

STRATEGIC SCHOOL PROFILE 2011-12**Guilford School District**

Telephone: (203) 453-8210

Location: 701 New England Road
Guilford,
ConnecticutWebsite: www.guilford.k12.ct.us

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

COMMUNITY DATA

County: New Haven
 Town Population in 2000: 21,398
 1990-2000 Population Growth: 7.8%
 Number of Public Schools: 7

Per Capita Income in 2000: \$37,161
 Percent of Adults without a High School Diploma in 2000*: 6.4%
 Percent of Adults Who Were Not Fluent in English in 2000*: 0.8%
 District Enrollment as % of Estimated. Student Population: 91.1%

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

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

STUDENT ENROLLMENT

Enrollment on October 1, 2011 3,656
 5-Year Enrollment Change -3.3%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	276	7.5	9.1	35.2
K-12 Students Who Are Not Fluent in English	30	0.8	2.0	5.6
Students Identified as Gifted and/or Talented*	32	0.9	6.8	4.0
PK-12 Students Receiving Special Education Services in District	356	9.7	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	195	86.7	91.3	79.8
Homeless	4	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	46	8.1	11.3	13.0

*62.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	125	3.4
Black	44	1.2
Hispanic	199	5.4
Pacific Islander	1	0.0
White	3,215	87.9
Two or more races	69	1.9
Total Minority	441	12.1

Percent of Minority Professional Staff: 2.3%

Non-English Home Language:

2.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 16.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Guilford Public Schools students are offered a variety of opportunities to work and study with students from a variety of ethnic and socio-economic backgrounds. Exchange programs, multicultural events lasting several days, and extra curricular clubs designed to reduce bias are among the offerings. Guilford students in grades 1-4 participate in Foreign Language in Elementary Schools (FLES) Spanish, which integrates Hispanic art, songs, foods, language and stories to develop a better understanding of the culture and its traditions. The Responsive Classroom model, used in all the elementary schools, teaches students to focus on the importance of understanding each other's needs in order to work and play with others successfully. All grade levels create norms of behavior that encourage fairness and tolerance; at least one school also communicates electronically with other schools around the world through One World Classroom's Travel and Learn program. Similarly, one of the middle schools has developed a relationship with a school in Spain using Skype. Guilford's middle schools support character and citizenship development through a combination of curriculum and extra-curricular activities. Staff and students meet monthly to promote sensitivity to gender, racial, ethnic, and economic differences. Middle school students participate in local charity events, field trips to community dining rooms, and fundraising activities for organizations such as UNICEF and the American Heart Association. Exchange programs, inter-district programs, diverse curricula, 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. Several students participate in choice programs including the Education Center for the Arts, the Sound School, and the Metropolitan Business Academy in New Haven. The Guilford ABC program sponsors students from the New York City area who spend their entire high school experience at GHS. A growing number of student leaders participated on the SCC Diversity Dream Team, meeting with students from other schools. In addition, members of the Gay Straight Alliance met on a regular basis throughout the year.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	78.6	59.2	84.4	
Writing	75.5	62.7	68.8	
Mathematics	83.2	66.5	76.9	
Grade 4 Reading	83.6	64.1	87.5	
Writing	83.9	65.3	85.6	
Mathematics	82.2	68.0	68.1	
Grade 5 Reading	84.6	67.6	78.9	
Writing	82.9	68.1	77.4	
Mathematics	84.6	71.6	66.1	
Science	84.0	63.9	78.0	
Grade 6 Reading	92.0	74.1	89.2	
Writing	88.7	67.4	90.4	
Mathematics	86.2	69.3	77.1	
Grade 7 Reading	95.7	79.8	96.2	
Writing	87.7	65.6	91.9	
Mathematics	85.8	68.1	78.8	
Grade 8 Reading	95.5	76.8	95.6	
Writing	89.6	68.3	89.4	
Mathematics	91.0	67.2	91.2	
Science	87.0	61.9	90.6	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	77.5	47.5	91.7	
Writing Across the Disciplines	85.5	63.0	87.3	
Mathematics	77.7	49.2	91.7	
Science	82.0	47.1	99.3	

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

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	59.9	50.6	74.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.3	77.3	
Average Score	Mathematics	552	505	86.3
	Critical Reading	546	502	87.0
	Writing	552	506	85.5

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	94.5	82.7	78.9
2010-11 Annual Dropout Rate for Grade 9 through 12	0.1	2.6	90.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.7	84.5
% Employed (Civilian Employment and in Armed Services)	4.6	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	246.20
Paraprofessional Instructional Assistants	3.80
Special Education	
Teachers and Instructors	33.00
Paraprofessional Instructional Assistants	81.00
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	17.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	23.20
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	161.85

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	16.0	14.5	13.9
% with Master's Degree or Above	89.5	86.9	79.6

