

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



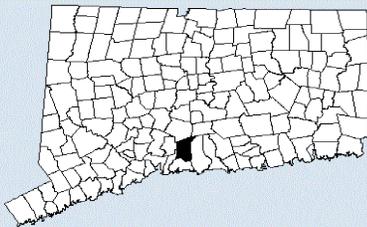
North Branford School District

Scott Schoonmaker, Superintendent • 203-484-1440 • <http://www.northbranfordschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,541
Per Pupil Expenditures ¹	\$22,260
Total Expenditures ¹	\$35,370,444

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2023-24 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	793	51.5	48.3
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	28	1.8	5.2
Black or African American	*	*	12.5
Hispanic or Latino of any race	163	10.6	31.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	44	2.9	4.7
White	1,284	83.3	46.2
English Learners/Multilingual Learners	23	1.5	10.5
Eligible for Free or Reduced-Price Meals	379	24.6	44.0
Students with Disabilities ³	244	15.8	17.9

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	62	8.0	28	3.5
Male	50	7.0	61	8.0
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	16	10.2	11	6.5
White	89	7.2	70	5.4
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	51	14.0	39	10.2
Students with Disabilities	38	17.3	30	10.7
District	112	7.5	89	5.7
State		17.7		7.0

Number of students qualified as truant under state statute: 99

Number of school-based arrests: Fewer than 6

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2023-24

North Branford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	121.4
Paraprofessional Instructional Assistants	40.5
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	8.2
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	90.5

¹ 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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.4
Black or African American	0	0.0	4.8
Hispanic or Latino of any race	3	1.7	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	176	97.8	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.1	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	12	*	6	*
White	71	88.8	93	98.9
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	21	80.8	21	100.0
Students with Disabilities	12	*	21	95.5
District	90	88.2	107	99.1
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	11	*
Emotional Disability	12	*
Intellectual Disability	*	*
Learning Disability	97	93.3
Other Health Impairment	39	83.0
Other Disabilities	*	*
Speech/Language Impairment	21	91.3
District	184	82.1
State		66.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2023-24

North Branford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	1.2	2.6
Emotional Disability	16	1.0	1.1
Intellectual Disability	9	0.6	0.6
Learning Disability	104	6.8	6.4
Other Health Impairment	47	3.1	3.5
Other Disabilities	14	0.9	1.2
Speech/Language Impairment	30	2.0	2.0
All Disabilities	238	15.6	17.3

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	4.2	8.0
Private Schools or Other Settings	6	2.5	4.6

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$19,782,934	\$12,450	\$12,942
Support services - students	\$3,056,386	\$1,999	\$1,724
Support services - instruction	\$1,288,569	\$843	\$905
Support services - general administration	\$830,970	\$543	\$520
Support services - school based administration	\$2,069,587	\$1,354	\$1,207
Central and other support services	\$1,699,812	\$1,112	\$771
Operation and maintenance of plant	\$3,933,221	\$2,572	\$2,101
Student transportation services	\$2,708,965	\$1,717	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$35,370,444	\$22,260	\$21,143

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,907,115	25.1	27.6
Instructional Aide Salaries	\$977,346	12.9	10.2
Other Salaries	\$1,429,288	18.8	10.5
Employee Benefits	\$721,410	9.5	13.2
Purchased Services Other Than Transportation	\$330,855	4.4	6.4
Special Education Tuition	\$1,531,156	20.2	22.2
Supplies	\$87,163	1.1	0.7
Property Services	\$4,557	0.1	0.4
Purchased Services For Transportation	\$602,577	7.9	8.4
Equipment	\$5,972	0.1	0.3
All Other Expenditures	\$500	0.0	0.1
Total	\$7,597,939	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.5	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	75.1
State	22.5
Federal	2.5
Tuition & Other	-0.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2023-24

