

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



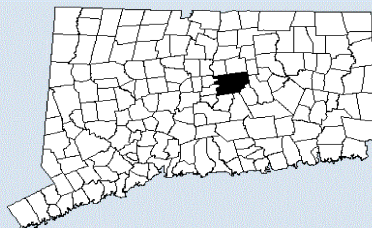
Glastonbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,835
Per Pupil Expenditures ¹	\$17,874
Total Expenditures ¹	\$109,566,344

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,948	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	711	12.2	5.2
Black or African American	190	3.3	12.7
Hispanic or Latino of any race	617	10.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	310	5.3	3.8
White	3,996	68.5	51.1
English Learners	146	2.5	8.3
Eligible for Free or Reduced-Price Meals	804	13.8	43.3
Students with Disabilities ³	685	11.7	16.0

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

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	129	4.5	28	1.0
Male	133	4.6	97	3.2
Black or African American	14	7.7	16	8.3
Hispanic or Latino of any race	48	7.8	20	3.1
White	158	4.0	83	2.0
English Learners	16	10.6	*	*
Eligible for Free or Reduced-Price Meals	89	11.5	47	5.3
Students with Disabilities	72	11.1	46	6.0
District	262	4.5	125	2.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 7

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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 2019-20

Glastonbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	381.4
Paraprofessional Instructional Assistants	48.5
Special Education	
Teachers and Instructors	45.0
Paraprofessional Instructional Assistants	114.3
Administrators, Coordinators and Department Chairs	
District Central Office	16.3
School Level	25.5
Library/Media	
Specialists (Certified)	9.0
Support Staff	11.4
Instructional Specialists Who Support Teachers	16.0
Counselors, Social Workers and School Psychologists	31.2
School Nurses	14.2
Other Staff Providing Non-Instructional Services/Support	309.4

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	6	1.1	1.2
Black or African American	2	0.4	4.0
Hispanic or Latino of any race	13	2.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	510	95.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.4

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	7	*	*	*
Hispanic or Latino of any race	19	44.2	28	77.8
White	195	54.0	290	78.0
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	31	41.3	36	62.1
Students with Disabilities	25	41.7	32	46.4
District	276	55.8	400	78.9
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	50	45.9
Emotional Disturbance	17	37.0
Intellectual Disability	*	*
Learning Disability	207	87.7
Other Health Impairment	123	85.4
Other Disabilities	*	*
Speech/Language Impairment	58	100.0
District	462	73.1
State		67.8

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).

District Profile and Performance Report for School Year 2019-20

Glastonbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	112	1.9	2.0
Emotional Disturbance	46	0.8	1.1
Intellectual Disability	16	0.3	0.5
Learning Disability	236	4.0	5.7
Other Health Impairment	147	2.5	3.3
Other Disabilities	44	0.7	1.1
Speech/Language Impairment	67	1.1	1.8
All Disabilities	668	11.3	15.6

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	33	4.9	8.2
Private Schools or Other Settings	20	3.0	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$68,196,228	\$11,125	\$10,923
Support services - students	\$6,650,722	\$1,130	\$1,277
Support services - instruction	\$6,223,906	\$1,058	\$682
Support services - general administration	\$1,351,716	\$230	\$467
Support services - school based administration	\$4,763,867	\$810	\$1,021
Central and other support services	\$3,512,911	\$597	\$679
Operation and maintenance of plant	\$11,478,877	\$1,951	\$1,718
Student transportation services	\$5,393,383	\$956	\$1,288
Food services	\$47,490	\$8	\$12
Enterprise operations	\$1,947,244	\$331	\$163
Minor school construction	.	.	\$59
Total	\$109,566,344	\$17,874	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,749,738	32.8	28.5
Instructional Aide Salaries	\$2,464,882	12.0	10.1
Other Salaries	\$4,114,839	20.0	11.1
Employee Benefits	\$1,839,353	8.9	13.0
Purchased Services Other Than Transportation	\$649,982	3.2	5.7
Special Education Tuition	\$4,349,570	21.2	22.5
Supplies	\$49,438	0.2	0.6
Property Services	\$167,446	0.8	0.3
Purchased Services For Transportation	\$172,939	0.8	8.0
Equipment	\$5,412	0.0	0.2
All Other Expenditures	\$1,395	0.0	0.1
Total	\$20,564,993	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.8	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	90.3
State	7.1
Federal	1.6
Tuition & Other	1.0

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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

Glastonbury School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	21	100.0
Hispanic or Latino of any race	47	100.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	85	96.5
Students with Disabilities	50	90.0
District	513	98.4
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.9	93.3
Male	86.1	91.7
Black or African American	*	*
Hispanic or Latino of any race	78.7	79.3
White	88.9	94.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.5	77.8
Students with Disabilities	58.8	67.6
District	87.9	92.6
State	71.5	87.5

³ 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.

⁴ 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	79.9%	100%	60.4%
	Oral	65.0%	100%	57.6%
Chronic Absenteeism	All Students	4.5%	<=5%	12.2%
	High Needs Students	10.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	67.5%	75%	80.4%
On-track to High School Graduation		97.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		96.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		87.8%	75%	71.5%
Arts Access		48.5%	60%	51.8%

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
Graduation Rate Gap	94.0%	96.3%	-2.3%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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), 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), Social and Emotional Learning and Research based instructional strategies. 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 2019-20

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 schools.