

STRATEGIC SCHOOL PROFILE 2012-13**Guilford School District**

Paul S. Freeman, Superintendent

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Guilford,
Connecticut

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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: 90.6%

*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, 2012 3,562
5-Year Enrollment Change -6.6%

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 | 269 | 7.6 | 9.9 | 36.7 |
| K-12 Students Who Are Not Fluent in English | 34 | 1.0 | 2.0 | 5.8 |
| Students Identified as Gifted and/or Talented* | 18 | 0.5 | 7.1 | 3.8 |
| PK-12 Students Receiving Special Education Services in District | 338 | 9.5 | 10.2 | 11.9 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 195 | 88.2 | 91.6 | 79.3 |
| Homeless | 0 | 0.0 | 0.0 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 73 | 15.3 | 10.3 | 12.7 |

*55.6 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 2 | 0.1 |
| Asian American | 130 | 3.6 |
| Black | 36 | 1.0 |
| Hispanic | 207 | 5.8 |
| Pacific Islander | 1 | 0.0 |
| White | 3,103 | 87.1 |
| Two or more races | 83 | 2.3 |
| Total Minority | 459 | 12.9 |

Percent of Minority Professional Staff: 2.0%

Non-English Home Language:

3.2% 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 19.

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 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 Spanish as part of Foreign Language in Elementary Schools (FLES) 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; schools hold canned food drives and collect donations for those less fortunate and support 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 curriculum and extra-curricular activities. Staff and students meet monthly to promote sensitivity to gender, racial, ethnic, and economic differences; guidance staff specifically address the topics of 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 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 Educational Center for the Arts and the Sound School in New Haven. The Guilford ABC program sponsors minority 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 to foster acceptance and support for students with different sexual orientations or gender identities.

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 | 78.9 | 56.9 | 90.0 | |
| Writing | 77.0 | 60.0 | 80.1 | |
| Mathematics | 83.3 | 61.4 | 86.3 | |
| Grade 4 Reading | 80.4 | 62.6 | 79.7 | |
| Writing | 78.2 | 63.0 | 77.2 | |
| Mathematics | 77.9 | 65.1 | 64.6 | |
| Grade 5 Reading | 88.0 | 66.9 | 91.3 | |
| Writing | 81.7 | 65.6 | 75.2 | |
| Mathematics | 82.0 | 69.2 | 62.7 | |
| Science | 83.4 | 62.3 | 78.3 | |
| Grade 6 Reading | 90.7 | 73.3 | 88.0 | |
| Writing | 88.9 | 65.1 | 92.4 | |
| Mathematics | 85.0 | 67 | 75.6 | |
| Grade 7 Reading | 93.4 | 78.9 | 86.7 | |
| Writing | 84.3 | 64.9 | 84.8 | |
| Mathematics | 79.0 | 65.4 | 65.2 | |
| Grade 8 Reading | 92.3 | 76.2 | 83.5 | |
| Writing | 90.2 | 67.2 | 95.0 | |
| Mathematics | 91.6 | 65.0 | 95.0 | |
| Science | 83.6 | 60.4 | 84.9 | |

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 | 74.5 | 48.5 | 90.2 | |
| Writing Across the Disciplines | 88.8 | 62.1 | 91.7 | |
| Mathematics | 78.1 | 52.4 | 87.1 | |
| Science | 75.7 | 48.8 | 88.7 | |

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 |
|--|----------|-------|---|
| | 71.9 | 51.1 | 92.7 |

| SAT® I: Reasoning Test Class of 2012 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | 89.1 | 78.5 | |
| Average Score | Mathematics | 552 | 503 | 82.7 |
| | Critical Reading | 554 | 499 | 88.7 |
| | Writing | 551 | 504 | 85.0 |

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 2012 | 97.6 | 84.8 | 95.6 |
| 2011-12 Annual Dropout Rate for Grade 9 through 12 | 0.0 | 2.1 | 100.0 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 90.8 | 82.6 |
| % Employed (Civilian Employment and in Armed Services) | 3.5 | 9.8 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|--------|
| General Education | |
| Teachers and Instructors | 239.70 |
| Paraprofessional Instructional Assistants | 3.80 |
| Special Education | |
| Teachers and Instructors | 33.00 |
| Paraprofessional Instructional Assistants | 88.00 |
| Library/Media Specialists and/or Assistants | 11.00 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 3.00 |
| School Level | 17.40 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 5.00 |
| Counselors, Social Workers, and School Psychologists | 22.20 |
| School Nurses | 7.50 |
| Other Staff Providing Non-Instructional Services and Support | 160.85 |

