

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



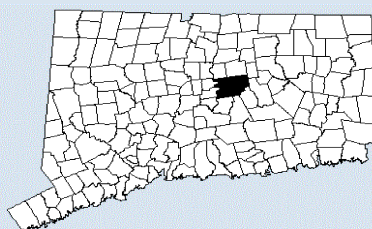
Glastonbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,996
Per Pupil Expenditures ¹	\$16,300
Total Expenditures ¹	\$103,132,964

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,026	50.5	48.4
Male	2,970	49.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	613	10.2	5.1
Black or African American	190	3.2	12.9
Hispanic or Latino	533	8.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	287	4.8	2.9
White	4,357	72.7	54.8
English Learners	102	1.7	6.8
Eligible for Free or Reduced-Price Meals	591	9.9	35.9
Students with Disabilities ¹	645	10.8	14.3

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	104	3.5	27	0.9
Male	95	3.2	111	3.7
Black or African American	15	7.9	11	5.7
Hispanic or Latino	35	6.6	15	2.8
White	122	2.8	99	2.3
English Learners	7	6.4	*	*
Eligible for Free or Reduced-Price Meals	62	11.3	31	4.9
Students with Disabilities	63	9.9	45	6.1
District	199	3.3	138	2.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 6

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	393.9
Paraprofessional Instructional Assistants	67.1
Special Education	
Teachers and Instructors	46.2
Paraprofessional Instructional Assistants	99.0
Administrators, Coordinators and Department Chairs	
District Central Office	16.7
School Level	24.2
Library/Media	
Specialists (Certified)	9.0
Support Staff	11.4
Instructional Specialists Who Support Teachers	14.3
Counselors, Social Workers and School Psychologists	30.0
School Nurses	13.7
Other Staff Providing Non-Instructional Services/Support	330.3

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 (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	6	1.1	1.0
Black or African American	3	0.6	3.6
Hispanic or Latino	8	1.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	529	96.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	15	*
Hispanic or Latino	19	47.5	33	71.7
White	212	57.8	295	81.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	19	44.2	38	77.6
Students with Disabilities	15	31.9	35	52.2
District	293	58.8	403	80.1
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	44	45.4
Emotional Disturbance	11	25.0
Intellectual Disability	*	*
Learning Disability	179	85.6
Other Health Impairment	129	91.5
Other Disabilities	*	*
Speech/Language Impairment	60	90.9
District	431	72.2
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	102	1.7	1.7
Emotional Disturbance	44	0.7	1.0
Intellectual Disability	17	0.3	0.5
Learning Disability	209	3.4	4.9
Other Health Impairment	144	2.4	2.9
Other Disabilities	48	0.8	1.1
Speech/Language Impairment	79	1.3	1.8
All Disabilities	643	10.5	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	55,409,854	9,159	9,663
Instructional Supplies and Equipment	3,318,214	548	321
Improvement of Instruction and Educational Media Services	5,865,513	970	578
Student Support Services	5,817,248	962	1,103
Administration and Support Services	10,472,216	1,731	1,861
Plant Operation and Maintenance	11,090,765	1,833	1,637
Transportation	5,606,917	849	877
Costs of Students Tuitioned Out	4,183,483	N/A	N/A
Other	1,368,754	226	201
Total	103,132,964	16,300	16,236

Additional Expenditures

Land, Buildings, and Debt Service	6,485,476	1,072	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	7,857,368	44.8	34.6
Noncertified Personnel	3,316,625	18.9	14.6
Purchased Services	953,091	5.4	5.8
Tuition to Other Schools	3,458,868	19.7	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	1,940,318	11.1	14.7
Total Expenditures	17,526,270	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.1	89.6
State	7.9	8.2
Federal	1.5	1.6
Tuition & Other	0.5	0.5

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).

