Connecticut State Department of Education

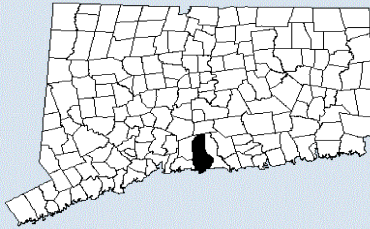# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

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/Programs	7
Enrollment	3,419
Per Pupil Expenditures[1]	$17,084
Total Expenditures[1]	$58,955,536

[1]*Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,641	48.0	48.3
Male	1,778	52.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	141	4.1	4.9
Black or African American	46	1.3	12.8
Hispanic or Latino	202	5.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	122	3.6	2.7
White	2,900	84.8	55.9
English Learners	44	1.3	6.4
Eligible for Free or Reduced-Price Meals	321	9.4	38.0
Students with Disabilities[1]	401	11.7	13.7

[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	70	4.2	12	0.7
Male	88	5.0	67	3.7
Black or African American	*	*	*	*
Hispanic or Latino	13	6.6	9	4.4
White	131	4.5	66	2.3
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	29	9.3	17	4.9
Students with Disabilities	49	11.7	24	5.2
District	158	4.6	79	2.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 8

Number of school-based arrests: Fewer than 6

[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	230.7
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	97.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.5
School Level	18.4
Library/Media	
Specialists (Certified)	7.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	14.8
Counselors, Social Workers and School Psychologists	22.4
School Nurses	7.9
Other Staff Providing Non-Instructional Services/Support	160.4

[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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.0
Black or African American	1	0.3	3.5
Hispanic or Latino	3	0.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	340	98.6	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	8	*
White	109	48.0	150	65.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	12	52.2
Students with Disabilities	7	23.3	24	54.5
District	123	46.9	170	65.1
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	32	50.0
Emotional Disturbance	18	51.4
Intellectual Disability	12	*
Learning Disability	103	87.3
Other Health Impairment	71	80.7
Other Disabilities	7	33.3
Speech/Language Impairment	33	78.6
District	276	71.3
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	67	2.0	1.6
Emotional Disturbance	35	1.0	1.0
Intellectual Disability	19	0.6	0.5
Learning Disability	118	3.5	4.6
Other Health Impairment	88	2.6	2.8
Other Disabilities	25	0.7	1.0
Speech/Language Impairment	45	1.3	1.9
All Disabilities	397	11.6	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	33,177,744	9,758	9,387
Instructional Supplies and Equipment	986,891	290	318
Improvement of Instruction and Educational Media Services	1,934,301	569	541
Student Support Services	3,631,027	1,068	1,048
Administration and Support Services	5,883,276	1,730	1,790
Plant Operation and Maintenance	5,319,533	1,565	1,608
Transportation	3,333,638	935	845
Costs of Students Tuitioned Out	3,870,103	N/A	N/A
Other	819,023	241	194
Total	58,955,536	17,084	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	15,061,997	4,430	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,991,482	31.7	35.1
Noncertified Personnel	2,187,443	13.9	14.5
Purchased Services	1,050,426	6.7	5.5
Tuition to Other Schools	3,595,417	22.9	21.6
Special Ed. Transportation	1,268,881	8.1	8.3
Other Expenditures	2,630,280	16.7	15.0
Total Expenditures	15,723,929	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	73.8	90.1
State	24.6	7.9
Federal	1.2	1.6
Tuition & Other	0.3	0.4

[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 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	*	*	*	*	*	*
Asian	78	83.6	78	81.5	28	67.0
Black or African American	24	60.1	24	54.8	12	*
Hispanic or Latino	118	77.4	118	70.1	54	62.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	72	82.5	72	76.8	30	64.6
White	1577	80.4	1577	74.0	741	65.5
English Learners	30	65.2	30	62.4	7	*
Non-English Learners	1843	80.4	1843	74.1	863	65.3
Eligible for Free or Reduced-Price Meals	160	69.5	160	62.3	67	56.1
Not Eligible for Free or Reduced-Price Meals	1713	81.1	1713	75.0	803	65.9
Students with Disabilities	256	60.1	256	52.2	122	53.4
Students without Disabilities	1617	83.3	1617	77.4	748	67.1
High Needs	384	64.9	384	57.7	170	55.5
Non-High Needs	1489	84.1	1489	78.2	700	67.5
District	1873	80.1	1873	74.0	870	65.1