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 | 89.7 | 87.3 | 79.8 |

| Average Class Size | District | DRG | State |
|--------------------|----------|------|-------|
| Grade K | 15.8 | 17.8 | 18.9 |
| Grade 2 | 18.4 | 19.2 | 19.8 |
| Grade 5 | 24.9 | 21.4 | 21.3 |
| Grade 7 | 20.1 | 20.3 | 20.2 |
| High School | 18.8 | 20.0 | 18.8 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 977 | 973 | 999 |
| Middle School | 1,020 | 1,026 | 1,029 |
| High School | 1,006 | 1,000 | 1,027 |

*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* | 1.6 | 2.6 | 2.7 |
| Middle School | 1.7 | 1.9 | 2.1 |
| High School | 2.0 | 2.3 | 2.1 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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 | \$30,310 | \$8,291 | \$8,570 | \$8,425 | \$8,570 |
| Instructional Supplies and Equipment | \$919 | \$251 | \$252 | \$260 | \$257 |
| Improvement of Instruction and Educational Media Services | \$1,777 | \$486 | \$475 | \$553 | \$471 |
| Student Support Services | \$3,374 | \$923 | \$949 | \$1,002 | \$950 |
| Administration and Support Services | \$5,315 | \$1,454 | \$1,526 | \$1,470 | \$1,547 |
| Plant Operation and Maintenance | \$4,691 | \$1,283 | \$1,466 | \$1,432 | \$1,459 |
| Transportation | \$3,045 | \$801 | \$775 | \$687 | \$765 |
| Costs for Students Tuitioned Out | \$3,140 | N/A | N/A | N/A | N/A |
| Other | \$718 | \$196 | \$170 | \$175 | \$170 |
| Total | \$53,291 | \$14,458 | \$14,444 | \$14,369 | \$14,333 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$2,536 | \$694 | \$1,405 | \$1,015 | \$1,398 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$12,935,372 | 24.3 | 20.9 | 21.8 |

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 | 88.3 | 9.5 | 2.0 | 0.1 |
| Excluding School Construction | 90.4 | 7.3 | 2.1 | 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, administrators meet as a group with the Board of Education to share budget priorities. The Superintendent, the Associate Superintendent for Instruction, and 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, 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 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 | 367 |
| 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 | 63 | 1.8 | 1.4 | 1.3 |
| Learning Disability | 112 | 3.1 | 3.2 | 4.0 |
| Intellectual Disability | 16 | 0.4 | 0.3 | 0.4 |
| Emotional Disturbance | 40 | 1.1 | 0.6 | 1.0 |
| Speech Impairment | 43 | 1.2 | 1.7 | 2.0 |
| Other Health Impairment* | 76 | 2.1 | 2.4 | 2.4 |
| Other Disabilities** | 17 | 0.5 | 0.7 | 1.0 |
| Total | 367 | 10.2 | 10.3 | 12.1 |

*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 2011-12 with a Standard Diploma | 83.3 | 64.4 |
| 2011-12 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 3.2 |

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 | 55.4 | 34.5 | 87.5 | 69.2 |
| | Writing | 36.3 | 19.9 | 83.5 | 64.4 |
| | Mathematics | 40.0 | 29.0 | 83.1 | 65.5 |
| | Science | 43.5 | 21.3 | 83.5 | 61.3 |
| CAPT | Reading Across the Disciplines | 29.2 | 15.7 | 74.5 | 48.5 |
| | Writing Across the Disciplines | 48.1 | 16.7 | 88.8 | 62.1 |
| | Mathematics | 33.3 | 16.8 | 78.1 | 52.4 |
| | Science | 33.3 | 14.6 | 75.7 | 48.8 |

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 | 18.0 |
| | % With Accommodations | 82.0 |
| CAPT | % Without Accommodations | 26.7 |
| | % With Accommodations | 73.3 |
| % Assessed Using Skills Checklist | | 12.1 |

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 | 1 | 0.3 |
| Private Schools or Other Settings | 42 | 11.4 |

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 | 271 | 73.8 | 75.7 | 72.0 |
| 40.1 to 79.0 Percent of Time | 51 | 13.9 | 16.4 | 16.4 |
| 0.0 to 40.0 Percent of Time | 45 | 12.3 | 7.9 | 11.6 |

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, student work samples, 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 2012-2013 school year, the district focused on readying staff for the Common Core State Standards (CCSS) by implementing the instructional shifts, integrating the grade level standards, and participating in the practice Smarter Balanced assessment. The district developed exemplar writing units of study and redesigned the mathematics curriculum to align with the standards. The plan is to continue aligning curricula, instruction and assessment in 2013-14 in preparation for full implementation of the Common Core State Standards. 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 2012-2013, we instituted regular instructional conversations between principals and teachers around classroom lessons in all schools and continue to collect data to inform instructional decision-making and to prepare staff for the revised teacher and administrator evaluation plan implementation to be piloted in 2013-2014.
