

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



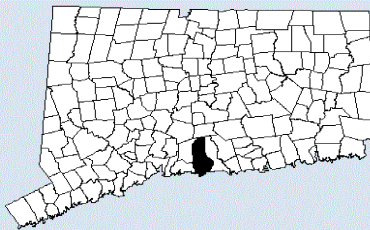
Guilford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,155
Per Pupil Expenditures ¹	\$20,657
Total Expenditures ¹	\$65,504,468

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2022-23 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 <https://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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,517	48.1	48.4
Male	1,628	51.6	51.5
Non-Binary	10	0.3	0.1
American Indian or Alaska Native	0	0.0	0.3
Asian	147	4.7	5.2
Black or African American	*	*	12.5
Hispanic or Latino of any race	292	9.3	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	179	5.7	4.5
White	2,495	79.1	47.5
English Learners/Multilingual Learners	47	1.5	9.7
Eligible for Free or Reduced-Price Meals	376	11.9	42.4
Students with Disabilities ³	442	14.0	17.1

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	179	11.9	19	1.2
Male	*	*	82	4.9
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	49	17.1	10	3.2
White	262	10.6	78	3.1
English Learners/Multilingual Learners	12	22.6	*	*
Eligible for Free or Reduced-Price Meals	89	22.4	30	6.7
Students with Disabilities	83	19.4	27	5.3
District	341	10.9	101	3.1
State		20.0		7

Number of students qualified as truant under state statute: 445

Number of school-based arrests: Fewer than 6

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2022-23

Guilford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	221.5
Paraprofessional Instructional Assistants	10.8
Special Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	72.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	19.2
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	20.4
Counselors, Social Workers and School Psychologists	25.6
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	153.7

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.3
Black or African American	1	0.3	4.6
Hispanic or Latino of any race	5	1.5	4.9
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.2
White	330	97.6	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	13.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	28	93.3	22	100.0
White	202	97.6	243	98.0
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	90.0	30	96.8
Students with Disabilities	30	90.9	41	91.1
District	264	97.4	295	98.0
State		86.5		94.2

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	23	47.9
Emotional Disability	28	63.6
Intellectual Disability	*	*
Learning Disability	126	92.6
Other Health Impairment	103	93.6
Other Disabilities	*	*
Speech/Language Impairment	26	96.3
District	313	77.5
State		68.6

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	51	1.6	2.4
Emotional Disability	44	1.4	1.0
Intellectual Disability	18	0.6	0.6
Learning Disability	136	4.4	6.3
Other Health Impairment	111	3.6	3.4
Other Disabilities	28	0.9	1.1
Speech/Language Impairment	28	0.9	1.9
All Disabilities	416	13.3	16.7

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	3.1	8.1
Private Schools or Other Settings	22	5.3	4.7

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$39,495,191	\$12,455	\$12,671
Support services - students	\$4,542,981	\$1,460	\$1,558
Support services - instruction	\$2,047,471	\$658	\$837
Support services - general administration	\$1,886,286	\$606	\$463
Support services - school based administration	\$4,433,400	\$1,425	\$1,133
Central and other support services	\$645,155	\$207	\$716
Operation and maintenance of plant	\$7,094,744	\$2,281	\$1,893
Student transportation services	\$4,404,978	\$1,379	\$1,464
Food services	.	.	\$5
Enterprise operations	\$954,263	\$307	\$186
Total	\$65,504,468	\$20,657	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,686,777	33.9	29.0
Instructional Aide Salaries	\$1,856,222	11.1	10.6
Other Salaries	\$96,683	0.6	10.1
Employee Benefits	\$2,735,070	16.3	13.1
Purchased Services Other Than Transportation	\$1,195,954	7.1	5.9
Special Education Tuition	\$3,411,679	20.3	21.8
Supplies	\$36,612	0.2	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,755,965	10.5	8.1
Equipment	\$1,361	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$16,776,323	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.6	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	93.2
State	4.5
Federal	2.1
Tuition & Other	0.3

