

STRATEGIC SCHOOL PROFILE 2012-13**Glastonbury School District**

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Glastonbury,
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 31,876

1990-2000 Population Growth: 14.2%

Number of Public Schools: 9

Per Capita Income in 2000: \$40,820

Percent of Adults without a High School Diploma in 2000*: 7.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%

District Enrollment as % of Estimated. Student Population: 95.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 6,578
 5-Year Enrollment Change -3.8%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	561	8.5	9.9	36.7
K-12 Students Who Are Not Fluent in English	76	1.2	2.0	5.8
Students Identified as Gifted and/or Talented*	570	8.7	7.1	3.8
PK-12 Students Receiving Special Education Services in District	599	9.1	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	367	92.7	91.6	79.3
Homeless	2	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	85	8.1	10.3	12.7

*52.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.2
Asian American	579	8.8
Black	176	2.7
Hispanic	452	6.9
Pacific Islander	3	0.0
White	5,141	78.2
Two or more races	217	3.3
Total Minority	1,437	21.8

Percent of Minority Professional Staff: 3.5%

Open Choice:

55 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

6.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 44.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Glastonbury Public Schools has a lengthy history of encouraging programs that promote and celebrate diversity. The new Glastonbury-East Hartford Magnet School opened in Glastonbury in 2012 and welcomes students from Hartford, East-Hartford and 133 students from Glastonbury. In all, over 235 students from Glastonbury participate in magnet school programs throughout the Hartford region. Glastonbury was a charter member what is now the Open Choice program the number of students participating continues to increase with 52 students from Hartford attending Glastonbury Public Schools. All grade four and grade five students from the district's six elementary schools took part in the Discovery Center, in partnership with sister schools from urban districts. The three-day, two-night program includes team-building, diversity, and academic activities. Students live, work, and play together while learning to appreciate their differences and similarities. Since the inception of the Leadership of Greater Hartford's Common Ground Program, over 100 Glastonbury students have participated in 15 weeks of intense leadership training with a diverse group of students throughout the region. Since 1974, Glastonbury has welcomed over 70 students from urban cities in the A Better Chance (ABC) Residential Program. The district has an extensive international exchange program with students traveling to and welcoming students from Spain, Russia, China, France, and Italy each year. This past year, 85 Glastonbury High School students participated in these programs and Smith Middle School has an ongoing cultural program with students from Venezuela. Many art, foreign language, and social science classes utilize Skype and other technologies in programs designed to increased education, appreciation and cooperation with students from other countries and cultures. Glastonbury Public Schools participates in a number of programs with the Anti-Defamation League, including training for teachers and students in programs at the elementary and secondary level. Diversity in our schools is celebrated in our K-12 curriculum, a district-wide international night, a multitude of cultural events and nearly 100 student clubs and activity groups across all grade levels.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	76.7	56.9	83.1	
Writing	80.6	60.0	88.8	
Mathematics	82.7	61.4	84.5	
Grade 4 Reading	79.0	62.6	74.7	
Writing	78.9	63.0	77.8	
Mathematics	77.4	65.1	62.0	
Grade 5 Reading	87.6	66.9	90.7	
Writing	85.9	65.6	89.4	
Mathematics	89.0	69.2	83.9	
Science	86.5	62.3	90.1	
Grade 6 Reading	89.0	73.3	76.6	
Writing	84.4	65.1	81.8	
Mathematics	88.6	67	86.3	
Grade 7 Reading	93.7	78.9	87.3	
Writing	85.6	64.9	87.3	
Mathematics	83.4	65.4	75.9	
Grade 8 Reading	89.5	76.2	73.4	
Writing	83.7	67.2	69.8	
Mathematics	84.6	65.0	79.2	
Science	84.9	60.4	89.9	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	68.1	48.5	73.5	
Writing Across the Disciplines	77.9	62.1	65.9	
Mathematics	78.7	52.4	87.9	
Science	74.3	48.8	85.0	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.7	51.1	59.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	78.5	
Average Score	Mathematics	594	503	96.2
	Critical Reading	562	499	91.0
	Writing	568	504	91.7

