

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



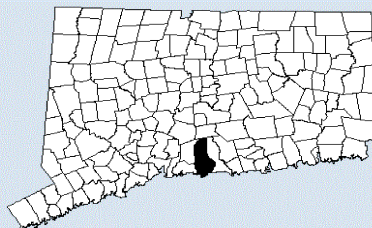
Guilford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,413
Per Pupil Expenditures ¹	\$17,493
Total Expenditures ¹	\$60,227,508

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,664	48.8	48.4
Male	1,749	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	143	4.2	5.1
Black or African American	49	1.4	12.9
Hispanic or Latino	215	6.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	124	3.6	2.9
White	2,875	84.2	54.8
English Learners	39	1.1	6.8
Eligible for Free or Reduced-Price Meals	303	8.9	35.9
Students with Disabilities ¹	421	12.3	14.3

¹Students 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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	68	4.1	11	0.7
Male	69	4.0	49	2.8
Black or African American	*	*	*	*
Hispanic or Latino	17	7.5	*	*
White	110	3.9	52	1.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	9.2	10	3.2
Students with Disabilities	46	11.0	17	3.6
District	137	4.1	60	1.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	228.6
Paraprofessional Instructional Assistants	2.6
Special Education	
Teachers and Instructors	39.0
Paraprofessional Instructional Assistants	91.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.5
School Level	17.9
Library/Media	
Specialists (Certified)	7.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.8
Counselors, Social Workers and School Psychologists	21.4
School Nurses	7.9
Other Staff Providing Non-Instructional Services/Support	160.0

¹In 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	2	0.6	1.0
Black or African American	1	0.3	3.6
Hispanic or Latino	3	0.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	333	98.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	*
White	118	44.7	186	77.2
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	13	61.9
Students with Disabilities	16	42.1	27	58.7
District	126	42.9	209	75.5
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	30	48.4
Emotional Disturbance	22	50.0
Intellectual Disability	12	60.0
Learning Disability	103	87.3
Other Health Impairment	78	85.7
Other Disabilities	6	20.7
Speech/Language Impairment	38	80.9
District	289	70.3
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	63	1.8	1.7
Emotional Disturbance	44	1.3	1.0
Intellectual Disability	20	0.6	0.5
Learning Disability	118	3.5	4.9
Other Health Impairment	91	2.7	2.9
Other Disabilities	37	1.1	1.1
Speech/Language Impairment	49	1.4	1.8
All Disabilities	422	12.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	33,245,213	9,798	9,663
Instructional Supplies and Equipment	979,121	289	321
Improvement of Instruction and Educational Media Services	1,930,485	569	578
Student Support Services	3,796,207	1,119	1,103
Administration and Support Services	6,427,208	1,894	1,861
Plant Operation and Maintenance	5,533,313	1,631	1,637
Transportation	3,330,250	934	877
Costs of Students Tuitioned Out	3,971,064	N/A	N/A
Other	1,014,647	299	201
Total	60,227,508	17,493	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,187,325	939	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,960,497	31.2	34.6
Noncertified Personnel	2,251,611	14.2	14.6
Purchased Services	935,255	5.9	5.8
Tuition to Other Schools	3,776,094	23.8	21.8
Special Ed. Transportation	1,293,413	8.1	8.5
Other Expenditures	2,658,010	16.7	14.7
Total Expenditures	15,874,880	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.5	91.1
State	6.8	7.1
Federal	1.5	1.5
Tuition & Other	0.2	0.2

⁴Revenue 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).

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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	*	*	*	*	0	N/A
Asian	84	82.0	84	84.2	42	67.2
Black or African American	28	67.0	28	64.8	11	*
Hispanic or Latino	112	75.3	112	71.9	58	59.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	68	79.3	68	74.1	27	59.0
White	1576	78.7	1575	76.2	666	64.8
English Learners	48	60.9	48	63.0	19	*
Non-English Learners	1825	78.9	1824	76.3	785	64.5
Eligible for Free or Reduced-Price Meals	146	67.0	146	65.1	65	56.9
Not Eligible for Free or Reduced-Price Meals	1727	79.4	1726	76.9	739	64.8
Students with Disabilities	240	56.6	239	53.4	101	48.4
Students without Disabilities	1633	81.7	1633	79.3	703	66.4
High Needs	364	62.1	363	59.6	155	52.4
Non-High Needs	1509	82.4	1509	79.9	649	67.0
District	1873	78.5	1872	76.0	804	64.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.3	92.2	87.9	93.7	1,073	92.7
Curl Up	93.5	95.9	97.7	94.5	1,073	95.4
Push Up	91.5	93.9	89.8	88.2	1,073	91.0
Mile Run/PACER	87.7	92.5	93.2	76.1	1,073	87.6
All Tests - District	78.1	79.9	77.0	69.8	1,073	76.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

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

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	34	91.2
Students with Disabilities	43	67.4
District	251	93.2
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	204	70.8
Male	95.8	191	67.5
Black or African American	*	*	*
Hispanic or Latino	96.3	15	55.6
White	96.4	352	69.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.1	12	34.3
Students with Disabilities	76.2	14	16.7
District	96.5	395	69.2
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.4	92.6
Male	78.5	91.8
Black or African American	*	*
Hispanic or Latino	*	*
White	78.1	91.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	67.7	88.0
Students with Disabilities	51.6	70.0
District	78.4	92.2
State	72.0	88.5

⁵College 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.

