

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



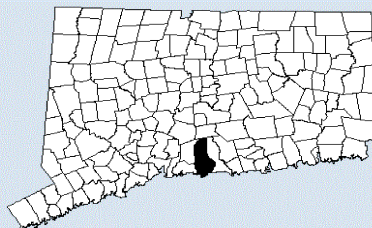
## Guilford School District

Dr. Paul Freeman, Superintendent • 203-453-8200 • <http://www.guilfordschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,311
Per Pupil Expenditures <sup>1</sup>	\$17,996
Total Expenditures <sup>1</sup>	\$61,600,420

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Contents

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

### Notes

Unless otherwise noted, all data are for 2018-19 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 [edsight.ct.gov](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,603	48.4	48.4
Male	1,708	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	136	4.1	5.2
Black or African American	37	1.1	12.8
Hispanic or Latino of any race	239	7.2	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	132	4.0	3.6
White	2,761	83.4	52.4
English Learners	65	2.0	7.6
Eligible for Free or Reduced-Price Meals	411	12.4	42.1
Students with Disabilities <sup>3</sup>	377	11.4	15.4

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

<sup>3</sup>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.

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	97	6.1	7	0.4
Male	88	5.2	65	3.8
Black or African American	*	*	*	*
Hispanic or Latino of any race	19	8.1	7	2.8
White	151	5.5	62	2.2
English Learners	6	9.0	*	*
Eligible for Free or Reduced-Price Meals	42	10.0	15	3.2
Students with Disabilities	45	11.9	22	5.1
District	185	5.6	72	2.2
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 12**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup>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.

<sup>5</sup>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 2018-19

## Guilford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	228.7
Paraprofessional Instructional Assistants	2.1
<b>Special Education</b>	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	88.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	17.0
<b>Library/Media</b>	
Specialists (Certified)	6.8
Support Staff	3.0
Instructional Specialists Who Support Teachers	16.4
Counselors, Social Workers and School Psychologists	22.4
School Nurses	7.9
Other Staff Providing Non-Instructional Services/Support	161.7

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.1
Black or African American	1	0.3	3.8
Hispanic or Latino of any race	5	1.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	334	98.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	16	*
White	116	48.1	183	80.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	33.3	27	81.8
Students with Disabilities	15	44.1	21	72.4
District	139	47.9	219	80.8
State		74.5		85.2

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

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	23	48.9
Emotional Disturbance	21	63.6
Intellectual Disability	*	*
Learning Disability	118	90.8
Other Health Impairment	71	91.0
Other Disabilities	*	*
Speech/Language Impairment	31	79.5
District	274	73.9
State		67.6

<sup>3</sup>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 2018-19

## Guilford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	51	1.5	1.9
Emotional Disturbance	33	1.0	1.1
Intellectual Disability	18	0.5	0.5
Learning Disability	130	3.9	5.5
Other Health Impairment	78	2.4	3.2
Other Disabilities	30	0.9	1.1
Speech/Language Impairment	39	1.2	1.8
All Disabilities	379	11.4	15.0

<sup>1</sup>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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	4.7	8.2
Private Schools or Other Settings	22	5.8	5.0

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$36,261,009	\$10,593	\$10,545
Support services - students	\$3,978,362	\$1,183	\$1,373
Support services - instruction	\$2,060,887	\$613	\$644
Support services - general administration	\$3,992,567	\$1,187	\$462
Support services - school based administration	\$4,312,410	\$1,282	\$1,007
Central and other support services	\$448,328	\$133	\$671
Operation and maintenance of plant	\$6,080,619	\$1,808	\$1,629
Student transportation services	\$3,427,349	\$990	\$1,231
Food services	\$134,727	\$40	\$13
Enterprise operations	\$904,162	\$269	\$157
Minor school construction	.	.	\$65
Total	\$61,600,420	\$17,996	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,222,929	31.1	29.7
Instructional Aide Salaries	\$1,988,519	11.8	9.6
Other Salaries	\$243,694	1.5	10.4
Employee Benefits	\$2,476,348	14.7	13.0
Purchased Services Other Than Transportation	\$1,176,267	7.0	5.5
Special Education Tuition	\$4,222,965	25.1	22.6
Supplies	\$66,895	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,394,197	8.3	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$16,791,814	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.3	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	91.7
State	6.4
Federal	1.7
Tuition & Other	0.2