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	95.9	84.8	81.6
2011-12 Annual Dropout Rate for Grade 9 through 12	0.2	2.1	78.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.7	82.6
% Employed (Civilian Employment and in Armed Services)	3.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	422.00
Paraprofessional Instructional Assistants	64.10
Special Education	
Teachers and Instructors	45.30
Paraprofessional Instructional Assistants	85.10
Library/Media Specialists and/or Assistants	22.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	15.40
School Level	25.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	29.00
School Nurses	12.70
Other Staff Providing Non-Instructional Services and Support	335.60

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.5	13.9
% with Master's Degree or Above	88.5	87.3	79.8

Average Class Size	District	DRG	State
Grade K	17.2	17.8	18.9
Grade 2	19.1	19.2	19.8
Grade 5	20.6	21.4	21.3
Grade 7	20.1	20.3	20.2
High School	18.9	20.0	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	973	999
Middle School	978	1,026	1,029
High School	997	1,000	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.5	2.6	2.7
Middle School	1.9	1.9	2.1
High School	3.3	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$50,793	\$7,587	\$8,570	\$8,425	\$8,570
Instructional Supplies and Equipment	\$2,711	\$405	\$252	\$260	\$257
Improvement of Instruction and Educational Media Services	\$5,016	\$749	\$475	\$553	\$471
Student Support Services	\$5,157	\$770	\$949	\$1,002	\$950
Administration and Support Services	\$9,736	\$1,454	\$1,526	\$1,470	\$1,547
Plant Operation and Maintenance	\$9,662	\$1,443	\$1,466	\$1,432	\$1,459
Transportation	\$5,231	\$729	\$775	\$687	\$765
Costs for Students Tuitioned Out	\$4,305	N/A	N/A	N/A	N/A
Other	\$1,193	\$178	\$170	\$175	\$170
Total	\$93,804	\$13,538	\$14,444	\$14,369	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,299	\$941	\$1,405	\$1,015	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,349,292	17.4	20.9	21.8

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	69.3	28.5	2.1	0.1
Excluding School Construction	89.0	8.7	2.2	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	606
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	78	1.2	1.4	1.3
Learning Disability	161	2.4	3.2	4.0
Intellectual Disability	16	0.2	0.3	0.4
Emotional Disturbance	61	0.9	0.6	1.0
Speech Impairment	85	1.3	1.7	2.0
Other Health Impairment*	163	2.4	2.4	2.4
Other Disabilities**	42	0.6	0.7	1.0
Total	606	9.0	10.3	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	74.6	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	3.0	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	51.7	34.5	86.1	69.2
	Writing	32.9	19.9	83.3	64.4
	Mathematics	39.2	29.0	84.3	65.5
	Science	39.5	21.3	85.7	61.3
CAPT	Reading Across the Disciplines	13.5	15.7	68.1	48.5
	Writing Across the Disciplines	17.0	16.7	77.9	62.1
	Mathematics	23.1	16.8	78.7	52.4
	Science	22.0	14.6	74.3	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	29.9
	% With Accommodations	70.1
CAPT	% Without Accommodations	27.8
	% With Accommodations	72.2
% Assessed Using Skills Checklist		8.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	17	2.8
Private Schools or Other Settings	33	5.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	501	82.7	75.7	72.0
40.1 to 79.0 Percent of Time	51	8.4	16.4	16.4
0.0 to 40.0 Percent of Time	54	8.9	7.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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 review of common assessments in all content areas. Schools in our district are refining the uses of early intervention and Student Intervention Team (SIT) processes to provide needed instructional supports for all students. 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. We continue special education teachers co-teaching in general education classes and the inclusion model for delivery of special education services at the elementary level to remain current with changes in curricula and assessment, and ensure access to a rigorous general education curriculum for all students. Professional development for special education teachers focused on Strategic Instruction Model Strategies, and training was provided to all district special education paraprofessionals on promoting independence and providing instructional support. In February 2012, the Glastonbury Public Schools completed the fourth generation strategic planning process for the 2012-2017 school years. Staff, parents, and community members were involved in goal setting through surveys, focus groups, or committee involvement. The plan includes major revisions that reflect changing expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. This new plan will drive all district and school initiatives over the next five years.
