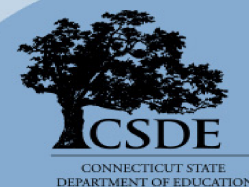


# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



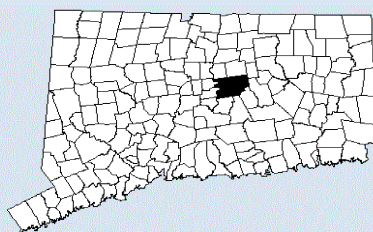
### Glastonbury School District

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

#### District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,663
Per Pupil Expenditures <sup>1</sup>	\$20,268
Total Expenditures <sup>1</sup>	\$119,336,055

<sup>1</sup> Expenditure data reflect the 2021-22 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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#### Notes

Unless otherwise noted, all data are for 2022-23 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

#### Students

##### October 1, 2022 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,742	48.4	48.4
Male	2,912	51.4	51.5
Non-Binary	9	0.2	0.1
American Indian or Alaska Native	6	0.1	0.3
Asian	781	13.8	5.2
Black or African American	190	3.4	12.5
Hispanic or Latino of any race	665	11.7	30.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	353	6.2	4.5
White	3,668	64.8	47.5
English Learners/Multilingual Learners	189	3.3	9.7
Eligible for Free or Reduced-Price Meals	752	13.3	42.4
Students with Disabilities <sup>3</sup>	666	11.8	17.1

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	235	8.6	*	*
Male	*	*	147	4.9
Non-Binary	*	*	*	*
Black or African American	29	15.8	16	8.1
Hispanic or Latino of any race	88	13.2	43	6.1
White	255	7.0	116	3.1
English Learners/Multilingual Learners	34	17.2	*	*
Eligible for Free or Reduced-Price Meals	160	20.4	68	8.0
Students with Disabilities	126	18.9	43	5.4
District	470	8.3	197	3.4
State		20.0		7

**Number of students qualified as truant under state statute: 976**

**Number of school-based arrests: 0**

<sup>4</sup> 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.

<sup>5</sup> 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 2022-23

## Glastonbury School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	385.6
Paraprofessional Instructional Assistants	69.2
<b>Special Education</b>	
Teachers and Instructors	54.0
Paraprofessional Instructional Assistants	125.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	15.6
School Level	25.3
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	11.5
Instructional Specialists Who Support Teachers	18.2
Counselors, Social Workers and School Psychologists	37.4
School Nurses	14.2
Other Staff Providing Non-Instructional Services/Support	340.6

<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	7	1.3	1.3
Black or African American	12	2.2	4.6
Hispanic or Latino of any race	17	3.1	4.9
Native Hawaiian or Other Pacific Islander	1	0.2	0.1
Two or More Races	0	0.0	0.2
White	511	93.1	88.7

#### Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	13.2

### 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	7	*	17	73.9
Hispanic or Latino of any race	26	55.3	29	65.9
White	212	68.8	299	84.5
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	57.4	51	69.9
Students with Disabilities	25	52.1	52	80.0
District	315	69.7	410	82.8
State		86.5		94.2

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	44	45.4
Emotional Disability	20	42.6
Intellectual Disability	0	0
Learning Disability	180	86.5
Other Health Impairment	109	83.8
Other Disabilities	8	25.0
Speech/Language Impairment	63	98.4
District	424	71.6
State		68.6

<sup>3</sup> 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 2022-23

## Glastonbury School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	97	1.7	2.4
Emotional Disability	47	0.8	1.0
Intellectual Disability	14	0.2	0.6
Learning Disability	208	3.7	6.3
Other Health Impairment	132	2.3	3.4
Other Disabilities	50	0.9	1.1
Speech/Language Impairment	78	1.4	1.9
All Disabilities	626	11.1	16.7

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	3.7	8.1
Private Schools or Other Settings	17	2.7	4.7

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$74,609,941	\$12,672	\$12,671
Support services - students	\$7,016,999	\$1,235	\$1,558
Support services - instruction	\$6,278,948	\$1,105	\$837
Support services - general administration	\$1,459,836	\$257	\$463
Support services - school based administration	\$5,154,186	\$907	\$1,133
Central and other support services	\$3,924,593	\$691	\$716
Operation and maintenance of plant	\$13,004,247	\$2,289	\$1,893
Student transportation services	\$5,751,583	\$1,085	\$1,464
Food services	.	.	\$5
Enterprise operations	\$2,135,722	\$376	\$186
Total	\$119,336,055	\$20,268	\$20,165

<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: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,883,325	35.5	29.0
Instructional Aide Salaries	\$2,691,886	12.1	10.6
Other Salaries	\$4,744,497	21.4	10.1
Employee Benefits	\$2,003,702	9.0	13.1
Purchased Services Other Than Transportation	\$336,868	1.5	5.9
Special Education Tuition	\$4,007,667	18.1	21.8
Supplies	\$92,027	0.4	0.7
Property Services	\$170,765	0.8	0.4
Purchased Services For Transportation	\$231,717	1.0	8.1
Equipment	\$13,351	0.1	0.2
All Other Expenditures	\$1,490	0.0	0.1
Total	\$22,177,295	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.6	24.9