North Branford School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	13	*	13	*	6	*
Black or African American	10	*	10	*	6	*
Hispanic or Latino of any race	80	64.6	80	64.0	36	57.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	23	77.1	23	75.5	7	*
White	638	69.0	638	68.2	253	63.8
English Learners/Multilingual Learners	17	*	17	*	*	*
Non-English Learners/Non-Multilingual Learners	747	68.5	747	67.6	*	*
Eligible for Free or Reduced-Price Meals	178	64.7	178	62.3	73	57.1
Not Eligible for Free or Reduced-Price Meals	586	69.5	586	69.0	235	63.9
Students with Disabilities	113	54.2	113	52.0	48	43.9
Students without Disabilities	651	70.8	651	70.2	260	65.6
High Needs	251	61.8	251	59.8	99	54.0
Non-High Needs	513	71.6	513	71.2	209	66.1
District	764	68.4	764	67.5	308	62.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	94.7	77.4	83.5	69.2	441	81.4
Curl Up	98.2	92.5	93.0	79.4	441	90.9
Push Up	77.9	74.3	73.9	65.4	440	73.0
Mile Run/PACER	69.9	74.5	64.3	49.5	441	64.6
All Tests - District	54.9	52.4	50.9	27.1	439	46.5
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2023-24

North Branford School District

Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	14	*
White	100	99.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	39	97.4
Students with Disabilities	20	95.0
District	122	98.4
State		88.4

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	39	40.2
Male	39	34.5
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino	*	*
White	69	39.7
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	9	19.1
Students with Disabilities	*	*
District	78	37.1
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT[®] - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT[®] - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP[®] - 3 or higher on any one AP[®] exam
- IB[®] - 4 or higher on any one IB[®] exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT[®] and AP[®] statistics derived from data provided by the College Board.

Copyright © 2024 The College Board. www.collegeboard.org

ACT[®] statistics derived from data provided by ACT, Inc.

Copyright © 2024 ACT, Inc. www.act.org

IB[®] statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2024

College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	88.5	89.1
Male	73.8	96.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.2	91.4
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	71.8	*
Students with Disabilities	61.9	*
District	81.1	91.4
State	68.4	87.2

⁵ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2023-24

North Branford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.4	75	45.6	50	91.2	63.9
	High Needs Students	61.8	75	41.2	50	82.4	54.1
Math Performance Index	All Students	67.5	75	45.0	50	90.0	60.2
	High Needs Students	59.8	75	39.8	50	79.7	49.5
Science Performance Index	All Students	62.2	75	41.5	50	83.0	61.8
	High Needs Students	54.0	75	36.0	50	72.0	51.4
ELA Academic Growth	All Students	50.6%	100%	50.6	100	50.6	58.7%
	High Needs Students	49.8%	100%	49.8	100	49.8	54.2%
Math Academic Growth	All Students	59.6%	100%	59.6	100	59.6	61.4%
	High Needs Students	56.3%	100%	56.3	100	56.3	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	7.5%	<=5%	45.0	50	89.9	17.7%
	High Needs Students	13.6%	<=5%	32.7	50	65.5	25.5%
Preparation for CCR	% Taking Courses	93.8%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	37.1%	75%	24.8	50	49.5	44.3%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		98.4%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		88.5%	94%	94.1	100	94.1	86.6%
Postsecondary Entrance (Class of 2023)		81.1%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		94.2% 46.5%	75%	31.0	50	62.0	93.6% 47.2%
Arts Access		57.8%	60%	48.1	50	96.3	55.0%
Accountability Index				1041.1	1350	77.1	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.6	61.8	9.8	16.9	
Math Performance Index Gap	71.2	59.8	11.5	18.2	
Science Performance Index Gap	66.1	54.0	12.1	17.9	
Graduation Rate Gap	94.0%	88.5%	5.5%	9.9%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.4
	High Needs Students	95.8
Math	All Students	97.4
	High Needs Students	95.8
Science	All Students	95.4
	High Needs Students	95.2

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 62.5 State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2023-24

