

STRATEGIC SCHOOL PROFILE 2007-08**Guilford School District**

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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

Per Capita Income in 2000: \$37,161

Town Population in 2000: 21,398

Percent of Adults without a High School Diploma in 2000*: 6.4%

1990-2000 Population Growth: 7.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.8%

Number of Public Schools: 7

District Enrollment as % of Estimated. Student Population: 90.7%

*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, 2007 3,815

5-Year Enrollment Change -2.5%

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	163	4.3	5.3	28.7
K-12 Students Who Are Not Fluent in English	46	1.2	2.2	5.4
Students Identified as Gifted and/or Talented*	132	3.5	6.2	4.0
PK-12 Students Receiving Special Education Services in District	382	10.0	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	201	73.1	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	100	22.2	15.5	20.2

*63.6% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	142	3.7
Black	48	1.3
Hispanic	166	4.4
White	3,455	90.6
Total Minority	360	9.4

Percent of Minority Professional Staff: 2.0%

Non-English Home Language: 1.9% 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 13.

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 School District provides opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. During 2007-2008, the schools reported over 100 activities including exchange programs for teachers and students, multicultural events lasting several days, and extra curricular clubs designed to reduce bias. The faculty and staff have made conscientious efforts to incorporate diversity in a school community with few minority students by providing opportunities to work and study with other students from a variety of ethnic and socio-economic backgrounds. In 2007-2008, at least two elementary schools and one middle school participated in an Urban-Suburban Exchange with other districts. Teachers from diverse school settings planned opportunities for students to interact such as pen pal programs, site visit exchanges, and joint field trips. Also, this year all students in grades 1-3 participated in FLES Spanish. The Spanish teachers integrated Hispanic art, songs, foods, and stories to develop a better understanding of the culture and its traditions. All elementary schools in Guilford also use the Responsive Classroom model to empower students to use conflict resolution. Each class focused on the importance of understanding each other's needs in order to help all students grow.

Both middle schools in Guilford support character and citizenship development throughout the school year. Staff and students meet monthly to promote sensitivity to gender, racial, ethnic, and economic differences. Seventy grade five students partnered with students from Helen Street School in Hamden after a yearlong pen pal exchange. Seventh and eighth grade students participated in team building activities which fostered positive leadership and anti-bullying messages in addition to participating in several multi-cultural history and literature units throughout the curriculum. Other middle school students participated in local charity events, field trips to community dining rooms, and participation in the collection and donation of goods to charity organizations.

Through exchange programs, inter-district programs, diverse curricula, and interscholastic competitions and clubs, students at Guilford High School had numerous opportunities to interact with students of varying backgrounds and increase cultural awareness. The Guilford ABC program sponsored several students from the New York City area, who will spend their entire high school experience at GHS. Approximately 1,100 high school students and staff participated in a prejudice-reduction program during U.N.I.T.Y. Spirit Week. Several other students participated in outreach programs, leadership seminars, and diversity activities.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.3	52.0	75.5
Writing	77.1	63.4	68.7
Mathematics	78.2	60.0	76.7
Grade 4 Reading	75.2	55.9	81.6
Writing	78.4	62.9	76.1
Mathematics	81.9	60.3	86.2
Grade 5 Reading	84.2	62.2	87.7
Writing	85.6	64.5	90.1
Mathematics	83.2	65.9	76.5
Science	74.7	54.9	72.8
Grade 6 Reading	86.8	66.3	87.5
Writing	83.9	61.9	90.5
Mathematics	90.6	66.4	93.5
Grade 7 Reading	89.5	71.1	87.7
Writing	85.7	62.0	91.6
Mathematics	86.8	63.0	90.3
Grade 8 Reading	85.7	64.8	84.9
Writing	86.0	63.4	86.2
Mathematics	90.6	60.8	95.6
Science	83.7	58.6	86.8

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	78.4	45.5	93.1
Writing Across the Disciplines	79.5	57.9	83.8
Mathematics	77.7	50.1	90.8
Science	75.6	46.3	91.5

For more detailed CAPT results, go to www.ctreports.com.

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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
	44.7	36.1	74.3

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.5	77.6	
Average Score	Mathematics	519	504	63.1
	Critical Reading	537	502	81.5
	Writing	537	503	81.5

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, Class of 2007	97.3	92.6	63.1
Cumulative Four-Year Dropout Rate for Class of 2007	2.6	6.2	60.9
2006-07 Annual Dropout Rate for Grade 9 through 12	0.4	1.7	79.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.1	83.4
% Employed (Civilian Employment and in Armed Services)	5.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	248.15
Paraprofessional Instructional Assistants	8.70
Special Education	
Teachers and Instructors	30.60
Paraprofessional Instructional Assistants	74.50
Library/Media Specialists and Assistants	12.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.40
School Level	17.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	21.60
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	159.90

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	15.1	13.6	13.6
% with Master's Degree or Above	83.3	82.7	75.6

Average Class Size	District	DRG	State
Grade K	17.2	18.3	18.1
Grade 2	18.4	19.8	19.3
Grade 5	24.5	22.3	20.9
Grade 7	18.9	21.2	20.5
High School	18.9	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	971	988	987
Middle School	1,016	1,022	1,017
High School	984	977	1,006

