

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



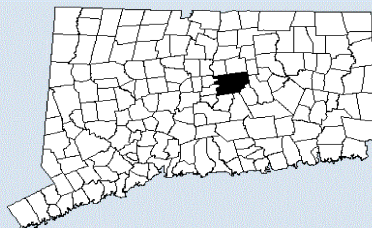
## Glastonbury School District

Dr. Alan Bookman, Superintendent • 860-652-7951 • <http://www.glastonburyus.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,898
Per Pupil Expenditures <sup>1</sup>	\$17,791
Total Expenditures <sup>1</sup>	\$109,575,441

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,985	50.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	663	11.2	5.2
Black or African American	187	3.2	12.8
Hispanic or Latino of any race	595	10.1	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	315	5.3	3.6
White	4,125	69.9	52.4
English Learners	125	2.1	7.6
Eligible for Free or Reduced-Price Meals	765	13.0	42.1
Students with Disabilities <sup>3</sup>	689	11.7	15.4

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

<sup>3</sup>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.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/ Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	111	3.8	59	2.0
Male	107	3.6	147	4.8
Black or African American	14	7.3	17	8.5
Hispanic or Latino of any race	48	7.9	33	5.2
White	129	3.1	134	3.2
English Learners	18	12.8	0	0.0
Eligible for Free or Reduced-Price Meals	85	10.5	66	7.4
Students with Disabilities	70	10.4	70	8.8
District	218	3.7	206	3.4
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup>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.

<sup>5</sup>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 2018-19

## Glastonbury School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	381.2
Paraprofessional Instructional Assistants	44.8
<b>Special Education</b>	
Teachers and Instructors	45.9
Paraprofessional Instructional Assistants	102.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	15.4
School Level	24.9
<b>Library/Media</b>	
Specialists (Certified)	9.0
Support Staff	12.6
Instructional Specialists Who Support Teachers	15.8
Counselors, Social Workers and School Psychologists	31.0
School Nurses	12.6
Other Staff Providing Non-Instructional Services/Support	329.1

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	6	1.1	1.1
Black or African American	3	0.6	3.8
Hispanic or Latino of any race	11	2.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	510	96.1	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	*	*	*
Hispanic or Latino of any race	25	64.1	37	75.5
White	215	59.1	339	85.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	47.5	54	73.0
Students with Disabilities	23	38.3	47	74.6
District	306	61.1	445	84.1
State		74.5		85.2

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	49	43.8
Emotional Disturbance	16	41.0
Intellectual Disability	*	*
Learning Disability	215	87.4
Other Health Impairment	123	85.4
Other Disabilities	*	*
Speech/Language Impairment	67	98.5
District	480	73.7
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Glastonbury School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	118	2.0	1.9
Emotional Disturbance	39	0.7	1.1
Intellectual Disability	17	0.3	0.5
Learning Disability	246	4.1	5.5
Other Health Impairment	145	2.4	3.2
Other Disabilities	39	0.7	1.1
Speech/Language Impairment	72	1.2	1.8
All Disabilities	676	11.3	15.0

<sup>1</sup>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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	42	6.2	8.2
Private Schools or Other Settings	19	2.8	5.0

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$66,302,497	\$10,765	\$10,545
Support services - students	\$6,620,634	\$1,120	\$1,373
Support services - instruction	\$6,301,036	\$1,066	\$644
Support services - general administration	\$1,575,586	\$266	\$462
Support services - school based administration	\$5,877,387	\$994	\$1,007
Central and other support services	\$2,725,478	\$461	\$671
Operation and maintenance of plant	\$12,571,827	\$2,126	\$1,629
Student transportation services	\$4,977,537	\$843	\$1,231
Food services	\$48,271	\$8	\$13
Enterprise operations	\$1,942,864	\$329	\$157
Minor school construction	\$632,322	\$107	\$65
Total	\$109,575,441	\$17,791	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,391,170	33.2	29.7
Instructional Aide Salaries	\$2,430,320	12.6	9.6
Other Salaries	\$3,999,694	20.8	10.4
Employee Benefits	\$1,408,009	7.3	13.0
Purchased Services Other Than Transportation	\$565,977	2.9	5.5
Special Education Tuition	\$4,026,924	20.9	22.6
Supplies	\$93,107	0.5	0.6
Property Services	\$178,049	0.9	0.4
Purchased Services For Transportation	\$168,730	0.9	8.0
Equipment	\$2,367	0.0	0.2
All Other Expenditures	\$1,961	0.0	0.1
Total	\$19,266,309	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.6	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	90.8
State	6.7
Federal	1.6
Tuition & Other	0.9

