Connecticut State Department of Education

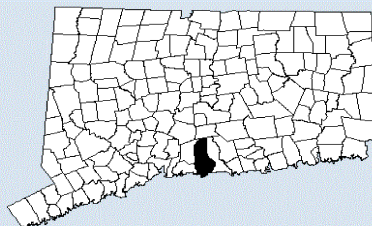# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Guilford School District

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

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	3,540
Per Pupil Expenditures[1]	$15,312
Total Expenditures[1]	$55,215,272

[1]*Expenditure data reflect the 2012-13 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 2014)](#)
(2014® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2013-14 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.](#)

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,719	48.6	48.3
Male	1,821	51.4	51.6
American Indian	*	*	0.2
Asian	131	3.7	4.6
Black or African American	40	1.1	12.9
Hispanic or Latino	212	6.0	21.2
Pacific Islander	*	*	0.0
White	3,063	86.5	58.4
Two or More Races	90	2.5	2.3
English Language Learners	33	0.9	5.7
Eligible for Free or Reduced-Price Meals	315	8.9	37.3
Students with Disabilities[1]	376	10.6	12.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	102	6.0	12	0.6
Male	105	5.9	71	3.8
Black or African American	*	*	*	*
Hispanic or Latino	16	7.8	8	3.7
White	180	5.9	70	2.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	13.7	28	8.4
Students with Disabilities	51	12.9	18	4.1
District	207	5.9	83	2.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 2

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	234.8
Paraprofessional Instructional Assistants	2.7
Special Education	
Teachers and Instructors	39.5
Paraprofessional Instructional Assistants	86.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	17.6
Library/Media	
Specialists (Certified)	7.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	23.2
School Nurses	8.3
Other Staff Providing Non-Instructional Services/Support	151.7

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	1	0.3	1.0
Black or African American	2	0.6	3.5
Hispanic	3	0.9	3.6
Native American	0	0	0.1
White	344	98.3	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.4
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0
Hispanic or Latino	*	*	*	*
White	39	15.9	87	33.6
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	*	*
District	50	18.2	95	33.6
State		14.2		26.8

[3]Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	28	46.7
Emotional Disturbance	24	61.5
Intellectual Disability	13	*
Learning Disability	92	84.4
Other Health Impairment	75	87.2
Other Disabilities	6	*
Speech/Language Impairment	25	73.5
District	263	73.3
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	64	1.8	1.4
Emotional Disturbance	39	1.1	1.0
Intellectual Disability	16	0.5	0.4
Learning Disability	109	3.1	4.2
Other Health Impairment	86	2.4	2.5
Other Disabilities	20	0.6	1.0
Speech/Language Impairment	39	1.1	1.9
All Disabilities	373	10.5	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	43	11.5	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	30,692,634	8,617	8,769
Instructional Supplies and Equipment	917,620	258	275
Improvement of Instruction and Educational Media Services	1,744,322	490	487
Student Support Services	3,296,924	926	965
Administration and Support Services	5,700,868	1,600	1,600
Plant Operation and Maintenance	5,013,197	1,407	1,472
Transportation	3,264,217	878	786
Costs of Students Tuitioned Out	3,856,379	N/A	N/A
Other	729,111	205	178
Total	55,215,272	15,312	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	1,972,801	554	1,434

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,188,305	29.8	35.6
Noncertified Personnel	2,140,400	15.2	14.5
Purchased Services	638,616	4.5	5.0
Tuition to Other Schools	3,627,364	25.8	21.4
Special Ed. Transportation	1,192,507	8.5	8.5
Other Expenditures	2,275,761	16.2	14.9
Total Expenditures	14,062,953	100.0	100.0
PK-12 Expenditures Used for Special Education		25.5	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.5	90.2
State	7.7	8.0
Federal	1.6	1.6
Tuition & Other	0.2	0.2

[4]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).