*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*	3.2	3.6	3.4
Middle School	3.7	2.7	2.7
High School	2.8	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$25,457	\$6,731	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$698	\$185	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$1,230	\$325	\$443	\$491	\$429
Student Support Services	\$2,738	\$724	\$764	\$803	\$761
Administration and Support Services	\$5,393	\$1,426	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$4,596	\$1,215	\$1,329	\$1,365	\$1,322
Transportation	\$2,741	\$653	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$1,652	N/A	N/A	N/A	N/A
Other	\$654	\$173	\$147	\$159	\$145
Total	\$45,160	\$11,884	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,413	\$903	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$9,775,446
Percent of Total PK-12 Expenditures Used for Special Education	21.6%

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	88.1	9.9	1.9	0.0
Excluding School Construction	90.0	7.9	2.0	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.

The process for budget development begins at the building and program levels with input from teachers, principals, program directors, and central office administrators. Collectively, principals share budget priorities with the Board of Education very early in the process. Once schools complete a draft budget, the Superintendent, the Assistant Superintendent, and the School Business Administrator review building level requests in individual meetings with principals and program directors. Major expenditures such as staffing, new programs, technology acquisition, and site improvement are based on school enrollments, the age of each school's equipment, and multi-year purchasing plans. Textbooks are purchased in adoption cycles to coincide with curricular reviews. Professional development funding is apportioned based on the number and needs of staff; programs for district-wide initiatives are funded through the district's account and grants. After the town budget approval, the original requests are adjusted and apportioned by the Superintendent in consultation with the District Leadership Team based on priority needs. Renovations/additions are funded through the town's referendum process and are proposed based on code compliance requirements, efforts to provide comparable facilities at all schools, and enrollment needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	404
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.6%

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	33	0.9	0.9	0.7
Learning Disability	144	3.8	3.5	4.0
Intellectual Disability	14	0.4	0.3	0.5
Emotional Disturbance	35	0.9	0.6	1.0
Speech Impairment	86	2.3	2.2	2.4
Other Health Impairment*	76	2.0	2.2	2.1
Other Disabilities**	16	0.4	0.6	0.9
Total	404	10.6	10.4	11.5

*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 2006-07 with a Standard Diploma	94.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.3	2.8

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	40.0	20.4	82.0	62.1
	Writing	40.7	19.3	82.9	63.0
	Mathematics	47.3	22.6	85.4	62.7
	Science	44.3	22.2	79.3	56.8
CAPT	Reading Across the Disciplines	35.5	11.4	78.4	45.5
	Writing Across the Disciplines	50.0	16.3	79.5	57.9
	Mathematics	26.7	14.7	77.7	50.1
	Science	23.3	14.4	75.6	46.3

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	15.9
	% With Accommodations	84.1
CAPT	% Without Accommodations	20.6
	% With Accommodations	79.4
% Assessed Using Skills Checklist		9.1

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	0	0.0
Private Schools or Other Settings	31	7.7

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	290	71.8	75.0	71.6
40.1 to 79.0 Percent of Time	79	19.6	17.7	16.6
0.0 to 40.0 Percent of Time	35	8.7	7.3	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the 2007-2008 school year, Guilford Public Schools continued its partnership (year 2) with the Institute for Learning, a three-year commitment for leadership improvement at the Learning Research and Development Center at the University of Pittsburgh. Our work in the first year concentrated on the Principles of Learning and how they function in the classroom to invite effort and support academic rigor. In our second year, we studied the implementation of Principles of Learning through classroom observations and simulations and in the context of Professional Learning Communities. In addition to this work, the district implemented its newly revised Language Arts Curriculum K-12, which incorporated a new emphasis on adolescent literacy as well as balanced literacy for early readers and writers. Additional collegial support was provided to help teachers implement the new curriculum during 2007-2008.

Another district improvement initiative for 2007-2008 was the expansion of Foreign Language in the Elementary Schools (FLES) program in Spanish. All students in grades 1 through 3 in Guilford received Spanish instruction, and beginning in 2008-2009, the program will be expanded to include grades 4 and 5. Guilford High School continued to offer courses in Arabic I and Arabic II. As a result of a year-long review of the high school schedule, GHS will also implement a new schedule for 2008-2009.

In an effort to increase parent and community engagement, the district published its newspaper The Compass during the 2007-2008 school year. The Superintendent held regular meetings with members of the PTO/PTA representing all schools in the district and distributes a periodic parent list serve notice with important announcements. High school parents had access to student grades and schedules electronically with the expansion of this service to other schools being planned for 2008-2009. Parent forums on various topics are scheduled throughout the year in addition to traditional parent activities such as Back to School Nights, Parent Teacher Conferences, and Student Events/Presentations.

Staff also participated in several activities for improving their effectiveness with special education students. Over forty conferences or local workshops were provided on differentiating instruction, improving behavior supports, co-teaching, and assessing struggling students. Several of these activities were focused on the autistic student.

Guilford's parents continue to participate in specific programs aimed at community and home partnerships for all students. During 2008-2009, the district will conduct an analysis and initiate an improvement plan for addressing discipline for all with particular emphasis on special needs students.