<sup>4</sup>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 2018-19

## Glastonbury School District

### 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	6	*	6	*	*	*
Asian	347	86.8	347	89.6	154	85.1
Black or African American	97	68.2	97	62.6	*	*
Hispanic or Latino of any race	307	70.3	307	66.8	115	64.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	172	79.1	171	77.7	72	78.2
White	2,179	79.5	2,178	77.9	1,017	76.8
English Learners	97	70.9	97	73.5	30	68.5
Non-English Learners	3,011	79.3	3,009	77.8	1,374	76.4
Eligible for Free or Reduced-Price Meals	402	67.0	402	63.9	187	63.0
Not Eligible for Free or Reduced-Price Meals	2,706	80.8	2,704	79.7	1,217	78.3
Students with Disabilities	338	52.9	338	48.1	152	52.5
Students without Disabilities	2,770	82.2	2,768	81.2	1,252	79.1
High Needs	684	63.3	684	60.2	297	61.5
Non-High Needs	2,424	83.4	2,422	82.5	1,107	80.2
District	3,108	79.0	3,106	77.6	1,404	76.2

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.7	70.6	62.7	85.8	1,811	75.8
Curl Up	90.4	84.0	82.3	91.6	1,811	87.0
Push Up	69.4	61.2	84.7	86.2	1,811	75.8
Mile Run/PACER	79.5	76.5	74.6	69.5	1,811	74.8
All Tests - District	58.5	43.2	45.3	58.6	1,811	51.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Glastonbury School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	19	*
Hispanic or Latino of any race	41	95.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64	92.2
Students with Disabilities	53	69.8
District	496	96.6
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	386	76.3
Male	96.6	366	69.8
Black or African American	97.6	*	*
Hispanic or Latino of any race	93.2	38	43.2
White	97.6	583	76.6
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.7	53	39.8
Students with Disabilities	79.7	14	11.4
District	97.4	752	73.0
State	95.9		42.6

<sup>3</sup>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

<sup>4</sup>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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.4	95.6
Male	83.2	97.8
Black or African American	*	*
Hispanic or Latino of any race	68.3	96.9
White	87.2	96.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.9	96.2
Students with Disabilities	57.1	88.5
District	84.9	96.6
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## Glastonbury 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	79.0	75	50.0	50	100.0	67.7
	High Needs Students	63.3	75	42.2	50	84.4	58.1
Math Performance Index	All Students	77.6	75	50.0	50	100.0	63.1
	High Needs Students	60.2	75	40.2	50	80.3	52.7
Science Performance Index	All Students	76.2	75	50.0	50	100.0	63.8
	High Needs Students	61.5	75	41.0	50	82.0	54.2
ELA Academic Growth	All Students	66.0%	100%	66.0	100	66.0	59.9%
	High Needs Students	55.1%	100%	55.1	100	55.1	55.1%
Math Academic Growth	All Students	74.3%	100%	74.3	100	74.3	62.5%
	High Needs Students	61.5%	100%	61.5	100	61.5	55.2%
Progress Toward English Proficiency	Literacy	72.3%	100%	36.1	50	72.3	60.0%
	Oral	67.5%	100%	33.7	50	67.5	52.1%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	9.8%	<=5%	40.4	50	80.9	16.1%
Preparation for CCR	% Taking Courses	72.9%	75%	48.6	50	97.2	80.0%
	% Passing Exams	73.0%	75%	48.7	50	97.3	42.6%
On-track to High School Graduation		96.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.3%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		84.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.4%   51.3%	75%	34.2	50	68.4	96.4%   52.9%
Arts Access		46.5%	60%	38.7	50	77.5	51.9%
<b>Accountability Index</b>				<b>1210.8</b>	<b>1450</b>	<b>83.5</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.3	11.7	15.4	
Math Performance Index Gap	75.0	60.2	14.8	17.6	
Science Performance Index Gap	75.0	61.5	13.5	16.1	
Graduation Rate Gap	94.0%	97.3%	-3.3%	11.1%	N

<sup>1</sup>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.

