Connecticut State Department of Education

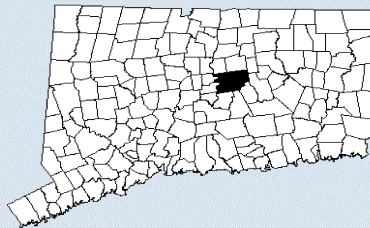# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Glastonbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	17
Enrollment	6,148
Per Pupil Expenditures[1]	$14,767
Total Expenditures[1]	$98,968,019

[1]*Expenditure data reflect the 2013-14 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 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,123	50.8	48.3
Male	3,025	49.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	588	9.6	4.7
Black or African American	196	3.2	12.9
Hispanic or Latino	472	7.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	237	3.9	2.5
White	4,643	75.5	57.2
English Language Learners	85	1.4	6.3
Eligible for Free or Reduced-Price Meals	566	9.2	37.6
Students with Disabilities[1]	604	9.8	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	82	2.6	29	0.9
Male	105	3.5	71	2.3
Black or African American	16	7.9	18	8.7
Hispanic or Latino	35	7.1	22	4.4
White	116	2.5	52	1.1
English Language Learners	10	10.6	*	*
Eligible for Free or Reduced-Price Meals	54	9.5	38	6.0
Students with Disabilities	58	9.2	39	5.4
District	187	3.0	100	1.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 9

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	395.8
Paraprofessional Instructional Assistants	61.5
Special Education	
Teachers and Instructors	46.5
Paraprofessional Instructional Assistants	91.8
Administrators, Coordinators and Department Chairs	
District Central Office	13.6
School Level	25.5
Library/Media	
Specialists (Certified)	10.0
Support Staff	12.4
Instructional Specialists Who Support Teachers	12.8
Counselors, Social Workers and School Psychologists	29.0
School Nurses	13.7
Other Staff Providing Non-Instructional Services/Support	308.1

[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

	District		State
	Count	Percent of Total (%)	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	3.5
Hispanic or Latino	10	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	528	96.4	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.1
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	43.5
Hispanic or Latino	15	41.7	28	73.7
White	211	51.3	309	72.2
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	14	25.9	31	59.6
Students with Disabilities	18	31.0	32	47.1
District	276	50.8	390	71.2
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	47	53.4
Emotional Disturbance	24	50.0
Intellectual Disability	*	*
Learning Disability	150	88.2
Other Health Impairment	125	83.9
Other Disabilities	*	*
Speech/Language Impairment	72	96.0
District	426	74.5
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	94	1.5	1.5
Emotional Disturbance	48	0.8	1.0
Intellectual Disability	17	0.3	0.5
Learning Disability	171	2.7	4.4
Other Health Impairment	152	2.4	2.6
Other Disabilities	41	0.7	1.0
Speech/Language Impairment	94	1.5	1.9
All Disabilities	617	9.8	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	41	6.6	8.1
Private Schools or Other Settings	18	2.9	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil	
		District ($)	State ($)
Instructional Staff and Services	53,450,185	8,358	9,134
Instructional Supplies and Equipment	2,591,245	405	334
Improvement of Instruction and Educational Media Services	5,167,883	808	498
Student Support Services	5,635,837	881	1,001
Administration and Support Services	11,288,970	1,765	1,694
Plant Operation and Maintenance	10,291,617	1,609	1,572
Transportation	5,351,795	765	813
Costs of Students Tuitioned Out	3,890,179	N/A	N/A
Other	1,300,308	203	186
Total	98,968,019	14,767	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	6,586,061	1,030	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,413,862	44.7	35.1
Noncertified Personnel	3,221,418	19.4	14.2
Purchased Services	796,411	4.8	5.2
Tuition to Other Schools	3,157,904	19.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	1,987,952	12.0	14.9
Total Expenditures	16,577,547	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.3	89.3
State	10.5	8.4
Federal	1.4	1.5
Tuition & Other	0.7	0.8

[4]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).

