

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



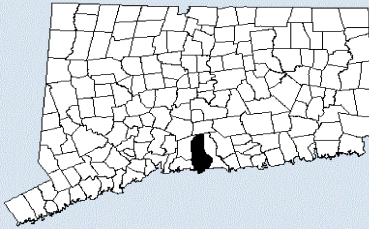
## Guilford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,427
Per Pupil Expenditures <sup>1</sup>	\$15,963
Total Expenditures <sup>1</sup>	\$56,813,270

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,649	48.1	48.3
Male	1,778	51.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	132	3.9	4.7
Black or African American	43	1.3	12.9
Hispanic or Latino	200	5.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	97	2.8	2.5
White	2,950	86.1	57.2
English Language Learners	40	1.2	6.3
Eligible for Free or Reduced-Price Meals	327	9.5	37.6
Students with Disabilities <sup>1</sup>	394	11.5	13.3

<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	80	4.9	23	1.3
Male	84	4.8	54	3.0
Black or African American	*	*	*	*
Hispanic or Latino	17	8.5	10	4.7
White	137	4.7	60	2.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	21	7.5	14	4.1
Students with Disabilities	45	11.2	21	4.7
District	164	4.9	77	2.2
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 3**

<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 2014-15

## Guilford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	239.3
Paraprofessional Instructional Assistants	2.7
<b>Special Education</b>	
Teachers and Instructors	41.5
Paraprofessional Instructional Assistants	97.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	17.9
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	22.4
School Nurses	7.9
Other Staff Providing Non-Instructional Services/Support	156.4

<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	1.0
Black or African American	1	0.3	3.5
Hispanic or Latino	3	0.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	351	98.6	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	81	37.3	158	63.2
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	25.0	14	56.0
Students with Disabilities	11	32.4	14	37.8
District	93	37.7	174	62.6
State		58.4		73.8

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	29	43.3
Emotional Disturbance	25	69.4
Intellectual Disability	9	*
Learning Disability	97	88.2
Other Health Impairment	74	91.4
Other Disabilities	8	*
Speech/Language Impairment	41	82.0
District	283	74.3
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Guilford School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	69	2.0	1.5
Emotional Disturbance	36	1.1	1.0
Intellectual Disability	20	0.6	0.5
Learning Disability	110	3.2	4.4
Other Health Impairment	81	2.4	2.6
Other Disabilities	23	0.7	1.0
Speech/Language Impairment	53	1.5	1.9
All Disabilities	392	11.4	13.0

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	19	4.8	8.1
Private Schools or Other Settings	25	6.4	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,842,450	9,072	9,134
Instructional Supplies and Equipment	1,026,090	292	334
Improvement of Instruction and Educational Media Services	1,831,344	522	498
Student Support Services	3,440,345	980	1,001
Administration and Support Services	5,721,128	1,630	1,694
Plant Operation and Maintenance	5,091,838	1,451	1,572
Transportation	3,357,953	915	813
Costs of Students Tuitioned Out	3,713,829	N/A	N/A
Other	788,293	225	186
Total	56,813,270	15,963	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	7,537,757	2,148	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,633,702	31.2	35.1
Noncertified Personnel	2,091,637	14.1	14.2
Purchased Services	790,233	5.3	5.2
Tuition to Other Schools	3,570,099	24.0	22.0
Special Ed. Transportation	1,206,385	8.1	8.6
Other Expenditures	2,573,929	17.3	14.9
Total Expenditures	14,865,985	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	81.6	90.5
State	16.9	7.9
Federal	1.3	1.5
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 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	71	84.1	71	80.5	36	67.7
Black or African American	24	60.0	24	52.9	10	*
Hispanic or Latino	129	76.0	129	67.9	50	61.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	53	82.8	53	76.1	16	*
White	1592	80.5	1591	72.4	691	65.8
English Language Learners	33	64.6	33	62.7	10	*
Non-English Language Learners	1838	80.4	1837	72.4	793	65.7
Eligible for Free or Reduced-Price Meals	181	71.4	181	62.8	68	58.6
Not Eligible for Free or Reduced-Price Meals	1690	81.0	1689	73.3	735	66.1
Students with Disabilities	256	58.8	255	50.0	111	52.3
Students without Disabilities	1615	83.5	1615	75.8	692	67.6
High Needs	406	65.0	405	56.7	172	54.9
Non-High Needs	1465	84.3	1465	76.6	631	68.4
District	1871	80.1	1870	72.3	803	65.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	94.7	73.4	89.4	90.3	1,063	87.0
Curl Up	92.3	98.5	98.9	89.9	1,063	94.9
Push Up	90.1	96.3	84.1	85.1	1,063	89.0
Mile Run/PACER	92.3	93.6	92.4	71.4	1,063	87.8
All Tests - District	81.0	68.9	75.4	59.3	1,063	71.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Guilford School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	41	82.9	.		.
Students with Disabilities	33	57.6	86.9	No	87.7
District	286	92.7	94.0	No	94.0
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.1	161	66.8
Male	76.4	166	58.5
Black or African American	*	*	*
Hispanic or Latino	77.3	13	59.1
White	79.7	288	61.7
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	61.2	23	46.9
Students with Disabilities	20.0	*	*
District	80.4	327	62.3
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	90.8	94.7
Male	82.0	94.7
Black or African American	*	*
Hispanic or Latino	*	*
White	86.1	94.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	77.5	*
Students with Disabilities	66.7	77.4
District	86.6	94.7
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Guilford School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	80.1	75	100.0	100	100.0	67.9
	High Needs Students	65.0	75	86.7	100	86.7	56.7
Math Performance Index	All Students	72.3	75	96.4	100	96.4	59.3
	High Needs Students	56.7	75	75.6	100	75.6	47.8
Science Performance Index	All Students	65.5	75	87.3	100	87.3	56.5
	High Needs Students	54.9	75	73.2	100	73.2	45.9
Chronic Absenteeism	All Students	4.9%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	9.1%	<=5%	41.9	50	83.8	17.3%
Preparation for CCR	% Taking Courses	50.9%	75%	33.9	50	67.8	66.1%
	% Passing Exams	62.3%	75%	41.5	50	83.0	37.3%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.7%	94%	98.6	100	98.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		91.7%	94%	97.5	100	97.5	77.6%
Postsecondary Entrance (Class of 2014)		86.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.0%   71.5%	75%	47.7	50	95.3	87.6%   51.0%
Arts Access		65.7%	60%	50.0	50	100.0	45.7%
<b>Accountability Index</b>				<b>1130.3</b>	<b>1250</b>	<b>90.4</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	65.0	10.0	17.3	
Math Performance Index Gap	75.0	56.7	18.3	19.6	
Science Performance Index Gap	68.4	54.9	13.5	17.2	
Graduation Rate Gap	94.0%	91.7%	2.3%	15.2%	N