<sup>2</sup>If 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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.6
	High Needs Students	98.8
Math	All Students	99.6
	High Needs Students	98.8
Science	All Students	99.6
	High Needs Students	99.1

<sup>3</sup>Minimum 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: 55.2      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Glastonbury School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Our district strategic plan, developed by staff, parents, and community members, reflects expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. This plan drives all district and school initiatives. Glastonbury Public Schools continues to support the renewal and refinement of curriculum to align with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other national grade level expectations.

We continue to provide high quality professional development in the area of Physical and Psychological Management Training (PMT) with our district certified trainers. PMT training has been extended to support staff in order to provide them with skills needed to respond to a student with behavioral needs. In addition, we have staff developers to support integration of the Strategic Instruction Model. We are refining the use of early intervention and Student Intervention Team (SIT) processes to provide needed instructional support for all students under our Scientific Research-Based Interventions (SRBI) model. This includes addressing any attendance concerns at all grade levels. Our LINKS Academy continues to provide a small structured learning environment for students in grades K-12 as they access district curriculum. In addition, vocational opportunities have expanded within the community for students attending Post Grad and LINKS programs. Our Special Education Preschool teachers implement curriculum aligned with the Early Learning Development Standards released by the Connecticut Office of Early Childhood.

Increased family engagement is a major indicator in our strategic plan. The district, schools and departments each set annual goals in this area to strengthen this partnership. All Glastonbury schools have active parent groups that are involved in the planning and improvement of school programs. In addition, there is a district-wide Parent Teacher Student Organization. Communications through technology plays a key role in our district; parents have the ability to log on a parent portal which allows them to work at home with their children, helping to connect the bridge between home and school. Both routine and emergency announcements are provided using our online messaging system. Our partnerships between students, parents, teachers and community members continue to support educational excellence.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Glastonbury Public Schools has a lengthy history of encouraging programs that promote and celebrate diversity. Diversity in our schools is celebrated in our K-12 curriculum and through our student exchanges to Venezuela, China, France, Italy, Russia, Spain and Quebec. Students participate in over 100 clubs designed to increase education and appreciation of other cultures. Glastonbury Public Schools participates in a number of programs with the Anti-Defamation League, including training for teachers and students at all grade levels. Elementary programs through the Anti-Defamation League included facilitated briefing and debriefing, role playing, and direct instruction designed to help students transfer lessons learned from the program to their daily interactions at school and beyond. Empower Programs in grades 6-8 help students identify inappropriate behaviors and demonstrate how to intervene appropriately to continue to foster a healthy safe learning community. Truth About Hate programs at Glastonbury High School help students learn about words that cause harm and how to frame conversations that can be helpful during conflict.

Since the inception of the Leadership of Greater Hartford's Common Ground Program, over 100 Glastonbury students have participated in leadership training with a diverse group of students throughout the region. The Glastonbury-East Hartford Magnet school opened in Glastonbury in 2012 and welcomes students from surrounding towns. In addition, over 300 students from Glastonbury participate in magnet schools throughout the Hartford region. Since 1974, Glastonbury has participated in A Better Change residential program and is a charter member of the Open Choice program. Glastonbury also serves as a regional Agriscience Program site and supports student enrollment from surrounding districts.

# District Profile and Performance Report for School Year 2018-19

## Glastonbury School District

### **Equitable Allocation of Resources among District Schools**

Glastonbury Public Schools ensures guaranteed learning experiences at all schools for all students through standard-based curriculum by grade level and content area with pacing guides used to monitor progression through units of study. We provide evidence-based instructional practices and assessments articulated in our curriculum. Instructional coaches in literacy and mathematics are provided at all elementary schools. Our curriculum directors oversee instruction at each school and across all content areas. A universal assessment calendars and data analysis system is used and Positive Behavioral Interventions and Supports are tailored for each school. The Glastonbury Board of Education policy regarding distribution of district resources ensures that each school within the district receives an equitable level of material and financial resources to meet student needs. The level of support that each school receives is determined by the approved school board budget for the year and the student enrollment. The funds budgeted for instructions are distributed equitably among the elementary schools, the middle school and the high school.