### Expenditures by Revenue Source<sup>4</sup>: 2021-22

	Percent of Total (%) Excluding School Construction
Local	89.2
State	6.4
Federal	3.2
Tuition & Other	1.3

<sup>4</sup> 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 2022-23

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	410	85.7	409	88.4	193	84.7
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	357	67.5	357	62.6	140	62.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	174	78.1	174	77.9	65	78.5
White	1,880	77.0	1,879	75.5	823	75.3
English Learners/Multilingual Learners	159	69.6	159	72.7	52	64.3
Non-English Learners/Non-Multilingual Learners	2,760	77.0	2,757	75.4	1,224	75.0
Eligible for Free or Reduced-Price Meals	413	64.4	413	60.2	169	61.2
Not Eligible for Free or Reduced-Price Meals	2,506	78.6	2,503	77.7	1,107	76.6
Students with Disabilities	336	51.9	334	46.8	148	47.7
Students without Disabilities	2,583	79.8	2,582	78.9	1,128	78.1
High Needs	735	62.6	733	59.5	304	57.9
Non-High Needs	2,184	81.3	2,183	80.6	972	79.8
District	2,919	76.6	2,916	75.3	1,276	74.6

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at

[https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### 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	78.3	87.0	80.2	1,631	81.5
Curl Up	87.7	77.6	80.2	70.2	1,617	78.8
Push Up	62.0	76.3	81.7	78.2	1,579	74.5
Mile Run/PACER	74.9	88.1	65.9	64.1	1,594	73.1
All Tests - District	49.6	57.5	51.9	41.1	1,530	49.9
All Tests - State	51.5	46.0	44.1	41.1		45.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2022-23

## Glastonbury School District

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

	2021-22	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	42	85.7
White	362	98.1
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	85	90.6
Students with Disabilities	67	74.6
District	500	96.2
State		88.9

<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 2021-22 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	338	66.8
Male	*	*	*
Non-Binary	*	*	*
Black or African American	94.9	11	28.2
Hispanic or Latino	96.7	38	41.8
White	98.0	445	67.2
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.3	47	35.1
Students with Disabilities	84.1	11	9.7
District	97.7	622	65.7
State	95.2		44.3

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

<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 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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### College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	86.4	98.2
Male	77.2	94.2
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	54.1	96.6
White	82.1	96.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62.0	92.3
Students with Disabilities	47.2	94.6
District	81.6	96.5
State	66.1	87.7

<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 2022-23

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.6	75	50.0	50	100.0	63.9
	High Needs Students	62.6	75	41.7	50	83.5	54.1
Math Performance Index	All Students	75.3	75	50.0	50	100.0	59.7
	High Needs Students	59.5	75	39.7	50	79.3	48.9
Science Performance Index	All Students	74.6	75	49.7	50	99.4	61.6
	High Needs Students	57.9	75	38.6	50	77.2	51.1
ELA Academic Growth	All Students	66.7%	100%	66.7	100	66.7	57.2%
	High Needs Students	60.6%	100%	60.6	100	60.6	52.5%
Math Academic Growth	All Students	73.5%	100%	73.5	100	73.5	61.8%
	High Needs Students	60.6%	100%	60.6	100	60.6	55.5%
Progress Toward English Proficiency	Literacy	72.7%	100%	36.4	50	72.7	55.3%
	Oral	69.6%	100%	34.8	50	69.6	56.1%
Chronic Absenteeism	All Students	8.3%	<=5%	43.3	50	86.6	20.0%
	High Needs Students	18.4%	<=5%	23.2	50	46.4	28.5%
Preparation for CCR	% Taking Courses	76.6%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	65.7%	75%	43.8	50	87.6	44.3%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		96.2%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		92.3%	94%	98.2	100	98.2	85.6%
Postsecondary Entrance (Class of 2022)		81.6%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		87.0%   49.9%	75%	16.6	50	33.3	93.0%   45.5%
Arts Access		63.5%	60%	50.0	50	100.0	54.5%
<b>Accountability Index</b>				<b>1177.5</b>	<b>1450</b>	<b>81.2</b>	

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 <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	62.6	12.4	16.6	
Math Performance Index Gap	75.0	59.5	15.5	18.0	
Science Performance Index Gap	75.0	57.9	17.1	17.8	
Graduation Rate Gap	94.0%	92.3%	1.7%	8.7%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	97.1
Math	All Students	98.8
	High Needs Students	96.8
Science	All Students	97.9
	High Needs Students	94.0

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 55.7**

**State: 49.6**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2022-23

## 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 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 collaborative problem solving for elementary 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 Multi-Tiered System of Support model. 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 intentional integration of Equity, Diversity and Inclusion (EDI) concepts.

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. Programs through the ADL included facilitated briefing and debriefing, role playing, and direct instruction designed connect with daily interactions at school and beyond. Gideon Welles School is a "No Place for Hate" School and is proud of this designation. The "Names" 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 2021, Glastonbury Public Schools 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 council, 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 EDI council meetings are shared with the entire community via zoom to foster open dialog and education.

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.

# District Profile and Performance Report for School Year 2022-23

## 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 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.