<sup>4</sup>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 2018-19

## Guilford 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	*	*	*	*	*	*
Asian	74	85.1	74	88.4	31	80.9
Black or African American	24	70.2	24	69.3	14	*
Hispanic or Latino of any race	130	76.1	130	75.5	59	73.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	85	83.2	85	80.2	33	78.3
White	1,506	79.8	1,505	77.5	680	76.1
English Learners	44	65.0	44	65.8	17	*
Non-English Learners	1,780	80.1	1,779	78.1	803	76.4
Eligible for Free or Reduced-Price Meals	245	71.4	245	68.9	110	66.6
Not Eligible for Free or Reduced-Price Meals	1,579	81.0	1,578	79.2	710	77.5
Students with Disabilities	225	54.0	225	51.9	94	55.5
Students without Disabilities	1,599	83.3	1,598	81.4	726	78.6
High Needs	432	65.1	432	62.6	181	62.5
Non-High Needs	1,392	84.3	1,391	82.5	639	79.8
District	1,824	79.7	1,823	77.8	820	76.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Grade 4			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	97.9	88.6	83.2	90.9	1,063	89.7
Curl Up	96.2	95.8	97.4	98.8	1,063	97.1
Push Up	89.5	93.2	87.7	88.9	1,063	89.7
Mile Run/PACER	92.4	84.8	88.3	78.3	1,063	86.0
All Tests - District	85.2	76.1	70.6	70.4	1,063	75.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Guilford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	36	88.9
Students with Disabilities	41	80.5
District	297	97.0
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	201	69.8
Male	97.1	190	69.6
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	26	65.0
White	97.9	325	69.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	36	54.5
Students with Disabilities	82.5	12	19.0
District	97.9	391	69.7
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

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

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

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

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### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	83.9	98.2
Male	75.4	89.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	80.6	94.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.4	80.0
Students with Disabilities	52.5	91.3
District	79.9	94.0
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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 2018-19

## Guilford 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	79.7	75	50.0	50	100.0	67.7
	High Needs Students	65.1	75	43.4	50	86.8	58.1
Math Performance Index	All Students	77.8	75	50.0	50	100.0	63.1
	High Needs Students	62.6	75	41.7	50	83.5	52.7
Science Performance Index	All Students	76.0	75	50.0	50	100.0	63.8
	High Needs Students	62.5	75	41.6	50	83.3	54.2
ELA Academic Growth	All Students	66.5%	100%	66.5	100	66.5	59.9%
	High Needs Students	54.1%	100%	54.1	100	54.1	55.1%
Math Academic Growth	All Students	75.8%	100%	75.8	100	75.8	62.5%
	High Needs Students	67.4%	100%	67.4	100	67.4	55.2%
Progress Toward English Proficiency	Literacy	61.8%	100%	30.9	50	61.8	60.0%
	Oral	59.2%	100%	29.6	50	59.2	52.1%
Chronic Absenteeism	All Students	5.6%	<=5%	48.7	50	97.4	10.4%
	High Needs Students	9.9%	<=5%	40.2	50	80.4	16.1%
Preparation for CCR	% Taking Courses	63.8%	75%	42.5	50	85.1	80.0%
	% Passing Exams	69.7%	75%	46.5	50	92.9	42.6%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		97.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		88.9%	94%	94.6	100	94.6	83.3%
Postsecondary Entrance (Class of 2018)		79.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.8%   75.2%	75%	50.0	50	100.0	96.4%   52.9%
Arts Access		69.7%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1223.6</b>	<b>1450</b>	<b>84.4</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.1	9.9	15.4	
Math Performance Index Gap	75.0	62.6	12.4	17.6	
Science Performance Index Gap	75.0	62.5	12.5	16.1	
Graduation Rate Gap	94.0%	88.9%	5.1%	11.1%	N

<sup>1</sup>If 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.

<sup>2</sup>If 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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum 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: 54.5      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Guilford School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

During 2018-2019, Guilford focused on developing classroom environments, learning tasks, and instructional approaches that would support rigorous learning for all students. Schools were expected to review and revise the formative assessment process in order to improve learning during instruction, not after instruction. Guilford also continues its partnership with the Institute for Learning (IFL) at the University of Pittsburgh. The partnership has established research-based practices throughout all schools to invite effort and support academic rigor in classrooms and is evidenced through classroom observations, student work samples, and Learning Walks. In conjunction with IFL, the district provided professional development in mathematics and literacy and instituted a rigorous content-focused coaching model in grades K-8. During the 2018-2019 school year, the district implemented the revised science curriculum aligned with Next Generation Science Standards (NGSS), incorporated new STEM units in all elementary classrooms, and began science unit revision with the support from the Center for Assessment in New Hampshire. Innovative, well-vetted and research-based resources combined with strong ongoing professional learning and with aligned resources are critical factors for our continuing growth.