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

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.5
	High Needs Students	98.8
Math	All Students	99.5
	High Needs Students	98.6
Science	All Students	99.9
	High Needs Students	99.4

### 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: 54.5      State: 50.1**

#### 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 2014-15

## Guilford School District

### Narratives

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

Guilford Public Schools continues its partnership with the Institute for Learning (IFL) at the University of Pittsburgh. The partnership has created research-based Principles of Learning 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 middle school mathematics and instituted a rigorous content-focused coaching model in grades K-6. During the 2014-2015 school year, the district focused on revisions to the language arts curriculum to align with CT Core State Standards.

Also during 2014-15, Guilford Public Schools launched a new website, custom designed to unify the seven schools and the district, which incorporated electronic calendars, RSS news feeds, and easily managed content. All faculty were provided training and 24-hour technical support to develop and maintain webpages. Visits to the new website exceeded 1,300 per day.

The district identified specific resources aligned to the mathematics curriculum during 2014-15. The process consisted of educator-based committees reviewing and determining recommendations, a public review period, and multiple small group meetings for public and staff input, resulting in the purchase of a new mathematics resource for grades 6-8 to be implemented in 2015-2016. Furthermore, the district commissioned a review of services for high achieving students. Between July and December 2014, Dr. James Borland, Teachers College, Columbia University, conducted at least five on-site visits which included focus group analysis of all stakeholders, observations, and interviews. The conclusions of this report led to new district goals, increased parent communication, and professional development to address different needs of students in all classes, particularly in mathematics. Dr. Borland stated, "I came away from my time in Guilford with the belief that this is one of the most impressive educational enterprises with which I have been involved."

In preparation for its opening in 2015, the high school administration conducted tours for the community, parents, and students of the Guilford High School during the final stages of construction. Extensive online coverage of the building process and community involvement contributed to a state-of-the-art learning facility designed to meet all programming needs. Simultaneously, the high school staff received approval from the Board to begin the application and training process to become an International Baccalaureate (IB) school.

During 2014-15, Guilford also improved its special education programs and services for students with disabilities and their families. The Bright Connections program, which services students with autism, was expanded from a K-4 program to incorporate students in grades 5 and 6. At Guilford High School, the transition program continued to expand to include more community-based opportunities and work place assignments to support individual student goals. The Parent Advisory Council met regularly with the Director to contribute to the planning and the improvement of special education programs.

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

The Responsive Classroom model, used in all the elementary schools, teaches students to focus on the importance of understanding each other's needs. Other programs are facilitated by school social workers including Circle of Friends, Bucket Filling, and Treat Others with Respect and Kindness (TOKR). All grade levels create norms of behavior that encourage fairness and tolerance; schools held food drives and collected donations for the Guilford Food Bank, Pennies for Patients with Leukemia, 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 staff specifically address stereotyping, bullying and tolerance. Middle school students also participate in local charity events, field trips to community dining rooms, and fundraising activities for organizations such as Toys for Tots or S.A.R.A.H.

Exchange programs, inter-district 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. Approximately 35 Guilford students participated in choice programs including the Educational Center for the Arts and the Sound School in New Haven. The Guilford ABC program sponsored five minority students from the New York City area who are spending their entire high school experience at GHS. In addition, the Genders and Sexualities Alliance meets regularly to foster acceptance and support for students with different sexual orientations or gender identities. In June 2015, students initiated a change in the color of graduation gowns from girls wearing white and boys wearing green to all students wearing green. Their decision to break from tradition supported students with different gender identities and communicated that all are gender equal.

# District Profile and Performance Report for School Year 2014-15

## 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, administrators meet with the Board of Education to share budget priorities. 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 the need to provide equitable resources in 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 carefully vetted at all levels: school, district, board, and community.