

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



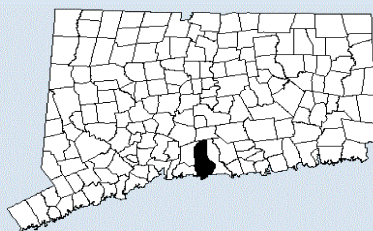
## Guilford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,388
Per Pupil Expenditures <sup>1</sup>	\$17,771
Total Expenditures <sup>1</sup>	\$61,025,877

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,654	48.8	48.4
Male	1,734	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	144	4.3	5.1
Black or African American	43	1.3	12.8
Hispanic or Latino	236	7.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	129	3.8	3.3
White	2,829	83.5	53.6
English Learners	62	1.8	7.2
Eligible for Free or Reduced-Price Meals	291	8.6	36.7
Students with Disabilities <sup>1</sup>	406	12.0	14.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	89	5.4	20	1.2
Male	71	4.1	43	2.5
Black or African American	*	*	*	*
Hispanic or Latino	12	5.2	10	4.2
White	136	4.9	47	1.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	37	9.5	19	4.6
Students with Disabilities	35	8.8	21	4.7
District	160	4.8	63	1.9
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: Fewer than 6**

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

<sup>2</sup>A student is chronically absent if he/she misses 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>3</sup>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 2017-18

## Guilford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	227.0
Paraprofessional Instructional Assistants	2.1
<b>Special Education</b>	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	87.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.5
School Level	17.5
<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	160.7

<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	3.7
Hispanic or Latino	5	1.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	334	98.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.5

### 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	12	*	*	*
White	125	55.1	189	68.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	14	50.0	19	52.8
Students with Disabilities	11	40.7	32	66.7
District	149	55.4	210	68.4
State		69.3		80.1

<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	25	46.3
Emotional Disturbance	20	54.1
Intellectual Disability	*	*
Learning Disability	113	87.6
Other Health Impairment	83	89.2
Other Disabilities	*	*
Speech/Language Impairment	30	78.9
District	281	70.6
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Guilford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	1.6	1.8
Emotional Disturbance	37	1.1	1.1
Intellectual Disability	18	0.5	0.5
Learning Disability	129	3.8	5.2
Other Health Impairment	93	2.7	3.1
Other Disabilities	38	1.1	1.1
Speech/Language Impairment	40	1.2	1.8
All Disabilities	408	12.0	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	4.2	8.3
Private Schools or Other Settings	26	6.4	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	33,367,992	9,852	9,847
Instructional Supplies and Equipment	1,101,921	325	287
Improvement of Instruction and Educational Media Services	2,066,699	610	589
Student Support Services	3,783,937	1,117	1,120
Administration and Support Services	6,507,679	1,921	1,905
Plant Operation and Maintenance	5,806,142	1,714	1,648
Transportation	3,369,561	948	904
Costs of Students Tuitioned Out	4,028,753	N/A	N/A
Other	993,193	293	208
Total	61,025,877	17,771	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	8,733,642	2,579	1,393
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<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,864,168	30.5	33.8
Noncertified Personnel	2,149,200	13.5	14.5
Purchased Services	1,056,124	6.6	5.5
Tuition to Other Schools	3,829,786	24.0	23.4
Special Ed. Transportation	1,364,221	8.5	8.7
Other Expenditures	2,702,556	16.9	14.1
Total Expenditures	15,966,055	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.7	90.7
State	10.7	7.4
Federal	1.5	1.7
Tuition & Other	0.1	0.2

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	88	83.0	88	84.9
Black or African American	24	63.8	24	57.4
Hispanic or Latino	131	76.8	131	74.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	69	80.3	69	77.8
White	1514	81.0	1513	77.5
English Learners	49	67.2	49	65.0
Non-English Learners	1781	80.8	1780	77.7
Eligible for Free or Reduced-Price Meals	214	71.3	214	68.6
Not Eligible for Free or Reduced-Price Meals	1616	81.7	1615	78.5
Students with Disabilities	221	57.9	221	50.6
Students without Disabilities	1609	83.6	1608	81.0
High Needs	402	66.7	402	61.8
Non-High Needs	1428	84.4	1427	81.7
District	1830	80.5	1829	77.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	98.6	88.9	88.2	89.3	1,015	90.9
Curl Up	96.3	96.9	98.0	87.2	1,015	94.4
Push Up	91.8	92.3	82.3	87.9	1,015	88.5
Mile Run/PACER	90.0	94.3	94.5	75.4	1,015	88.2
All Tests - District	84.9	80.8	75.6	62.6	1,015	75.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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 2017-18

## Guilford School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	34	94.1
Students with Disabilities	36	88.9
District	262	98.1
State		87.9

<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 2016-17 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	98.3	210	70.7
Male	97.1	199	71.3
Black or African American	*	6	*
Hispanic or Latino	100.0	18	62.1
White	97.6	357	71.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.9	35	54.7
Students with Disabilities	82.7	13	17.3
District	97.7	409	71.0
State	96.3		44.8

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 percent.

