

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



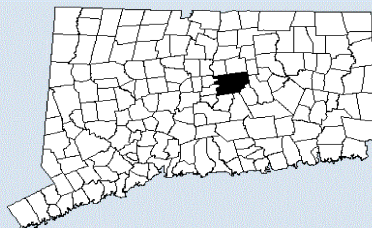
Glastonbury School District

Dr. Alan Bookman, Superintendent • 860-652-7961 • <http://www.glastonburyus.org/>

District Information

Grade Range	PK-12
Number of Schools	14
Enrollment	6,410
Per Pupil Expenditures ¹	\$13,841
Total Expenditures ¹	\$95,117,471

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,247	50.7	48.3
Male	3,163	49.3	51.6
American Indian	*	*	0.2
Asian	611	9.5	4.6
Black or African American	187	2.9	12.9
Hispanic or Latino	477	7.4	21.2
Pacific Islander	*	*	0.0
White	4,895	76.4	58.4
Two or More Races	225	3.5	2.3
English Language Learners	77	1.2	5.7
Eligible for Free or Reduced-Price Meals	568	8.9	37.3
Students with Disabilities ¹	615	9.6	12.8

¹Students 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	97	3.0	29	0.8
Male	83	2.6	99	3.1
Black or African American	13	6.6	17	8.5
Hispanic or Latino	28	5.9	25	5.2
White	117	2.4	78	1.5
English Language Learners	9	10.3	*	*
Eligible for Free or Reduced-Price Meals	41	7.3	42	6.4
Students with Disabilities	55	8.9	54	7.6
District	180	2.8	128	1.9
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 9

²A 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.

³The 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 2013-14

Glastonbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	422.8
Paraprofessional Instructional Assistants	53.7
Special Education	
Teachers and Instructors	51.3
Paraprofessional Instructional Assistants	80.6
Administrators, Coordinators and Department Chairs	
District Central Office	17.0
School Level	24.7
Library/Media	
Specialists (Certified)	10.0
Support Staff	12.4
Instructional Specialists Who Support Teachers	13.6
Counselors, Social Workers and School Psychologists	30.0
School Nurses	12.7
Other Staff Providing Non-Instructional Services/Support	327.2

¹In 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 (%)
Asian	6	1.0	1.0
Black or African American	4	0.7	3.5
Hispanic	11	1.9	3.6
Native American	1	0.2	0.1
White	563	96.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	10	21.7
White	153	36.8	184	39.5
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	7	16.3
Students with Disabilities	0	0	*	*
District	188	35.3	245	41.0
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	47	60.3
Emotional Disturbance	23	41.8
Intellectual Disability	6	*
Learning Disability	134	86.5
Other Health Impairment	143	85.1
Other Disabilities	8	25.8
Speech/Language Impairment	77	96.3
District	438	74.7
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Glastonbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	83	1.3	1.4
Emotional Disturbance	55	0.8	1.0
Intellectual Disability	19	0.3	0.4
Learning Disability	156	2.4	4.2
Other Health Impairment	171	2.6	2.5
Other Disabilities	39	0.6	1.0
Speech/Language Impairment	91	1.4	1.9
All Disabilities	614	9.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	2.9	2.8
Private Schools or Other Settings	26	4.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	52,056,757	7,904	8,769
Instructional Supplies and Equipment	1,576,797	239	275
Improvement of Instruction and Educational Media Services	4,928,649	748	487
Student Support Services	5,428,585	824	965
Administration and Support Services	9,965,197	1,513	1,600
Plant Operation and Maintenance	10,158,677	1,542	1,472
Transportation	5,290,662	742	786
Costs of Students Tuitioned Out	4,337,203	N/A	N/A
Other	1,374,944	209	178
Total	95,117,471	13,841	14,642

Additional Expenditures

Land, Buildings, and Debt Service	6,492,185	986	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,233,821	43.6	35.6
Noncertified Personnel	3,176,252	19.2	14.5
Purchased Services	676,973	4.1	5.0
Tuition to Other Schools	3,630,684	21.9	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	1,855,000	11.2	14.9
Total Expenditures	16,572,730	100.0	100.0

PK-12 Expenditures Used for Special Education	17.4	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.7	89.5
State	11.5	8.7
Federal	1.7	1.9
Tuition & Other	0.0	0.0

⁴Revenue 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).