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	*	*	*	*	*	*
Asian	317	85.2	317	83.1	140	70.5
Black or African American	102	66.2	102	55.9	45	54.7
Hispanic or Latino	234	70.6	232	62.2	111	59.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	130	81.7	130	74.8	49	68.9
White	2600	79.9	2598	73.7	1118	69.6
English Language Learners	56	61.3	56	61.4	23	41.0
Non-English Language Learners	3335	79.7	3331	73.5	1447	68.8
Eligible for Free or Reduced-Price Meals	293	65.1	292	56.7	127	55.2
Not Eligible for Free or Reduced-Price Meals	3098	80.7	3095	74.9	1343	69.6
Students with Disabilities	400	57.1	397	49.4	149	49.6
Students without Disabilities	2991	82.4	2990	76.5	1321	70.5
High Needs	639	62.3	636	55.1	253	53.5
Non-High Needs	2752	83.3	2751	77.5	1217	71.5
District	3391	79.4	3387	73.3	1470	68.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.9	84.0	75.0	85.5	1,881	80.9
Curl Up	88.7	87.7	88.1	89.7	1,881	88.5
Push Up	67.8	63.2	80.1	85.9	1,881	74.2
Mile Run/PACER	79.4	87.0	84.0	74.7	1,881	81.5
All Tests - District	50.7	54.2	55.9	65.3	1,881	56.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	91.9	Yes	92.2
Hispanic or Latino	46	95.7	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	63	90.5	90.1	Yes	90.5
Students with Disabilities	69	75.4	83.7	No	84.8
District	585	96.1	94.0	Yes	94.0
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	87.0	379	67.6
Male	81.7	326	61.5
Black or African American	64.7	16	31.4
Hispanic or Latino	68.9	36	48.6
White	87.0	567	67.6
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	55.7	30	28.3
Students with Disabilities	31.1	*	*
District	84.4	705	64.6
State	67.2		37.3

[5]College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]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 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	86.3	97.6
Male	83.6	94.8
Black or African American	*	*
Hispanic or Latino	72.1	91.3
White	86.4	96.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	62.5	85.7
Students with Disabilities	74.4	90.0
District	85.1	96.2
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	79.4	75	100.0	100	100.0	67.9
	High Needs Students	62.3	75	83.1	100	83.1	56.7
Math Performance Index	All Students	73.3	75	97.7	100	97.7	59.3
	High Needs Students	55.1	75	73.4	100	73.4	47.8
Science Performance Index	All Students	68.4	75	91.2	100	91.2	56.5
	High Needs Students	53.5	75	71.3	100	71.3	45.9
Chronic Absenteeism	All Students	3.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.8%	<=5%	42.4	50	84.7	17.3%
Preparation for CCR	% Taking Courses	61.0%	75%	40.7	50	81.4	66.1%
	% Passing Exams	64.6%	75%	43.1	50	86.2	37.3%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.1%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		88.9%	94%	94.6	100	94.6	77.6%
Postsecondary Entrance (Class of 2014)		85.2%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% | 56.5%	75%	37.7	50	75.3	87.6% | 51.0%
Arts Access		44.4%	60%	37.0	50	74.0	45.7%
Accountability Index				**1112.1**	**1250**	**89.0**	

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	62.3	12.7	17.3	
Math Performance Index Gap	75.0	55.1	19.9	19.6	
Science Performance Index Gap	71.5	53.5	18.0	17.2	
Graduation Rate Gap	94.0%	88.9%	5.1%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.2
	High Needs Students	98.5
Math	All Students	99.0
	High Needs Students	98.1
Science	All Students	100.0
	High Needs Students	100.0

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: 59.1   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 development and use 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 instruction, and technology is refreshed at each school in the district every five years. Schools in our district are refining the use of early intervention and Student Intervention Team (SIT) processes to provide needed instructional supports for all students under our Scientific Research-Based Interventions (SRBI) model. 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. 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. English Language Learners receive tailored 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 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 socio-emotional 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.

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 are distributed equitably among the seven elementary schools, the middle school, and the high school.