning Communities has been implemented where teachers have regularly scheduled time to have meaningful conversations about student learning using student data and research-based intervention strategies.

A three-tiered intervention process called Response to Intervention (RTI) has been planned, recommended, and adopted and will be implemented during the next school year. RTI is a process that will monitor student progress and provide research-based intervention strategies to students below classroom expectations in reading, mathematics and behaviors.

A fully equipped Teacher Resource Center (TRC) where educators meet, share resources, receive training via on-line or 'in-person' training, hold meetings, borrow resources, etc. is now part of NBPS educator experience. A part-time highly experienced retired administrator supports the TRC and provides training for administrators, teachers, and paraprofessionals, in both StoryTown and RTI.

The integration of technology has been greatly improved with the purchase of SmartBoards for every K-5 classroom, many high school classrooms and planned for all middle school classrooms as part of the NBIS renovation project. All Library Media Centers are equipped with SmartBoards as are the adult learning areas such as conference rooms and the Teacher Resource Center. In addition, a new Library Media Center data management system called Destiny, has been installed in all LMCs. All teachers are in the process of developing web-pages to improve home/school communications. Blue Ribbon, an on-line assessment/intervention strategy program directly connected to the objectives of the Connecticut Mastery Test has been purchased. This program will be used in conjunction with the RTI intervention program.

To assist high ability students, two additional educators have been trained in the University of Connecticut's 'Confratute' program. The district now has four Gifted and Talented Resource Educators who assist administrators with the development and/or selection of programs and activities for high ability students and consult with teachers or Professional Learning Community teams to assist in planning for small groups of students or individual students of high ability.

North Branford Schools continued its efforts to promote inclusive practices for all students. Consultation time, collaboration and effective utilization of special education and support staff were used to increase the amount of time all students with disabilities spent in regular education settings.

Filename: DIST065.DOC
Directory: J:\SSPbox\SSP Internet 2007-08
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 99-00
Subject:
Author: csde
Keywords:
Comments:
Creation Date: 12/2/2008 11:30 AM
Change Number: 1
Last Saved On: 12/2/2008 11:30 AM
Last Saved By: csde
Total Editing Time: 0 Minutes
Last Printed On: 12/2/2008 1:50 PM
As of Last Complete Printing
Number of Pages: 9
Number of Words: 3,067 (approx.)
Number of Characters: 17,271 (approx.)