

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



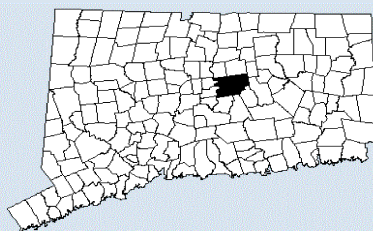
## Glastonbury School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,919
Per Pupil Expenditures <sup>1</sup>	\$16,758
Total Expenditures <sup>1</sup>	\$104,352,820

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,930	49.5	48.4
Male	2,989	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	627	10.6	5.1
Black or African American	197	3.3	12.8
Hispanic or Latino	547	9.2	24.8
Pacific Islander	*	*	0.1
Two or More Races	296	5.0	3.3
White	4,236	71.6	53.6
English Learners	112	1.9	7.2
Eligible for Free or Reduced-Price Meals	531	9.0	36.7
Students with Disabilities <sup>1</sup>	646	10.9	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	91	3.1	35	1.2
Male	92	3.1	115	3.8
Black or African American	10	5.3	13	6.7
Hispanic or Latino	34	6.1	20	3.5
White	114	2.7	99	2.3
English Learners	10	8.5	0	0.0
Eligible for Free or Reduced-Price Meals	62	8.4	45	5.7
Students with Disabilities	57	8.6	48	6.4
District	183	3.1	150	2.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 9

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2017-18

## Glastonbury School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	379.8
Paraprofessional Instructional Assistants	57.1
<b>Special Education</b>	
Teachers and Instructors	44.1
Paraprofessional Instructional Assistants	114.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	15.2
School Level	24.9
<b>Library/Media</b>	
Specialists (Certified)	9.0
Support Staff	12.6
Instructional Specialists Who Support Teachers	15.6
Counselors, Social Workers and School Psychologists	30.0
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	343.9

<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	3.7
Hispanic or Latino	10	1.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	511	96.2	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.5

### 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	*	*	13	65.0
Hispanic or Latino	28	58.3	31	72.1
White	225	58.9	337	89.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	33	46.5	52	78.8
Students with Disabilities	25	55.6	51	76.1
District	292	57.4	447	87.5
State		69.3		80.1

<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	48.5
Emotional Disturbance	11	37.9
Intellectual Disability	0	0
Learning Disability	196	87.9
Other Health Impairment	127	89.4
Other Disabilities	8	30.8
Speech/Language Impairment	66	97.1
District	457	75.2
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Glastonbury School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	104	1.7	1.8
Emotional Disturbance	29	0.5	1.1
Intellectual Disability	19	0.3	0.5
Learning Disability	223	3.7	5.2
Other Health Impairment	146	2.4	3.1
Other Disabilities	44	0.7	1.1
Speech/Language Impairment	77	1.3	1.8
All Disabilities	642	10.7	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	34	5.3	8.3
Private Schools or Other Settings	13	2.0	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	56,025,854	9,380	9,847
Instructional Supplies and Equipment	2,962,073	496	287
Improvement of Instruction and Educational Media Services	5,756,282	964	589
Student Support Services	6,103,075	1,022	1,120
Administration and Support Services	10,828,400	1,813	1,905
Plant Operation and Maintenance	11,192,573	1,874	1,648
Transportation	5,662,310	867	904
Costs of Students Tuitioned Out	4,302,117	N/A	N/A
Other	1,520,136	255	208
Total	104,352,820	16,758	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	5,991,693	1,003	1,393
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<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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,167,343	45.0	33.8
Noncertified Personnel	3,465,627	19.1	14.5
Purchased Services	934,869	5.1	5.5
Tuition to Other Schools	3,646,800	20.1	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	1,942,013	10.7	14.1
Total Expenditures	18,156,652	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.6	89.8
State	10.2	7.8
Federal	1.2	1.3
Tuition & Other	1.0	1.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	328	86.6	328	88.8
Black or African American	97	64.3	97	59.9
Hispanic or Latino	274	68.8	276	65.5
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	160	80.1	160	78.1
White	2301	79.4	2300	77.1
English Learners	88	72.2	88	74.1
Non-English Learners	3080	79.0	3081	76.9
Eligible for Free or Reduced-Price Meals	268	62.0	268	59.0
Not Eligible for Free or Reduced-Price Meals	2900	80.3	2901	78.5
Students with Disabilities	337	52.8	339	48.2
Students without Disabilities	2831	81.9	2830	80.3
High Needs	597	60.6	599	57.1
Non-High Needs	2571	83.0	2570	81.4
District	3168	78.8	3169	76.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Grade 4			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	80.5	75.5	60.8	84.0	1,765	75.0
Curl Up	87.2	94.5	84.2	90.1	1,765	89.0
Push Up	55.6	65.1	69.3	82.4	1,765	68.7
Mile Run/PACER	77.4	78.6	76.8	72.3	1,765	76.1
All Tests - District	41.4	55.3	42.4	59.0	1,765	49.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2017-18

## Glastonbury School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	18	*
Hispanic or Latino	45	100.0
English Learners	8	*
Eligible for Free or Reduced-Price Meals	74	97.3
Students with Disabilities	52	84.6
District	484	97.9
State		87.9

<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 2016-17 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	97.8	377	75.2
Male	96.7	355	68.4
Black or African American	95.0	13	32.5
Hispanic or Latino	95.6	44	48.4
White	97.2	568	74.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.6	53	38.7
Students with Disabilities	75.9	*	*
District	97.3	732	71.8
State	96.3		44.8

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	84.9	96.7
Male	85.1	90.9
Black or African American	85.0	95.0
Hispanic or Latino	71.7	76.7
White	85.8	94.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.0	85.1
Students with Disabilities	50.0	81.8
District	85.0	94.2
State	70.9	88.3

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.8	75	50.0	50	100.0	67.6
	High Needs Students	60.6	75	40.4	50	80.8	57.5
Math Performance Index	All Students	76.8	75	50.0	50	100.0	62.7
	High Needs Students	57.1	75	38.1	50	76.1	52.0
ELA Academic Growth	All Students	65.5%	100%	65.5	100	65.5	60.7%
	High Needs Students	54.1%	100%	54.1	100	54.1	55.6%
Math Academic Growth	All Students	71.4%	100%	71.4	100	71.4	61.9%
	High Needs Students	50.5%	100%	50.5	100	50.5	55.4%
Chronic Absenteeism	All Students	3.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.0%	<=5%	44.0	50	87.9	16.6%
Preparation for CCR	% Taking Courses	72.5%	75%	48.3	50	96.6	74.8%
	% Passing Exams	71.8%	75%	47.8	50	95.7	44.8%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.9%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		93.6%	94%	99.6	100	99.6	81.8%
Postsecondary Entrance (Class of 2017)		85.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.5%   49.7%	75%	33.2	50	66.3	96.6%   50.1%
Arts Access		46.4%	60%	38.7	50	77.4	51.2%
<b>Accountability Index</b>				<b>1031.5</b>	<b>1250</b>	<b>82.5</b>	

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	60.6	14.4	15.9	
Math Performance Index Gap	75.0	57.1	17.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	93.6%	0.4%	12.7%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.4
	High Needs Students	98.8
Math	All Students	99.5
	High Needs Students	98.9
Science	All Students	92.7
	High Needs Students	92.4

<sup>3</sup>Minimum 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: 54.6**

**State: 51.5**

#### 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 2017-18

## 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) 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 2017-18

## 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.