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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.3	98.7
Male	79.8	89.4
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	84.1	93.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.5	90.5
Students with Disabilities	69.7	*
District	83.1	93.1
State	70.9	88.3

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.5	75	50.0	50	100.0	67.6
	High Needs Students	66.7	75	44.4	50	88.9	57.5
Math Performance Index	All Students	77.3	75	50.0	50	100.0	62.7
	High Needs Students	61.8	75	41.2	50	82.3	52.0
ELA Academic Growth	All Students	72.4%	100%	72.4	100	72.4	60.7%
	High Needs Students	66.2%	100%	66.2	100	66.2	55.6%
Math Academic Growth	All Students	78.7%	100%	78.7	100	78.7	61.9%
	High Needs Students	67.8%	100%	67.8	100	67.8	55.4%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.1%	<=5%	43.8	50	87.6	16.6%
Preparation for CCR	% Taking Courses	62.3%	75%	41.6	50	83.1	74.8%
	% Passing Exams	71.0%	75%	47.3	50	94.7	44.8%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		98.1%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.9%	94%	91.4	100	91.4	81.8%
Postsecondary Entrance (Class of 2017)		83.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3%   75.4%	75%	50.0	50	100.0	96.6%   50.1%
Arts Access		69.0%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>1094.8</b>	<b>1250</b>	<b>87.6</b>	

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	66.7	8.3	15.9	
Math Performance Index Gap	75.0	61.8	13.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	85.9%	8.1%	12.7%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.8
	High Needs Students	99.3
Math	All Students	99.8
	High Needs Students	99.3
Science	All Students	99.8
	High Needs Students	98.9

<sup>3</sup>Minimum participation standard is 95%.

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

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      State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## Guilford School District

### Narratives

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

During 2017-2018, Guilford Public Schools focused on strengthening professional learning communities (PLC's) and evaluating learning tasks that would support rigorous learning for all students. Schools were expected to review and revise the purpose and the procedures associated with PLC's such as examining evidence of learning. Guilford also continues its partnership with the Institute for Learning (IFL) at the University of Pittsburgh. The partnership has created 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 2017-2018 school year, the district revised the science curriculum to align with Next Generation Science Standards (NGSS), field tested engineering units during summer programs, and integrated social and emotional learning in its programming. 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 launched an International Baccalaureate (IB) Diploma Program for approximately 30 students. The cohort will work together for two years to complete all 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 results from IB assessments will be available at the end of the 2018-2019 school year. Each school implemented revised homework practices and guidelines for teachers, parents, and students. All schools carefully monitored student attendance and involved parents in reducing chronic absenteeism. Active parent organizations in all schools provide enrichment programs, field trips, and special grade level activities. Parents are invited to participate in classroom learning events multiple times per year in all K-8 schools; all parents regularly receive newsletters and have online access to student grades, lunch programs, and other school communication tools. This past school year, middle schools also launched a Digital Citizenship awareness campaign for parents that included focused discussion around the role of technology in students' daily lives.

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 unified sports programs also provide additional opportunities for students with special needs. There was a significant effort in Guilford to reduce students placed in alternative settings and to include support staff in grade level or subject area professional learning communities.

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

All elementary schools teach 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 school social workers to support character education and appreciate diversity. All elementary schools also participate in a community mentoring program to provide intergenerational learning, hold food drives, and collect donations for organizations such as the Guilford Food Bank, the Ronald McDonald House, Read-to-Grow, and the American Heart Association.

Guilford's middle schools support character and citizenship development through a combination of curricular and extra-curricular activities or clubs. Staff and students 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, field trips and contributions to community dining rooms, and fundraising activities for organizations such as Toys for Tots, Columbus House, the Dan Cosgrove Animal Shelter, and S.A.R.A.H. Seventh graders continue to raise funds for Water for South Sudan Project, this year earning enough to sponsor a well.

Exchange programs, interdistrict programs, and interscholastic competitions and clubs, provide Guilford High School students opportunities during the school year to interact with students of varying backgrounds and to increase cultural awareness. This year the school hosted an International Festival to celebrate cultural influences at the school. Fourteen high school students participated in the Educational Center for the Arts and several others attended the Sound School in New Haven. The Guilford ABC program sponsored six minority students from New York City who are spending their entire high school experience at GHS. In addition, the Gender Sexualities Alliance (GSA), a student led group, meets regularly to foster acceptance and support for students with different sexual orientations or gender identities.

# District Profile and Performance Report for School Year 2017-18

## 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 budget priorities for instruction, building maintenance, and 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 individual school as well as the need to provide equitable resources across the district. A majority of expenditures (staffing, technology acquisition, 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.