

STRATEGIC SCHOOL PROFILE 2008-09**Guilford School District**

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Location: 701 New England Road

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: 90.8%

*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, 2008

3,765

5-Year Enrollment Change

-2.9%

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	207	5.5	6.4	30.3
K-12 Students Who Are Not Fluent in English	46	1.2	2.2	5.2
Students Identified as Gifted and/or Talented*	108	2.9	6.6	4.0
PK-12 Students Receiving Special Education Services in District	378	10.0	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	227	88.3	91.3	79.7
Homeless	1	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	98	18.6	14.2	19.0

*61.1% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	143	3.8
Black	43	1.1
Hispanic	171	4.5
White	3,405	90.4
Total Minority	360	9.6

Percent of Minority Professional Staff: 2.3%

Non-English Home Language: 2.4% 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 15.

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 Schools offered 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 2008-2009, at least one elementary school participated in an Urban-Suburban Exchange with East Rock School in New Haven. Teachers from diverse school settings planned opportunities for students to interact such as pen pal programs, site visit exchanges, and joint field trips. Another elementary school participated in a pen pal exchange with a school in Senossa, Mali, a village in West Africa. Also, this year all Guilford students in grades 1-4 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. One hundred twenty grade six students partnered with students from Parker Elementary School in Wallingford in an Urban-Suburban 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. Several students participated in choice programs including the Co-op High School, the High School in the Community, and the Hyde Leadership School in New Haven. Twelve GHS students were also enrolled in the Educational Center for the Arts. The Guilford ABC program sponsored 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	71.3	54.6	71.1
Writing	71.7	62.5	57.9
Mathematics	81.9	62.8	82.4
Grade 4 Reading	80.5	60.7	84.0
Writing	77.5	64.2	69.7
Mathematics	83.1	63.6	82.9
Grade 5 Reading	85.0	66.0	85.1
Writing	85.2	66.5	89.5
Mathematics	85.8	68.8	85.8
Science	72.2	58.1	59.3
Grade 6 Reading	91.6	68.9	90.2
Writing	82.3	62.2	82.8
Mathematics	92.9	68.8	91.4
Grade 7 Reading	94.0	74.9	91.7
Writing	82.7	62.9	89.2
Mathematics	93.1	66.0	96.2
Grade 8 Reading	88.7	68.4	87.7
Writing	85.7	66.5	84.5
Mathematics	92.2	64.5	95.5
Science	87.4	60.6	91.0

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	76.0	47.4	90.9
Writing Across the Disciplines	79.0	55.0	86.3
Mathematics	74.1	47.8	87.8
Science	71.1	42.8	91.6

For more detailed 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."

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
	54.9	36.2	92.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.5	74.5	
Average Score	Mathematics	537	507	75.2
	Critical Reading	539	503	84.5
	Writing	547	506	86.8

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 2008	97.7	92.1	73.3
Cumulative Four-Year Dropout Rate for Class of 2008	2.3	6.6	70.1
2007-08 Annual Dropout Rate for Grade 9 through 12	0.9	2.5	59.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.9	84.1
% Employed (Civilian Employment and in Armed Services)	6.1	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	252.55
Paraprofessional Instructional Assistants	4.20
Special Education	
Teachers and Instructors	31.60
Paraprofessional Instructional Assistants	84.00
Library/Media Specialists and/or 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	22.80
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	163.30

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	15.0	13.7	13.6
% with Master's Degree or Above	82.3	83.3	76.1

Average Class Size	District	DRG	State
Grade K	16.1	18.4	18.3
Grade 2	16.8	19.4	19.3
Grade 5	22.6	22.0	21.0
Grade 7	20.4	21.6	20.5
High School	20.3	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	979	991	988
Middle School	1,015	1,018	1,016
High School	1,002	977	1,007

*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*	2.6	3.4	3.3
Middle School	3.3	2.5	2.6
High School	2.1	2.9	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$26,761	\$7,015	\$7,521	\$7,233	\$7,522
Instructional Supplies and Equipment	\$784	\$206	\$267	\$245	\$271
Improvement of Instruction and Educational Media Services	\$1,151	\$302	\$461	\$461	\$446
Student Support Services	\$2,848	\$746	\$808	\$862	\$806
Administration and Support Services	\$5,969	\$1,564	\$1,351	\$1,342	\$1,369
Plant Operation and Maintenance	\$4,462	\$1,170	\$1,382	\$1,386	\$1,377
Transportation	\$2,950	\$706	\$649	\$575	\$644
Costs for Students Tuitioned Out	\$2,374	N/A	N/A	N/A	N/A
Other	\$666	\$175	\$152	\$164	\$151
Total	\$47,964	\$12,468	\$12,869	\$12,531	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,066	\$1,066	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$10809407	22.5	19.2	20.5

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	86.7	11.6	1.7	0.1
Excluding School Construction	89.4	8.7	1.8	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 in the fall. 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 allocated based on the needs and number of staff; programs for district-wide initiatives are funded through the district's account and grants. Supplies for the elementary schools are apportioned through a per pupil expenditure in order to ensure equity. After the town budget approval, the original requests may be adjusted 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	402
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

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	41	1.1	1.0	0.8
Learning Disability	134	3.6	3.5	3.9
Intellectual Disability	16	0.4	0.3	0.5
Emotional Disturbance	32	0.8	0.6	1.0
Speech Impairment	76	2.0	2.1	2.3
Other Health Impairment*	81	2.1	2.1	2.1
Other Disabilities**	22	0.6	0.7	0.9
Total	402	10.7	10.2	11.6

*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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	50.3	30.2	85.3	65.7
	Writing	40.2	19.5	80.8	64.1
	Mathematics	56.7	30.7	88.3	65.7
	Science	38.9	23.8	80.0	59.4
CAPT	Reading Across the Disciplines	17.4	14.1	76.0	47.4
	Writing Across the Disciplines	17.4	13.6	79.0	55.0
	Mathematics	25.0	15.4	74.1	47.8
	Science	12.5	10.6	71.1	42.8

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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	12.0
	% With Accommodations	88.0
% Assessed Using Skills Checklist		9.0

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	35	8.7

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	289	71.9	75.9	72.7
40.1 to 79.0 Percent of Time	74	18.4	17.2	16.1
0.0 to 40.0 Percent of Time	39	9.7	6.9	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the 2008-2009 school year, Guilford Public Schools continued its partnership (year 3) 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. This year, teachers focused on Disciplinary Literacy in mathematics and language arts. In addition to this work, the district continued the development and refinement of common assessments to inform and guide instruction.

Another district improvement initiative for 2008-2009 was the expansion of Foreign Language in the Elementary Schools (FLES) program in Spanish. Students in grades 1 through 4 in Guilford received Spanish instruction, completing world language opportunities for all students 1-12. Guilford High School also continued to offer courses in Arabic I and II. As a result of a year-long review of the high school schedule, GHS implemented a new schedule to improve learning opportunities for students.

In an effort to increase parent and community engagement, the district published its newspaper The Compass during the 2008-2009 school year. The Superintendent held regular meetings with members of the PTO/PTA representing all schools in the district, provided the second annual state of the schools address to the public, and distributed a periodic parent list serve notice with important announcements. High school and middle school parents had access to student grades and schedules electronically. Parent forums on various topics were 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. Guilford's parents continue to participate in specific programs aimed at community and home partnerships for all students. During 2008-2009, the district conducted an analysis and initiated an improvement plan for addressing discipline for all with particular emphasis on special needs students.