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	.	.	.	.	.	.	
Hispanic or Latino	81.2	84.6	87.3	84.0	.	.	.	
English Language Learners	53.7	.	.	59.2	.	.	.	
Eligible for Free or Reduced-Price Meals	80.8	79.4	79.7	81.7	.	.	.	
Students with Disabilities	66.1	62.8	64.3	65.4	.	.	.	
High Needs	71.9	70.1	72.3	72.7	.	.	.	
District	91.5	91.7	92.1	91.4	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	87.8	84.0	.	.	.	
Students with Disabilities	63.0	73.0	65.6	64.8	.	.	.	
High Needs	71.0	79.2	77.0	74.5	.	.	.	
District	90.8	91.6	92.1	91.2	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

[1]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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.5	65.2	91.8	89.3	1,052	84.0
Curl Up	96.8	92.8	97.5	84.4	1,052	93.3
Push Up	90.1	92.5	82.9	82.2	1,052	87.2
Mile Run/PACER	91.7	84.6	89.3	80.4	1,052	86.7
All Tests - District	79.4	57.3	73.3	65.3	1,052	68.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2012-13				2013-14
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	20	90	.		.
Students with Disabilities	39	74.4	86.1	No	86.9
District	281	93.2	94.0	No	94.0
State[4]		85.5			

[1]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.

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.0	198	68.8
Male	82.5	158	58.7
Black or African American	*	*	*
Hispanic or Latino	95.0	12	60.0
White	86.7	320	63.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	72.6	25	40.3
Students with Disabilities	31.8	*	*
District	87.4	356	63.9
State	72.9		37.6

[5]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

[6]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.
Copyright © 2014 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
Copyright © International Baccalaureate Organization 2014

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	85.1	96.7
Male	87.6	87.0
Black or African American	*	*
Hispanic or Latino	*	*
White	86.3	92.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	62.5	*
Students with Disabilities	75.6	*
District	86.3	92.3
State	72.7	88.5

[7]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.

[8]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

Narratives

School District Improvement Plans and Parental Outreach Activities

Guilford Public Schools is continuing 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 on authentic literacy in all subjects and has instituted a rigorous content-focused coaching model in grades K-6. During the 2013-2014 school year, the district focused on implementing the CT Core State Standards instructional shifts and integrating the grade level standards. The district developed exemplary writing units of study and a revised mathematics curriculum aligned to the standards.

As the district implemented the revised mathematics curriculum, Guilford Public Schools supported parents in this transition. Multiple public forums were held ranging from a panel discussion of the standards to question-and-answer sessions on supporting high achieving students. Each elementary school hosted parent math nights, and the K-4 standards-based report card was revised to align with the new curriculum document.

The district also began the process of identifying specific resources aligned to the mathematics curriculum during 2013-14. The adoption 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 K-5 to be implemented in 2014-2015.

All Guilford teachers are supported with focused professional development and collaboration in Professional Learning Communities. 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.   One-third of the certified staff volunteered to pilot a revised local teacher evaluation plan, resulting in recommendations for improvements and state approval.

During 2013-14, Guilford also improved its special education programs and services for students with disabilities and their families.   The co-teaching model was expanded to provide regular and special education services in a single setting to support inclusion of all students in a least restrictive environment. At Guilford High School, a Therapeutic Learning Center was established to expand academic, emotional and behavioral services to students with special needs. The high school also launched its Crossroads Alternative Education Program to provide at-risk students with a flexibly structured environment that also included behavioral and emotional support and helped reduce truancy. In conjunction with neighboring Madison and Clinton, Guilford students with special needs, age 18-21, participated in STRIVE, a community-based transition program. The parent council met regularly with the Director to contribute to the planning and the improvement of special education programs. Expanding the capacity to serve students with special needs in the district reduced the need to outplace students in specialized programs throughout the state.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Guilford students are offered opportunities to work and study with students from a variety of ethnic and socio-economic backgrounds. Exchange programs, multicultural events, and extra-curricular clubs designed to reduce bias are among the offerings.

Guilford students in grades 1-4 participate in FLES Spanish, which integrates art, songs, 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. 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 canned 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, S.A.R.A.H., and the Guilford Food Bank.

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. Approximately twenty students participated in choice programs including the Educational Center for the Arts and the Sound School in New Haven. The Guilford ABC program sponsored six minority students from the New York City area who are spending their entire high school experience at GHS. In addition, the Gender and Sexualities Alliance meets regularly to foster acceptance and support for students with different sexual orientations or gender identities.

Equitable Allocation of Resources among District Schools

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, library books, and building supplies) are based on school enrollment, age and condition of equipment, and multi-year purchasing plans. Textbooks are purchased in adoption cycles based on recommendations from K-12 Curriculum Review Committees. Facility renovations or 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.