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2022-23

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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	0	N/A	0	N/A
Asian	79	83.8	79	89.1	39	83.8
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	135	71.7	135	68.9	55	67.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	82	82.8	82	82.5	38	72.4
White	1,326	75.9	1,325	73.0	591	72.1
English Learners/Multilingual Learners	64	67.6	64	66.5	28	71.4
Non-English Learners/Non-Multilingual Learners	1,580	76.4	1,579	74.0	704	72.0
Eligible for Free or Reduced-Price Meals	213	68.7	213	65.5	94	65.6
Not Eligible for Free or Reduced-Price Meals	1,431	77.2	1,430	74.9	638	72.9
Students with Disabilities	224	56.0	224	50.4	90	53.9
Students without Disabilities	1,420	79.3	1,419	77.4	642	74.5
High Needs	417	64.4	417	60.5	179	63.2
Non-High Needs	1,227	80.1	1,226	78.2	553	74.8
District	1,644	76.1	1,643	73.7	732	72.0

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	95.4	81.7	84.7	88.0	950	87.5
Curl Up	93.7	86.5	96.3	95.8	947	93.1
Push Up	87.3	77.8	76.3	77.6	944	79.8
Mile Run/PACER	85.2	84.3	87.6	72.6	941	82.5
All Tests - District	75.8	59.6	67.1	56.7	935	64.9
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	28	85.7
White	227	94.3
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47	89.4
Students with Disabilities	50	72.0
District	276	93.5
State		88.9

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.

² Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	97.0	190	64.0
Non-Binary	*	*	*
Black or African American	*	8	*
Hispanic or Latino	98.1	29	55.8
White	97.1	299	65.7
English Learners/ Multilingual Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	22	36.1
Students with Disabilities	79.5	10	12.8
District	97.2	379	66.3
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ 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 percentage.

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 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	79.1	94.7
Male	72.2	92.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	62.5	*
White	76.6	93.6
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	79.1	92.9
Students with Disabilities	43.6	87.0
District	75.6	93.6
State	66.1	87.7

⁵ 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.

⁶ 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

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Guilford School District

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	76.1	75	50.0	50	100.0	63.9
	High Needs Students	64.4	75	43.0	50	85.9	54.1
Math Performance Index	All Students	73.7	75	49.1	50	98.3	59.7
	High Needs Students	60.5	75	40.3	50	80.7	48.9
Science Performance Index	All Students	72.0	75	48.0	50	96.0	61.6
	High Needs Students	63.2	75	42.1	50	84.2	51.1
ELA Academic Growth	All Students	61.0%	100%	61.0	100	61.0	57.2%
	High Needs Students	55.9%	100%	55.9	100	55.9	52.5%
Math Academic Growth	All Students	67.7%	100%	67.7	100	67.7	61.8%
	High Needs Students	61.2%	100%	61.2	100	61.2	55.5%
Progress Toward English Proficiency	Literacy	83.1%	100%	41.5	50	83.1	55.3%
	Oral	89.3%	100%	44.7	50	89.3	56.1%
Chronic Absenteeism	All Students	10.9%	<=5%	38.1	50	76.2	20.0%
	High Needs Students	19.7%	<=5%	20.6	50	41.3	28.5%
Preparation for CCR	% Taking Courses	97.7%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	66.3%	75%	44.2	50	88.3	44.3%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		93.5%	94%	99.4	100	99.4	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		89.0%	94%	94.7	100	94.7	85.6%
Postsecondary Entrance (Class of 2022)		75.6%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		94.8% 64.9%	75%	43.3	50	86.6	93.0% 45.5%
Arts Access		66.5%	60%	50.0	50	100.0	54.5%
Accountability Index				1194.9	1450	82.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	64.4	10.6	16.6	
Math Performance Index Gap	75.0	60.5	14.5	18.0	
Science Performance Index Gap	74.8	63.2	11.7	17.8	
Graduation Rate Gap	94.0%	89.0%	5.0%	8.7%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	99.1
	High Needs Students	97.9
Math	All Students	99.0
	High Needs Students	97.9
Science	All Students	98.5
	High Needs Students	95.3