Guilford High School awarded its first International Baccalaureate (IB) Diplomas for approximately 30 students. A new IB cohort of eleventh grade students began in 2018-19 and will work together for two years to complete IB requirements including a Theory of Knowledge course; an Extended Essay; and a Creativity, Activity, and Service Project. The professional learning for staff and the accountability to the educational community has been enhanced because of the implementation of IB. The school also spent considerable resources on minimizing the achievement gap of high needs learners.

All schools carefully monitored student attendance and involved parents in reducing chronic absenteeism. Active parent organizations in all schools provided enrichment programs, field trips, and special grade level activities. Parents are invited to participate in classroom learning events multiple times per year; all parents regularly receive newsletters and have online access to student grades, lunch programs, and other school communication tools. Middle schools continued a Digital Citizenship campaign for parents that included focused discussion around the role of technology in students' daily lives. The 5-6 middle school expanded Community Day Programs, inviting community organizations to speak to the student body.

There is an ongoing program of inclusion for all students identified with special needs in order to achieve the least restrictive environment. The 7-8 middle school worked on a school goal focused on closing the achievement gap between identified and non-identified students. Support services, such as programs specifically for students with autism and alternative programming, have been instituted as students advance through the grades. Unified arts and sports programs also provide additional opportunities for students with special needs. There was a significant effort to reduce students placed in alternative settings and to include support staff in grade level or subject area professional learning opportunities.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

In elementary schools, teachers expect students to focus on the importance of understanding each other's needs through programs such as Responsive Classroom and Look for the Good. Other programs, such as Steps to Respect, are facilitated by social workers to support character education and the appreciation of diversity. Elementary schools participate in a community mentoring program, hold food drives, and collect donations for organizations such as the Ronald McDonald House, Read-to-Grow, and the American Heart Association. Schools provide scholarships to students to insure that all students are able to participate in field trips and enrichment programs. This year, one school supported three teachers in extensive mindfulness training and, in turn, these teachers used their skills to support others.

Middle schools support character development through a combination of curricular and extra-curricular activities or clubs. They meet regularly to promote sensitivity to gender, racial, ethnic, and economic differences; guidance and social services staff specifically address the impact of stereotyping, preventing bullying, and promoting tolerance for diversity. Middle school students also participate in local charity events, contributions to community dining rooms, and fundraising activities for organizations such as Toys for Tots, Columbus House, the Dan Cosgrove Animal Shelter, and SARAH. Seventh graders continue to raise funds for the Water for South Sudan Project. Other middle school students participated in the Big Sleep Out to raise awareness of homelessness.

Exchange programs, interdistrict programs, and interscholastic competitions and clubs, provide high school students opportunities to interact with students of varying backgrounds and to increase cultural awareness. GHS hosted a Core Night of IB Diploma Programme to celebrate international connections and culture. Fourteen students attended the Educational Center for the Arts in a diverse setting, unlike the demographics of Guilford. The ABC program sponsored six minority students from New York who are spending their high school experience at GHS. In addition, the Gender Sexualities Alliance (GSA) meets regularly to support students with different sexual orientations or gender identities.

# District Profile and Performance Report for School Year 2018-19

## Guilford School District

### **Equitable Allocation of Resources among District Schools**

Resource allocation and budget development begins at the building and program levels with input from teachers, principals, program directors, and central office administrators. Annually, all school administrators meet with the Board of Education to share upcoming budget priorities for instruction, building maintenance, and other resources to support school goals. The Superintendent, the Associate Superintendent for Instruction, the Assistant Superintendent for Operations, and the Business Manager review building level requests in individual meetings with principals and program directors, focusing on the needs of the school as well as the need to provide equitable resources across the district. A majority of expenditures (staffing, technology, library books, and building supplies) are based on school enrollment, age and condition of equipment, identified needs, and multi-year purchasing plans. Facility renovations and site improvements are also driven by a multi-year plan, code compliance, enrollment, and the need to provide comparable facilities at all schools. The budget process is reviewed at all levels: school, district, Board of Education, and community.