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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	8	*	8	*	*	*
Asian	333	87.3	333	89.6	132	70.4
Black or African American	91	63.0	91	60.7	42	47.6
Hispanic or Latino	263	70.1	263	66.3	131	56.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	153	79.4	153	76.0	64	68.2
White	2376	79.1	2374	76.8	1097	67.2
English Learners	78	69.2	78	71.9	28	52.6
Non-English Learners	3148	79.0	3146	76.9	1444	66.3
Eligible for Free or Reduced-Price Meals	307	63.1	307	59.2	157	54.2
Not Eligible for Free or Reduced-Price Meals	2919	80.4	2917	78.6	1315	67.5
Students with Disabilities	331	52.3	330	49.3	164	46.9
Students without Disabilities	2895	81.8	2894	79.9	1308	68.5
High Needs	599	60.8	598	58.2	287	52.1
Non-High Needs	2627	82.8	2626	81.0	1185	69.5
District	3226	78.7	3224	76.8	1472	66.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	77.3	76.9	73.8	85.4	1,831	78.4
Curl Up	84.0	90.5	87.3	94.2	1,831	89.2
Push Up	61.8	70.2	81.4	85.0	1,831	75.2
Mile Run/PACER	80.3	84.4	78.9	80.0	1,831	80.9
All Tests - District	46.0	54.2	55.9	62.9	1,831	55.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	36	94.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70	90.0
Students with Disabilities	66	77.3
District	537	97.0
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	395	74.0
Male	96.6	337	72.2
Black or African American	94.7	17	44.7
Hispanic or Latino	95.3	44	51.2
White	97.0	552	75.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.7	34	37.0
Students with Disabilities	72.8	10	8.8
District	96.9	732	73.1
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	93.8	99.1
Male	80.7	92.5
Black or African American	90.9	*
Hispanic or Latino	86.7	93.5
White	87.5	96.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.2	87.8
Students with Disabilities	55.9	91.4
District	87.8	95.9
State	72.0	88.5

⁵College 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.

⁶College 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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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	78.7	75	50.0	50	100.0	67.1
	High Needs Students	60.8	75	40.6	50	81.1	55.9
Math Performance Index	All Students	76.8	75	50.0	50	100.0	62.2
	High Needs Students	58.2	75	38.8	50	77.6	50.5
Science Performance	All Students	66.1	75	44.1	50	88.1	55.3
	High Needs Students	52.1	75	34.7	50	69.4	45.2
ELA Academic Growth	All Students	62.0%	100%	62.0	100	62.0	55.4%
	High Needs Students	48.9%	100%	48.9	100	48.9	49.8%
Math Academic Growth	All Students	69.5%	100%	69.5	100	69.5	61.7%
	High Needs Students	56.7%	100%	56.7	100	56.7	53.7%
Chronic Absenteeism	All Students	3.3%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	9.5%	<=5%	41.0	50	82.0	15.8%
Preparation for CCR	% Taking Courses	69.5%	75%	46.4	50	92.7	70.7%
	% Passing Exams	73.1%	75%	48.8	50	97.5	43.5%
On-track to High School Graduation		98.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.0%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		89.7%	94%	95.4	100	95.4	82.0%
Postsecondary Entrance (Class of 2016)		87.8%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.2% 55.2%	75%	36.8	50	73.5	92.0% 51.6%
Arts Access		46.7%	60%	38.9	50	77.8	50.5%
Accountability Index				1102.4	1350	81.7	

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?					Y
ELA Performance Index Gap	75.0	60.8	14.2	16.7	
Math Performance Index Gap	75.0	58.2	16.8	18.7	
Science Performance Index Gap	69.5	52.1	17.4	16.6	
Graduation Rate Gap	94.0%	89.7%	4.3%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.0
Math	All Students	99.2
	High Needs Students	97.8
Science	All Students	99.5
	High Needs Students	98.3

³Minimum 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: 55.9

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Glastonbury School District

Narratives

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) 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.

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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.