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.3	74.5	87.4	91.2	1,074	87.6
Curl Up	93.4	91.5	95.1	97.4	1,074	94.4
Push Up	88.3	94.6	85.0	88.3	1,074	88.9
Mile Run/PACER	94.9	91.9	85.3	67.0	1,074	84.5
All Tests - District	82.0	67.6	74.5	62.3	1,074	71.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

[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]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	39	87.2	.		.
Students with Disabilities	32	75.0	87.7	No	88.5
District	274	94.9	94.0	Yes	94.0
State[4]		87.2			

[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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 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	96.6	164	69.2
Male	96.9	178	62.2
Black or African American	*	*	*
Hispanic or Latino	96.6	14	48.3
White	96.7	302	66.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	15	33.3
Students with Disabilities	68.8	*	*
District	96.7	342	65.4
State	95.6		40.7

[5]College 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

[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.
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ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2016 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	87.7	96.1
Male	77.6	93.3
Black or African American	*	*
Hispanic or Latino	*	*
White	83.4	94.8
English Learners	83.4	*
Eligible for Free or Reduced-Price Meals	69.4	89.7
Students with Disabilities	74.1	*
District	82.9	94.8
State	71.9	88.3

[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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	80.1	75	50.0	50	100.0	67.7
	High Needs Students	64.9	75	43.3	50	86.5	56.7
Math Performance Index	All Students	74.0	75	49.3	50	98.6	61.4
	High Needs Students	57.7	75	38.5	50	76.9	49.9
Science Performance Index	All Students	65.1	75	43.4	50	86.9	57.5
	High Needs Students	55.5	75	37.0	50	74.0	47.0
ELA Academic Growth	All Students	72.2%	100%	72.2	100	72.2	63.8%
	High Needs Students	65.0%	100%	65.0	100	65.0	58.3%
Math Academic Growth	All Students	78.1%	100%	78.1	100	78.1	65.0%
	High Needs Students	70.6%	100%	70.6	100	70.6	57.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	10.2%	<=5%	39.6	50	79.3	15.6%
Preparation for CCR	% Taking Courses	56.0%	75%	37.3	50	74.7	67.6%
	% Passing Exams	65.4%	75%	43.6	50	87.2	40.7%
On-track to High School Graduation		97.2%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		94.9%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.0%	94%	91.5	100	91.5	78.6%
Postsecondary Entrance (Class of 2015)		82.9%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% | 71.5%	75%	47.7	50	95.3	89.2% | 50.5%
Arts Access		66.9%	60%	50.0	50	100.0	47.5%
Accountability Index				**1157.1**	**1350**	**85.7**	

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	64.9	10.1	16.5	
Math Performance Index Gap	75.0	57.7	17.3	18.9	
Science Performance Index Gap	67.5	55.5	12.0	17.2	
Graduation Rate Gap	94.0%	86.0%	8.0%	15.3%	N

[1]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.

[2]If 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	99.6
	High Needs Students	99.3
Math	All Students	99.6
	High Needs Students	99.3
Science	All Students	99.7
	High Needs Students	98.9

[3]Minimum 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: 62.9   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 2015-2016 school year, the district focused on revisions to the social studies curriculum to align with College, Career, and Civic Life (C3) Framework with an increased emphasis on civic responsibility for all K-12 students. Guilford Public Schools also identified additional specific resources aligned to the mathematics curriculum and language arts units of study during 2015-16. Literacy and mathematics coaches provided ongoing support to teachers to implement rich classroom experiences.

The district opened its $92 million dollar state-of-the-art high school in the fall of 2015 and began an earnest application process for acceptance into the International Baccalaureate (IB) community. Other facility improvements included security upgrades at all schools and visibility enhancement for school entrances.

Each school focused on upgrading and maintaining a user-friendly website. Additional frequent and specific communications concerning activities were provided via the School Messenger system. As a result of parent feedback, the lower middle school instituted a new schedule which increased academic periods from 42-70 minutes. Active PTO's in all schools provide enrichment activities, field trips, and special grade level activities. Parents are invited to participate in classroom learning events multiple times per year in all elementary schools.

There is an ongoing program of inclusion for all students identified with special needs in order to achieve the least restrictive environment. 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 Circle of Friends or Bucket Filling to regularly support character education and diversity. All elementary schools participate in 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, 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.

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. Several Guilford students participate 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 Genders and Sexualities Alliance, a student led group, meets regularly to foster acceptance and support for students with different sexual orientations or gender identities.

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. 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 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, 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.