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 58.2

State: 49.6

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Guilford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Regular communication with parents was strengthened in the 2022-23 school year at the building level, in the classrooms and with district communications. All schools utilize weekly newsletters, parent-teacher conferences, and SchoolMessenger notifications to inform parents of events, district initiatives and priorities, and ways to become involved with their children's learning. Post-pandemic, the district continued to focus on the wellbeing of all students with particular attention paid to social and mental health supports, promoting positive and safe learning environments, and providing opportunities for academic enrichment.

After holding conversations and receiving parent, community and staff input, the Portrait of a Graduate model was adopted this year by the Board of Education. POG focuses on six competencies - being an Adaptable Learner, Responsible Collaborator, Effective Communicator, Critical Thinker, Empathetic Individual and Global Citizen. We want our graduates to develop these attributes over the course of their tenure with GPS. POG guides our work and decisions forward as our teachers design daily lessons, as committees renew and revise curricula, as the BOE and administration build future budgets, and as we draft new policies.

The Guilford Transition Academy opened this year. The program, through IEPs, serves Guilford students between the ages of 18-22 who have diverse learning needs and require additional transition services including independent living skills, employment opportunities and community engagement activities. Dr. Freeman states, "providing these opportunities for our students to remain in their hometown benefits not only the students, but also families, our dedicated staff, and the greater community."€ .

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Family Equity Liaison, Dr. Rydell Harrison, continues to collaborate with administrators, principals, and social workers to advocate for individuals (students and parents) who feel marginalized in some way. He helps to assure our commitment to fostering an environment of equity and social justice.

Guilford Public Schools has initiated a move toward Open Choice. In 2019, GPS sought to become an Open Choice participant, but legislation and the complexities of the COVID-19 pandemic stood in the way. After a change in statute and in collaboration with ACES, GPS has again brought this idea forward. Pending BoE approval, GPS will open Kindergarten slots in September 2024 after a year of study and professional learning.

The Guilford Anti-Bias Anti-Racist (ABAR) Alliance works through our PTOs to offer resources that empower families to engage in important conversations at home around diversity, equity, inclusion, and belonging. Harmony Day is celebrated across the district in June.

The ABC program sponsored six high school-age students from NY, MA and CT. GHS established a student-led Cultural Competence Committee where students work on initiatives within the school and community that promote equity and inclusion. The Committee's project to make GHS a No Place for Hate location was recognized by the Anti-Defamation League.

The district has made a concerted effort to recruit and maintain teaching staff with diverse backgrounds and experiences. We created a video series in partnership with Insight Education Group - Why Work in the Guilford Public Schools? - to attract qualified candidates to work and live in our shoreline community.

The district worked with the Ed Ethics group from Harvard University to build safe and brave classrooms. Teaching staff spent one and one-half PD days focused on this work, and the leadership team spent an additional day with the Ed Ethics team.

The Guilford Youth Mentoring program continues to thrive, pairing adult volunteers as positive role models with students. Students are provided with meaningful connections that impact their lives at home, school, work, and in their communities.

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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, school administrators meet with the Board of Education to share budget priorities for instruction, building maintenance, and other resources to support school goals. The Superintendent, the Assistant Superintendent for Curriculum, the Assistant Superintendent for Operations, and the Business Manager review building level requests, focusing on the needs of the school and the need to provide equitable resources across the district. Most expenditures are based on enrollment, age and condition of equipment, identified needs, and multi-year purchasing plans. Facility renovations and site improvements are 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 of Education, and community. ESSER funds are being used to support social and emotional wellness, health and safety, accelerated learning, digital tools, and initiatives to support our Special Education population.