District Profile and Performance Report for School Year 2013-14

Glastonbury School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	76.4	71.2	78.1	75.7	.	.	.	.
Hispanic or Latino	76.7	80.2	79.8	80.3	.	.	.	.
English Language Learners	62.2	62.1	62.7	67.7	.	.	.	.
Eligible for Free or Reduced-Price Meals	74.7	76.1	75.3	74.8	.	.	.	.
Students with Disabilities	62.4	62.1	62.6	62.8	.	.	.	.
High Needs	69.6	69.8	70.0	71.2	.	.	.	.
District	90.9	91.0	91.4	91.5	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	64.6	.	.	.	.	.	.	.
Hispanic or Latino	80.9	78.7	75.5	76.6	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.4	65.0	70.5	70.4	.	.	.	.
Students with Disabilities	56.5	59.4	50.3	56.0	.	.	.	.
High Needs	64.0	63.6	60.9	64.3	.	.	.	.
District	89.5	89.9	87.3	88.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.3	83.8	76.3	83.8	1,909	80.7
Curl Up	84.9	71.3	93.1	86.6	1,909	83.9
Push Up	74.3	74.7	84.7	87.2	1,909	80.4
Mile Run/PACER	80.7	89.5	87.1	81.3	1,909	84.7
All Tests - District	51.9	51.5	60.6	70.0	1,909	58.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2013-14

Glastonbury School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	91.7	Yes	91.9
Hispanic or Latino	29	93.1	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	90.9	89.7	Yes	90.1
Students with Disabilities	64	81.3	82.5	No	83.7
District	552	97.1	94.0	Yes	94.0
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.1	381	66.1
Male	85.9	353	63.6
Black or African American	73.2	14	34.1
Hispanic or Latino	80.0	40	47.1
White	89.2	594	67.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	64.6	28	28.3
Students with Disabilities	46.9	*	*
District	88.1	734	64.9
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

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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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.5	95.6
Male	85.7	94.7
Black or African American	*	*
Hispanic or Latino	85.2	91.7
White	88.7	95.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	81.1	88.6
Students with Disabilities	73.3	87.0
District	88.6	95.2
State	72.7	88.5

⁷College 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.

⁸College 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 2013-14

Glastonbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

We continue to support the renewal and refinement of curriculum to align with the Common Core State Standards (CCSS) grade level expectations and ensure vertical alignment across grade levels and disciplines. In addition, the development of universal screening tools and assessment processes in literacy and mathematics continues along with the review of common assessments in all content areas. The integration of technology to enhance student learning continues to be emphasized. Every student at Glastonbury High School receives an iPad to support the curriculum and technology is refreshed at each school in the district every five years. Schools in our district are refining the uses of early intervention and Student Intervention Team (SIT) processes to provide needed instructional supports for all students. This includes a focus on any students with attendance issues at all grade levels. In addition, all schools are working to integrate Positive Behavioral Intervention and Supports (PBIS) lessons and strategies to enhance behavioral supports for all students and maximize academic and social development. In order to ensure access to a rigorous curriculum for all students, our special education teachers co-teach in general education classes and, at the elementary level, utilize the inclusion model for delivery of special education services. Professional development for special education teachers focuses on Strategic Instruction Model Strategies, and training is provided to all district special education paraprofessionals on promoting independence and providing instructional support. Our current district strategic plan, developed by staff, parents, and community members, reflects changing expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. This plan drives all district and school initiatives over through 2017. Each year, school administrators and staff members work together to set school-wide goals related to parent and family communication. All Glastonbury Schools have active parent groups that are involved in the planning and improvement of school programs. There is also a district-wide Parent Teacher Student Organization. The district utilizes an online parent portal that assists parents in working at home with their children on learning activities and enhances communication between parents and teachers. Parents at the secondary level can access student attendance and grades online. An online messaging system provides both routine and emergency communication to parents and guardians.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Glastonbury Public Schools has a lengthy history of encouraging programs that promote and celebrate diversity. The district continues to embed culturally responsive curriculum into units of study at all levels. The lessons address both academic and socioemotional development of students with many interdisciplinary opportunities. Diversity in our schools is celebrated in our K-12 curriculum, a district-wide international night, a multitude of cultural events and over 100 student clubs and activity groups across all grade levels. Many art, foreign language, and social science classes utilize Skype and other technologies in programs designed to increase education, appreciation, and cooperation with students from other countries and cultures. Faculty in the Foreign Language Department have partnered with the University of Connecticut to increase intercultural competence through units of study that enhance knowledge, skills, attitudes and cultural sensitivity. In addition, the district has an extensive international exchange program with Glastonbury High School students traveling to and welcoming students from Spain, Russia, China, France, and Italy each year. Smith Middle School has an ongoing cultural program with students from Venezuela. Glastonbury Public Schools participates in a number of programs with the Anti-Defamation League, including training for teachers and students at the elementary and secondary level. 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 Hartford, East Hartford, and Glastonbury. In all, nearly 300 students from Glastonbury participate in magnet schools throughout the Hartford region. Glastonbury was a charter member of what is now the Open Choice program and the number of students participating continues to increase. Since 1974, Glastonbury has welcomed students from urban cities in the A Better Chance (ABC) residential program.

District Profile and Performance Report for School Year 2013-14

Glastonbury School District

Equitable Allocation of Resources among District Schools

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. Once this amount is established, the funds budgeted for instruction is distributed equitably among the seven elementary schools, the middle school, and the high school.