

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



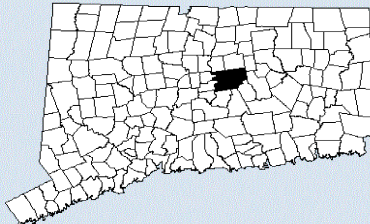
Glastonbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,758
Per Pupil Expenditures ¹	\$18,466
Total Expenditures ¹	\$111,625,364

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,930	50.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	712	12.4	5.2
Black or African American	175	3.0	12.7
Hispanic or Latino of any race	661	11.5	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	318	5.5	4.0
White	3,884	67.5	49.9
English Learners	148	2.6	8.3
Eligible for Free or Reduced-Price Meals	802	13.9	42.7
Students with Disabilities ³	661	11.5	16.3

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	*	*	8	0.3
Male	124	4.3	31	1.0
Black or African American	14	7.7	*	*
Hispanic or Latino of any race	63	9.8	*	*
White	138	3.6	25	0.6
English Learners	13	8.7	0	0.0
Eligible for Free or Reduced-Price Meals	119	15.9	11	1.2
Students with Disabilities	91	14.1	19	2.5
District	232	4.1	39	0.7
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	388.3
Paraprofessional Instructional Assistants	48.1
Special Education	
Teachers and Instructors	46.9
Paraprofessional Instructional Assistants	113.8
Administrators, Coordinators and Department Chairs	
District Central Office	16.8
School Level	24.9
Library/Media	
Specialists (Certified)	5.0
Support Staff	11.4
Instructional Specialists Who Support Teachers	10.2
Counselors, Social Workers and School Psychologists	32.0
School Nurses	14.2
Other Staff Providing Non-Instructional Services/Support	307.9

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	7	1.3	1.3
Black or African American	3	0.6	4.1
Hispanic or Latino of any race	15	2.8	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	506	95.1	89.9

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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	7.3

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	6	*	13	*
Hispanic or Latino of any race	16	41.0	28	60.9
White	192	52.3	286	77.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	41.8	44	65.7
Students with Disabilities	23	41.1	45	64.3
District	271	54.1	398	77.7
State		75.9		85.6

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	46	45.1
Emotional Disturbance	17	34.7
Intellectual Disability	*	*
Learning Disability	192	86.5
Other Health Impairment	122	87.8
Other Disabilities	*	*
Speech/Language Impairment	58	98.3
District	442	72.3
State		67.9

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	105	1.8	2.1
Emotional Disturbance	49	0.8	1.1
Intellectual Disability	14	0.2	0.5
Learning Disability	222	3.8	5.8
Other Health Impairment	142	2.5	3.3
Other Disabilities	41	0.7	1.2
Speech/Language Impairment	65	1.1	1.9
All Disabilities	638	11.0	15.9

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	26	4.1	8.3
Private Schools or Other Settings	19	3.0	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$70,148,146	\$11,604	\$11,205
Support services - students	\$6,727,993	\$1,156	\$1,346
Support services - instruction	\$6,524,378	\$1,121	\$698
Support services - general administration	\$1,194,910	\$205	\$464
Support services - school based administration	\$4,867,164	\$836	\$1,037
Central and other support services	\$3,633,757	\$624	\$691
Operation and maintenance of plant	\$11,139,002	\$1,914	\$1,692
Student transportation services	\$5,203,901	\$923	\$1,159
Food services	\$246,815	\$42	\$21
Enterprise operations	\$1,939,297	\$333	\$151
Total	\$111,625,364	\$18,466	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,958,618	33.2	29.6
Instructional Aide Salaries	\$2,743,786	13.1	11.1
Other Salaries	\$4,328,712	20.7	9.5
Employee Benefits	\$1,900,635	9.1	13.5
Purchased Services Other Than Transportation	\$551,009	2.6	5.4
Special Education Tuition	\$4,100,561	19.6	22.5
Supplies	\$71,982	0.3	0.5
Property Services	\$157,229	0.8	0.3
Purchased Services For Transportation	\$141,883	0.7	7.2
Equipment	\$2,538	0.0	0.2
All Other Expenditures	\$1,395	0.0	0.1
Total	\$20,958,348	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.8	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	90.4
State	6.7
Federal	1.6
Tuition & Other	1.2

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).

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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
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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	20	*
Hispanic or Latino of any race	36	88.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	74	91.9
Students with Disabilities	69	76.8
District	498	96.4
State		88.8

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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.1	*	*
Male	*	312	62.8
Black or African American	89.3	*	*
Hispanic or Latino	76.5	29	34.1
White	91.1	461	62.5
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	68.7	31	23.1
Students with Disabilities	65.1	12	9.5
District	90.1	623	61.5
State	85.0		36.0

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

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 percentage.

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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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.8	92.6
Male	82.1	86.1
Black or African American	*	*
Hispanic or Latino of any race	75.0	78.4
White	86.5	91.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.5	73.8
Students with Disabilities	59.6	70.0
District	86.2	89.2
State	67.4	84.9

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

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	4.1%	<=5%	19.0%
	High Needs Students	12.2%	<=5%	30.2%
Preparation for CCR	% Taking Courses	66.0%	75%	80.6%
	% Passing Exams	61.5%	75%	36.0%
On-track to High School Graduation		95.9%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		96.4%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		91.9%	94%	85.2%
Postsecondary Entrance (Class of 2020)		86.1%	75%	67.4%
Arts Access		54.6%	60%	50.7%

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%	91.9%	2.1%	9.8%	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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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 aligned with the CT Core State Standards, Next Generation Science Standards, and other national grade level expectations to meet the needs of our students K-12.

We continue to provide high quality professional development in the areas of social and emotional learning, purposeful technology integration, culturally responsive pedagogy, and accelerated learning to meet the demands of learning loss from the COVID19 Pandemic for all staff. Glastonbury Public Schools continues to refine 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 and re-entry to school after the COVID19 Pandemic. Teachers are supported to offer high quality Tier One support as well as identify effective strategies for students that require differentiated instruction to master learning standards.

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 (ELDS) and we provide ongoing professional learning for teachers in this area. This developmental approach is student centered and play based to ensure a strong start to a child's school experience.

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. This is a cornerstone of our school district with frequent communication and a user friendly and informative website that provides valuable information to parents, students and communities members.

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 (ADL), including training for teachers and students at all grade levels. Elementary programs through the ADL 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. In 2020, Gideon Welles School was named a "No Place for Hate" School. One of only 7 schools in the state of Connecticut to earn this distinction.

Glastonbury Public Schools recently added a Director of Equity, Diversity and Inclusion to our staff to support administrators and teachers to promote equity and elevate the experiences of all students. A district level committee, comprised of students, parents, teachers, administrators and a Board of Education representative, work together to promote equity, diversity and inclusion for all students in our community through an increased awareness of bias and culturally responsive practices.

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. We are proud of our long history with these essential programs to reduce racial, ethnic and economic isolation.

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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 calendar 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.