North Branford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The superintendent goals and the District Instructional Vision guide our actions in the district. Yearly, leadership analyzes performance data to prioritize and adjust improvement plans for each school and program for the upcoming year. This planning promotes consistency, collaboration and shared commitment to goals. The continually refined District Instructional Vision focuses our preK-12 instructional efforts, professional learning, and commitment to continuous improvement as connected to the Vision of the Graduate. As a district we continue to recognize that parents and guardians play a critical role in educating and supporting their children. During the 23-24 school year the district continued "Parent-Guardian Think Tanks" that discuss, question, and refine teaching and learning in the district (the group meets monthly and is made up of K-12 representatives). Parent-guardian input is solicited through Forums, PTOs, Booster Clubs, and ongoing surveying. Additionally parents-guardians attend Open House, conferences, workshops, and at-risk meetings. NBPS commits to ongoing home communication regarding school events, classroom news, available services, and at home learning supports through PowerSchool, Google Classroom, Bloomz, SeeSaw, webpages, newsletters, and e-blasts). During the 23-24 school year parents-guardians were offered ongoing grade level-specific trainings (virtual and in person) by our instructional coaches relative to curriculum, instruction, and home support in the areas mathematics and language arts as well as learning sessions from principals around high leverage instructional strategies. Feedback is provided (progress reports, report cards, at-risk meetings, i-Ready reports) to ensure reported student data is individualized and accurately describes each student's academic and social progress. NBPS has enhanced Spec Ed and Reg Ed programs and services through implementation of an integrated preschool model for 4 classes taught by integrated (special education certified) preschool teachers during the 23-24 school year. Additionally, special education and related staff engaged in ongoing training related to IEP development, and providing ongoing academic and behavioral support for students in need. Under the direction of the Special Services Director training was provided to teachers and paraprofessionals throughout the year to ensure individualized and research based strategies for academic and behavioral support for students, which supported the newly developed ICM model. The NBBOE's Attendance Policy requires monitoring of attendance and collaboration with families to ensure that students attend school regularly and consistently. The policy continues to be disseminated to all families through Student Handbooks. Student attendance is monitored and addressed by school personnel. If a child demonstrates a pattern of absences, families attend an in-school collaborative meeting to find ways to improve the child's attendance including counseling, behavior plans, PPT referrals, and/or referrals to outside agencies. At all levels, positive school climate strategies and restorative practices are used to improve attendance. When necessary, home visits, attendance hearings, referrals to DCF and other measures are completed. Annual school climate surveys from 23-24 are being analyzed to support further family engagement.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NBPS remains committed to reducing racial, ethnic and economic isolation. Curricula, inter-district programs (ACES), and extracurricular activities and clubs support students in appreciating diversity and inclusion. Staff incorporate activities that celebrate diversity in curricula and instruction and at school-sponsored events in addition to regularly expanding texts and resources where diverse cultures and experiences are represented. NBPS support acceptance, inclusion and citizenship through PBIS, Second Step, and related age-appropriate SEL opportunities. Emergence of restorative practices help to ensure students and staff are working together to build respectful, positive school climates that foster student connectedness and achievement. Teachers engage with ongoing training in Responsive Classroom and Restorative Practices. Additionally, all schools have Equity or DEI teams that support ongoing learning and support for reducing racial, ethnic, and economic isolation. All schools have student leadership programs that focus on acceptance, reducing bullying and creating allies among the students and school communities. NB also has monthly school climate assemblies that promote multicultural awareness and build a sense of community- such as art exhibits depicting different cultures and celebrations of Black History, Native Americans, and Hispanic Heritage. Students participate in advisory programs at each level designed to build community and extend learning around inclusion and diversity. Students have opportunities to participate in clubs (Interact, GSA, Power Rangers, Helping Hands, Student Union) that support creating community. Students are strongly encouraged to participate in community service PreK-12. Staff and students work together annually to fundraise and collect food, clothing and necessities to assist economically disadvantaged individuals and families locally, nationally, and globally. The Community Round Up, an annual event stocking the local food bank, involves the entire school community. The district embraces the Open Choice program as a means to enhance diversity and community while reducing racial, ethnic and economic isolation. Several students participate in choice programs including the ECA, Sound School, and NH Magnet Schools.

District Profile and Performance Report for School Year 2023-24

North Branford School District

Equitable Allocation of Resources among District Schools

The NB Board of Education strives to allocate resources equitably throughout its schools. Budget development begins at the building and program levels using guidelines established by the BOE. An allocation formula based on per pupil need and projected enrollment at each school provides for a fair and equitable distribution of resources. The Administrative Council meets to discuss budget priorities. The proposed budget is developed by administrators with input from teachers, department leaders and directors. This collaborative process promotes effective use of funds, ensuring expenditure choices meet the needs of all NB students. School-based budgets are reviewed to ensure alignment to the district's mission, instructional vision, statutory requirements, BOE policies, and collective bargaining agreements. Yearly, administrators conduct audits of the previous year's expenditures, complete comparative analyses, and make recommendations for the future budget-allocation process. The administrative team works with a district perspective to ensure budgets, grants, and resources support students with the greatest needs. This work is increasingly challenging with increasing budget cuts.