

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Glastonbury High School Glastonbury School District

860-652-7200 • <http://sites.google.com/a/glastonburyus.org/ghs/>

School Information

Grade Range	9-12
Enrollment	1,737
Per Pupil Expenditures	\$20,804
Total Expenditures	\$37,030,493

Expenditure data reflect the 2023-24 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 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	*	*	47.3
Male	893	51.4	52.6
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.1
Asian	238	13.7	14.8
Black or African American	*	*	3.3
Hispanic or Latino of any race	224	12.9	13.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	102	5.9	6.6
White	1,113	64.1	62.3
English Learners/Multilingual Learners	26	1.5	3.8
Eligible for Free or Reduced-Price Meals	275	15.8	15.4
Students with Disabilities	170	9.8	14.0

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	48	5.8	20	2.4
Male	63	7.1	78	8.6
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	26	11.9	24	10.5
White	62	5.6	53	4.7
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	16.9	35	11.6
Students with Disabilities	29	17.7	22	12.3
All Students - School	111	6.4	98	5.6
All Students - District		7.6		3.2

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 253
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	123.2
General Education Paraprofessionals	13.0
Special Education Teachers and Instructors	10.0
Special Education Paraprofessionals	14.5
School Level Administrators	7.7
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	3.5
Instructional Specialists Who Support Teachers	2.4
Counselors, Social Workers and School Psychologists	17.0
School Nurses	3.5
Other Staff Providing Non-Instructional Services/Support	73.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	4	2.4	1.1
Black or African American	3	1.8	2.0
Hispanic or Latino of any race	6	3.6	3.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.6	0.2
White	152	91.6	93.7

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	12.7
District	12.3

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	13	7.7	7.3
Teachers	9	6.5	7.1

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$24,097,228	\$13,538
Support Services - Students	\$3,512,843	\$1,974
Improvement of Instruction	\$834,314	\$469
Library and Media Services	\$424,112	\$238
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$1,840,116	\$1,034
Operation and Maintenance of Plant	\$4,337,595	\$2,437
Transportation Other Than to/From Home	\$88,176	\$50
Enterprise Operations	\$1,896,110	\$1,065
Total	\$37,030,493	\$20,804

Total per pupil expenditures (PPE) including share of district central expenditures is \$24,283.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	16	61.5
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	50	86.2
Other Health Impairment	39	75.0
Other Disabilities	*	*
Speech/Language Impairment	0	0.0
All Disabilities - School	116	69.0
All Disabilities - District		69.9

This table includes students ages 6-21 with an IEP or services plan.

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	13	*
Hispanic or Latino of any race	33	76.7	45	77.6
White	222	78.4	271	89.4
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	69.6	49	79.0
Students with Disabilities	21	53.8	27	69.2
All Students - School	343	80.3	410	89.1
All Students - District		80.3		89.1

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1026
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:55 AM
School End Time	02:06 PM

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	62	78.7	62	83.5	62	82.9
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	40	59.4	40	54.6	41	58.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	23	67.3	23	69.2	22	67.2
White	278	68.3	278	64.8	275	67.1
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	65	62.1	65	57.7	64	60.4
Not Eligible for Free or Reduced-Price Meals	353	69.8	353	68.1	350	69.9
Students with Disabilities	36	45.7	36	40.0	35	45.9
Students without Disabilities	382	70.8	382	69.0	379	70.5
High Needs	92	57.6	92	52.7	91	55.5
Non-High Needs	326	71.7	326	70.3	323	72.1
School	418	68.6	418	66.5	414	68.4

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	74.2	422	74.2
Curl Up	N/A	N/A	N/A	86.5	422	86.5
Push Up	N/A	N/A	N/A	80.6	422	80.6
Mile Run/PACER	N/A	N/A	N/A	77.0	421	77.0
All Tests - School	N/A	N/A	N/A	58.7	421	58.7
All Tests - District	75.6	57.8	65.5	57.7		64.1

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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	15	*
Hispanic or Latino of any race	44	88.6
White	298	98.7
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	73	93.2
Students with Disabilities	58	87.9
All Students - School	437	97.3
All Students - District		96.8

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	343	77.1
Male	305	69.2
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	56	55.4
White	425	72.5
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	71	54.2
Students with Disabilities	13	16.7
All Students - School	648	73.1
All Students - District		70.6

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark 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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	89.4	96.9
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	70.5	82.4
White	88.1	97.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	70.8	80.3
Students with Disabilities	54.9	77.8
All Students - School	85.0	95.2
All Students - District	84.2	95.3

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.

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.6	75	137.2	150	91.5	64.7
ELA Performance Index	High Needs Students	57.6	75	115.1	150	76.7	54.9
Math Performance Index	All Students	66.5	75	132.9	150	88.6	61.1
Math Performance Index	High Needs Students	52.7	75	105.5	150	70.3	50.6
Science Performance Index	All Students	68.4	75	91.3	100	91.3	62.6
Science Performance Index	High Needs Students	55.5	75	74.0	100	74.0	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	6.4%	<=5%	47.2	50	94.3	17.2%
Chronic Absenteeism	High Needs Students	16.4%	<=5%	27.2	50	54.5	24.8%
% Taking CCR Courses	All Students	84.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	73.1%	75%	48.7	50	97.4	47.2%
On-track to High School Graduation	All Students	99.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	97.3%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	97.2%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	85.0%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	58.7%	75%	39.1	50	78.2	49.0%
Arts Access	All Students	53.2%	60%	44.3	50	88.6	55.1%
Accountability Index				1262.5	1450	87.1	

Physical Fitness Estimated Participation Rate - School: 97.5% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	71.7	57.6	14.2	17.1	N
Math Performance Index Gap	70.3	52.7	17.6	18.6	N
Science Performance Index Gap	72.1	55.5	16.6	18.3	N
Graduation Rate Gap	94.0%	97.2%	0.0%	6.5%	N

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.

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 (%)
ELA	All Students	99.1
ELA	High Needs Students	97.0
Math	All Students	99.1
Math	High Needs Students	97.0
Science	All Students	98.1
Science	High Needs Students	96.0

Minimum participation standard is 95%.

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