

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



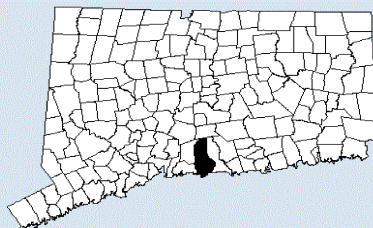
## Guilford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,259
Per Pupil Expenditures <sup>1</sup>	\$18,565
Total Expenditures <sup>1</sup>	\$62,175,792

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,569	48.1	48.4
Male	1,690	51.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	139	4.3	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	247	7.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	133	4.1	3.8
White	2,700	82.8	51.1
English Learners	68	2.1	8.3
Eligible for Free or Reduced-Price Meals	435	13.3	43.3
Students with Disabilities <sup>3</sup>	374	11.5	16.0

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

<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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	111	7.1	15	0.9
Male	106	6.3	59	3.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	26	10.6	8	3.1
White	166	6.2	55	2.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	13.1	22	4.5
Students with Disabilities	48	12.5	22	5.3
District	217	6.7	74	2.2
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 7**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<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 2019-20

## Guilford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	227.8
Paraprofessional Instructional Assistants	1.8
<b>Special Education</b>	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	85.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	18.6
<b>Library/Media</b>	
Specialists (Certified)	6.6
Support Staff	3.0
Instructional Specialists Who Support Teachers	16.4
Counselors, Social Workers and School Psychologists	23.4
School Nurses	7.9
Other Staff Providing Non-Instructional Services/Support	160.8

<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	1.2
Black or African American	2	0.6	4.0
Hispanic or Latino of any race	5	1.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	333	97.7	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	10.4

### 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	*	*	12	60.0
White	114	48.9	185	76.4
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	8	24.2	29	69.0
Students with Disabilities	13	37.1	26	63.4
District	128	46.7	220	75.9
State		75.8		84.8

<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	24	49.0
Emotional Disturbance	29	74.4
Intellectual Disability	*	*
Learning Disability	111	93.3
Other Health Impairment	72	88.9
Other Disabilities	*	*
Speech/Language Impairment	25	86.2
District	267	74.4
State		67.8

<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 2019-20

## Guilford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	50	1.5	2.0
Emotional Disturbance	39	1.2	1.1
Intellectual Disability	19	0.6	0.5
Learning Disability	120	3.7	5.7
Other Health Impairment	82	2.5	3.3
Other Disabilities	29	0.9	1.1
Speech/Language Impairment	29	0.9	1.8
All Disabilities	368	11.3	15.6

<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	13	3.5	8.2
Private Schools or Other Settings	22	6.0	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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$37,713,993	\$11,261	\$10,923
Support services - students	\$4,171,702	\$1,268	\$1,277
Support services - instruction	\$2,042,709	\$621	\$682
Support services - general administration	\$2,097,194	\$637	\$467
Support services - school based administration	\$4,673,652	\$1,420	\$1,021
Central and other support services	\$407,785	\$124	\$679
Operation and maintenance of plant	\$6,362,499	\$1,933	\$1,718
Student transportation services	\$3,751,073	\$1,114	\$1,288
Food services	\$74,546	\$23	\$12
Enterprise operations	\$880,638	\$268	\$163
Minor school construction	.	.	\$59
Total	\$62,175,792	\$18,565	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,188,125	32.3	28.5
Instructional Aide Salaries	\$2,096,305	13.0	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$2,396,403	14.9	13.0
Purchased Services Other Than Transportation	\$1,297,451	8.1	5.7
Special Education Tuition	\$3,751,874	23.3	22.5
Supplies	\$44,806	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,307,803	8.1	8.0
Equipment	\$3,196	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$16,085,962	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.9	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	92.3
State	5.6
Federal	1.7
Tuition & Other	0.3

<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 2019-20 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Guilford School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	18	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	43	97.7
Students with Disabilities	32	87.5
District	266	98.1
State		88.5

<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 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	90.2	91.7
Male	78.3	95.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.4	93.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	78.0	86.7
Students with Disabilities	66.7	85.7
District	84.4	93.2
State	71.5	87.5

<sup>3</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>4</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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	89.3%	100%	60.4%
	Oral	80.5%	100%	57.6%
Chronic Absenteeism	All Students	6.7%	<=5%	12.2%
	High Needs Students	11.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	61.7%	75%	80.4%
On-track to High School Graduation		95.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		84.3%	75%	71.5%
Arts Access		72.4%	60%	51.8%

*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>
Graduation Rate Gap	94.0%	93.2%	0.8%	10.9%	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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Guilford School District

### Narratives

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

During the 2019-20 school year, the Guilford Public Schools continued its focus on engaging in rigorous tasks aligned with grade-level content standards addressed within a physically and emotionally safe, caring, and equitable learning environment. As one IB cohort graduated, a new IB cohort began to work together for two years to complete IB requirements. The professional learning for staff and the accountability to the educational community has been enhanced because of the implementation of IB.