⁶College 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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.5	75	50.0	50	100.0	67.1
	High Needs Students	62.1	75	41.4	50	82.8	55.9
Math Performance Index	All Students	76.0	75	50.0	50	100.0	62.2
	High Needs Students	59.6	75	39.8	50	79.5	50.5
Science Performance	All Students	64.2	75	42.8	50	85.5	55.3
	High Needs Students	52.4	75	34.9	50	69.8	45.2
ELA Academic Growth	All Students	62.0%	100%	62.0	100	62.0	55.4%
	High Needs Students	51.3%	100%	51.3	100	51.3	49.8%
Math Academic Growth	All Students	77.5%	100%	77.5	100	77.5	61.7%
	High Needs Students	72.6%	100%	72.6	100	72.6	53.7%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	9.8%	<=5%	40.3	50	80.7	15.8%
Preparation for CCR	% Taking Courses	58.7%	75%	39.1	50	78.2	70.7%
	% Passing Exams	69.2%	75%	46.1	50	92.2	43.5%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.2%	94%	99.2	100	99.2	87.4%
6-year Graduation - High Needs Students (2014)		84.1%	94%	89.4	100	89.4	82.0%
Postsecondary Entrance (Class of 2016)		78.4%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.1% 76.3%	75%	50.0	50	100.0	92.0% 51.6%
Arts Access		68.2%	60%	50.0	50	100.0	50.5%
Accountability Index				1136.4	1350	84.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.1	12.9	16.7	
Math Performance Index Gap	75.0	59.6	15.4	18.7	
Science Performance Index Gap	67.0	52.4	14.6	16.6	
Graduation Rate Gap	94.0%	84.1%	9.9%	12.0%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	100.0
Math	All Students	99.5
	High Needs Students	99.7
Science	All Students	99.6
	High Needs Students	100.0

³Minimum participation standard is 95%.

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: 49.3

State: 50.2

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 2016-17

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Narratives

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 and high school mathematics and instituted a rigorous content-focused coaching model in grades K-8. During the 2016-2017 school year, the district focused professional learning efforts on high leverage practices, began revisions to the science curriculum to align with Next Generation Science Standards (NGSS), field tested STEM units during summer programs, and incorporated Human Growth and Development units to expand prevention of child sexual abuse or Erin's Law. Innovative, well-vetted and research-based resources combined with strong ongoing professional learning and with aligned resources are critical factors for our continuing growth.

Guilford Public Schools also began a multi-year 1:1 laptop phase-in program for middle and high school students, identified additional specific resources aligned to the revised social studies curriculum and to language arts units of study. Literacy and mathematics coaches provided ongoing support to teachers to implement rich classroom experiences. Guilford High School became fully authorized as an International Baccalaureate (IB) World School and will provide courses for its first group of IB Diploma students in the next school year.

Each school participated in a year-long study of homework practices and research, resulting in a revised Board of Education policy and written homework guidelines for teachers, parents, and students. All schools carefully monitored student attendance and involved parents in reducing chronic absenteeism. Active PTO's in all school provides enrichment activities, field trips, and special grade-level activities. Parents are invited to participate in classroom learning events multiple times per year in many schools; all regularly receive newsletters and have online access to student grades, lunch programs, and other school communication tools.

There is an ongoing program of inclusion for all students identified with special needs in order to achieve the least restrictive environment. New support services such as occupational therapy, programs specifically for students with autism, and others are instituted or moved as students advance through the grades. There was a significant effort to reduce students placed in alternative settings and to include support staff in grade level or subject area professional learning communities.

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 Bucket Filling to regularly support character education and diversity. All elementary schools participate in community mentoring programs to provide intergenerational learning, hold food drives and collect donations for organizations such as the Guilford Food Bank, Pennies for Patients with Leukemia, the Ronald McDonald House, Read-to-Grow, and the American Heart Association. As part of the regular curriculum, students in grades one through four receive FLES Spanish instruction with an emphasis on cultural diversity.

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 and social services staff specifically address stereotyping, bullying and tolerance for diversity. Middle school students also participate in local charity events, field trips and contributions to community dining rooms, and fundraising activities for organizations such as Toys for Tots, Columbus House, and S.A.R.A.H. Seventh graders, energized by the text *A Long Walk to Water*, helped raise over \$2,000.00 to send to the Iron Giraffe Challenge: Water for South Sudan Project.

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. Fourteen Guilford students participated in the Educational Center for the Arts and several others attended 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 Sexualities Alliance (GSA), a student led group, meets regularly to foster acceptance and support for students with different sexual orientations or gender identities.

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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, all school administrators meet with the Board of Education to share budget priorities for instruction, building maintenance, and school goals. 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 as the need to provide equitable resources across 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 reviewed at all levels: school, district, board, and community.