Average Class Size	District	DRG	State
Grade K	14.1	17.9	18.5
Grade 2	18.3	19.8	19.7
Grade 5	22.3	21.9	21.6
Grade 7	18.8	20.9	20.3
High School	19.2	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	977	973	993
Middle School	1,020	1,019	1,024
High School	1,006	999	1,024

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	1.8	2.8	2.8
Middle School	2.3	2.1	2.2
High School	2.2	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$30,094	\$8,182	\$8,464	\$8,216	\$8,469
Instructional Supplies and Equipment	\$883	\$240	\$267	\$249	\$271
Improvement of Instruction and Educational Media Services	\$1,570	\$427	\$487	\$541	\$482
Student Support Services	\$3,325	\$904	\$901	\$970	\$901
Administration and Support Services	\$5,310	\$1,444	\$1,468	\$1,434	\$1,490
Plant Operation and Maintenance	\$4,478	\$1,217	\$1,471	\$1,420	\$1,463
Transportation	\$3,108	\$814	\$735	\$649	\$724
Costs for Students Tuitioned Out	\$2,737	N/A	N/A	N/A	N/A
Other	\$707	\$192	\$165	\$166	\$165
Total	\$52,212	\$14,081	\$14,238	\$13,971	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,283	\$621	\$1,290	\$1,120	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,294,652	25.5	20.9	21.7

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	90.0	7.0	2.9	0.1
Excluding School Construction	90.1	6.7	3.1	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

Guilford Public Schools is committed to equitable resources among its schools. Budget development begins at the building and program levels with input from teachers, principals, program directors, and central office administrators. Annually, Principals meet as a group with the Board of Education to share budget priorities. The Superintendent, the Assistant Superintendent, and the School Business Administrator 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, and site improvement) are based on school enrollment, age and condition of equipment and facility, and multi-year purchasing plans. Textbooks are purchased in adoption cycles based on recommendations from K-12 Curriculum Review Committees. Renovations/additions are funded through town referendum and are driven by code compliance and enrollment requirements, and the need to provide comparable facilities at all school. The difficult economic climate resulted in limited funding and resources for schools. However, the community's approved funding for a new high school and for renovations and improvements at the town's other six schools will help assure equitable facilities for all students.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	374
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	53	1.4	1.3	1.2
Learning Disability	128	3.5	3.2	3.9
Intellectual Disability	16	0.4	0.3	0.4
Emotional Disturbance	42	1.1	0.6	1.0
Speech Impairment	48	1.3	1.7	2.1
Other Health Impairment*	71	1.9	2.2	2.2
Other Disabilities**	16	0.4	0.7	1.0
Total	374	10.2	10.0	11.7

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

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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	84.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	56.1	36.0	88.4	70.4
	Writing	37.5	21.5	84.8	66.3
	Mathematics	43.0	31.8	85.5	68.4
	Science	45.5	23.0	85.5	62.9
CAPT	Reading Across the Disciplines	33.3	14.5	77.5	47.5
	Writing Across the Disciplines	29.2	18.2	85.5	63.0
	Mathematics	26.3	15.4	77.7	49.2
	Science	32.0	13.6	82.0	47.1

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

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	37.6
	% With Accommodations	62.4
CAPT	% Without Accommodations	31.3
	% With Accommodations	68.8
% Assessed Using Skills Checklist		8.4

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	33	8.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	263	70.3	75.7	72.1
40.1 to 79.0 Percent of Time	69	18.4	16.5	16.3
0.0 to 40.0 Percent of Time	42	11.2	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Guilford Public Schools is continuing its partnership with the Institute for Learning (IFL) at the Learning Research and Development Center 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, simulations, and Learning Walks. In conjunction with IFL, the district provides professional development on authentic literacy in all subjects and has instituted a rigorous content-focused coaching model in the elementary schools with plans to expand the initiative to other levels in the future. During the 2011-2012, the district focused on readying staff for the Common Core State Standards (CCSS) by exploring the instructional shifts, the grade level standards, and samples of future assessments. The plan is to align curricula, instruction and assessment in 2012-2013 in preparation for full implementation of the Common Core State Standards during 2013-2014. Guilford Public Schools also assures that new teachers are given needed support by providing focused professional development and additional mentor support. Teachers new to Guilford participate in an individualized induction program to develop their knowledge of the Principles of Learning, concentrating on Accountability to Rigorous Thinking and Academic Rigor in a Thinking Curriculum. Professional Learning Communities meet regularly to analyze data collected through student work, to monitor student progress, share effective lessons, and to confront academic areas needing improvement. Capstone projects at Guilford High School provided students with personalized learning experiences within the scope of the school's learning expectations. In an effort to incorporate learning research in building design, high school teachers and students participated in surveys and focus groups after experiencing re-designed learning spaces. In 2012-2013, we will institute regular instructional conversations around classroom lessons in all schools.