Guilford also continues its partnership with the Institute for Learning (IFL) at the University of Pittsburgh. The partnership, which has been ongoing for over 10 years, 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. The district provided professional development in mathematics and literacy and continues to develop a rigorous content-focused coaching model in grades K-8. The district conducted a mathematics learning lab focused on rigorous task design for all grade 5-8 math teachers and administrators. Professional learning for language arts focused on the science of reading to enhance and inform literacy instruction in primary classrooms.

In addition to IFL support, Guilford has formed partnerships with the Connecticut Center for School Change to address systemic instructional improvement and the Center for Assessment to facilitate deep learning around effective assessment processes.

All schools continued to carefully monitor student attendance and involve parents in reducing chronic absenteeism. 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. Focus groups were conducted in the spring with representative groups of parents, students, and teachers to reflect on the nature of distance learning. The district website contains a variety of resources for parents regarding supplemental learning, technology, and social-emotional wellness.

The superintendent regularly convenes an advisory group of community members and school personnel to address issues of social and emotional importance to students and families throughout our community.

Additionally, there is an ongoing program of inclusion for all students identified with special needs in order to achieve the least restrictive environment. This year, the middle school started a Therapeutic Learning Center (TLC) to provide significant social, emotional, and educational support for students experiencing challenges in those domains.

Guilford uses Google Classroom to enhance parental communication regarding student assignments and deadlines. Each building principal publishes an electronic newsletter to keep their respective families informed. The District also provides weekly updates to parents regarding critical matters as well as general information. During this unprecedented school year, our communications increased to make parents aware of up-to-date resources regarding COVID-19, distance learning, technology supports, and emotional wellness.

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

Guilford promotes social and emotional wellness, tolerance, and kindness by engaging in student-led community days that focus on themes such as courage, gratitude, forgiveness, and compassion that are supported by follow-up work on a regular basis. Cultural responsiveness was addressed with the community as well as with our teachers through focus groups. All schools participate in a community mentoring program.

There is a focus on the importance of understanding each other's needs through programs such as Responsive Classroom and Look for the Good. Social workers facilitate activities to support character education and the appreciation of diversity. Schools hold food drives, and collect donations for a variety of charitable organizations and provide scholarships to students to ensure that all students are able to participate in programs.

Middle school students participated in the Community Integration Mentoring Program (CIMP) which pairs students with mentees in New Haven. Students in middle and high school participated in the "End the R-Word" and "End the N-Word" campaigns. Curricular and extracurricular activities or clubs 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. Students 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, SARAH and continue to raise funds for the Water for South Sudan Project.

At the High School, exchange programs, inter-district programs, and interscholastic competitions and clubs provide opportunities to interact with students of diverse backgrounds and increase cultural awareness. Some students participate in Open Choice and ECA (Educational Center for the Arts) in New Haven to further develop creative talents together with students outside the district. Guilford also hosts A Better Chance program dedicated to closing the opportunity gap for talented minority students. Gender Sexualities Alliance (GSA) is a student-led group that meets and fosters acceptance and support for our non-straight student population.

# District Profile and Performance Report for School Year 2019-20

## Guilford School District

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

Resource allocation begins at the building level and involves all stakeholders. Teachers, principals, program directors, department chairmen, and central office administrators provide input. Central office administration reviews building level requests with principals and program directors, focusing on the needs of the school and the need to provide equitable resources across the district. All school administrators meet with the BOE to share priorities for instruction, building maintenance, and other resources to support school goals. A majority of expenditures are based on school enrollment, age, and condition of equipment, identified needs, and multi-year purchasing plans. Facility renovations and site improvements are driven by a multi-year plan, code compliance, enrollment, and the need to provide comparable facilities at all schools. The pandemic necessitated stretching resources to obtain and purchase technology and other resources to enable a shift into distance learning. Funds have been allocated to provide access to needed hardware and software to ensure equitable access to instruction regardless of in-person, hybrid, or distance learning format.