

STRATEGIC SCHOOL PROFILE 2007-08**Glastonbury School District**

ALAN B. BOOKMAN, Superintendent
Telephone: (860) 652-7961

Location: 232 Williams Street
Glastonbury,
Connecticut

Website: www.glastonburyus.org/

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	Per Capita Income in 2000: \$40,820
Town Population in 2000: 31,876	Percent of Adults without a High School Diploma in 2000*: 7.3%
1990-2000 Population Growth: 14.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
Number of Public Schools: 9	District Enrollment as % of Estimated. Student Population: 95.1%

*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, 2007	6,838
5-Year Enrollment Change	6.5%

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	312	4.6	5.3	28.7
K-12 Students Who Are Not Fluent in English	99	1.5	2.2	5.4
Students Identified as Gifted and/or Talented*	379	5.5	6.2	4.0
PK-12 Students Receiving Special Education Services in District	764	11.2	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	469	96.3	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	181	19.5	15.5	20.2

*49.9% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	11	0.2
Asian American	498	7.3
Black	228	3.3
Hispanic	292	4.3
White	5,809	85.0
Total Minority	1,029	15.0

Percent of Minority Professional Staff: 3.1%

Open Choice: 47 students 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: 5.7% 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 42.

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.

The Glastonbury Public School District has a lengthy history of encouraging programs that promote and celebrate diversity. The opportunities that contribute to interaction with students and staff with diverse backgrounds include:

- Inter-district Middle Magnet School - The Two Rivers Middle Magnet School opened in the fall of 2002. Sixty-seven Glastonbury students had the opportunity to attend this mathematics, science and technology magnet.
 - The Great Path Academy, a middle college at Manchester Community College - Thirteen Glastonbury students participated.
 - Inter-district Elementary Magnet School with East Hartford - one hundred and twenty-four Glastonbury students K-5 attended this magnet school full time.
 - A Better Chance Program – Three students from New York City residing in Glastonbury attended Glastonbury High School.
 - Open Choice Program – Forty-eight students from Hartford attended Glastonbury Public Schools. Glastonbury was a charter member of the preceding program, Project Concern. In 2007-2008 we expanded our participation to include our newest elementary school.
 - Greater Hartford Academy of the Arts – Twenty Glastonbury students attended.
 - Sister School links at Eastbury, Hopewell Elementary Schools and Smith Middle School in Glastonbury with schools in Hartford and East Hartford.
 - Greater Hartford Academy of Math and Science-Glastonbury Students have the opportunity to attend the magnet school.
 - Common Ground, Leadership Greater Hartford – Glastonbury High School students participate.
 - Partnerships with East Hartford and University of Connecticut working with minority students to increase their interest in teaching as a career.
 - Increased diversity training and student programs at both elementary and secondary levels. This has included training for all administrators and teachers through the Anti-Defamation League.
-

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	75.7	52.0	88.3
Writing	80.7	63.4	82.8
Mathematics	79.8	60.0	81.6
Grade 4 Reading	71.4	55.9	72.8
Writing	79.7	62.9	79.9
Mathematics	72.0	60.3	60.4
Grade 5 Reading	84.1	62.2	87.0
Writing	83.5	64.5	84.6
Mathematics	84.1	65.9	79.6
Science	79.7	54.9	85.8
Grade 6 Reading	83.6	66.3	76.2
Writing	79.2	61.9	81.0
Mathematics	87.1	66.4	84.5
Grade 7 Reading	92.7	71.1	94.8
Writing	82.9	62.0	87.1
Mathematics	89.5	63.0	94.2
Grade 8 Reading	82.8	64.8	76.1
Writing	81.9	63.4	78.0
Mathematics	86.2	60.8	89.9
Science	83.3	58.6	84.9

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	63.7	45.5	73.8
Writing Across the Disciplines	69.9	57.9	57.7
Mathematics	76.8	50.1	89.2
Science	69.0	46.3	77.7

For more detailed 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."

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
	46.9	36.1	79.1

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.0	77.6	
Average Score	Mathematics	568	504	93.1
	Critical Reading	550	502	89.2
	Writing	547	503	90.0

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, Class of 2007	99.6	92.6	93.8
Cumulative Four-Year Dropout Rate for Class of 2007	0.4	6.2	91.7
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.0	83.4
% Employed (Civilian Employment and in Armed Services)	2.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	426.65
Paraprofessional Instructional Assistants	35.39
Special Education	
Teachers and Instructors	51.75
Paraprofessional Instructional Assistants	98.80
Library/Media Specialists and Assistants	22.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.60
School Level	27.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	29.00
School Nurses	14.30
Other Staff Providing Non-Instructional Services and Support	317.35

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	13.8	13.6	13.6
% with Master's Degree or Above	82.9	82.7	75.6

Average Class Size	District	DRG	State
Grade K	16.8	18.3	18.1
Grade 2	20.3	19.8	19.3
Grade 5	21.9	22.3	20.9
Grade 7	21.3	21.2	20.5
High School	19.7	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	988	987
Middle School	976	1,022	1,017
High School	996	977	1,006

*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*	3.6	3.6	3.4
Middle School	1.8	2.7	2.7
High School	3.5	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$41,891	\$6,192	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$1,420	\$210	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$3,636	\$537	\$443	\$491	\$429
Student Support Services	\$4,025	\$595	\$764	\$803	\$761
Administration and Support Services	\$8,324	\$1,230	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$8,467	\$1,252	\$1,329	\$1,365	\$1,322
Transportation	\$4,134	\$565	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$3,793	N/A	N/A	N/A	N/A
Other	\$1,118	\$165	\$147	\$159	\$145
Total	\$76,806	\$10,924	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$16,514	\$2,441	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$13,991,426
Percent of Total PK-12 Expenditures Used for Special Education	18.2%

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	81.7	16.2	1.6	0.5
Excluding School Construction	89.6	7.9	1.9	0.6

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	802
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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	63	0.9	0.9	0.7
Learning Disability	295	4.2	3.5	4.0
Intellectual Disability	12	0.2	0.3	0.5
Emotional Disturbance	49	0.7	0.6	1.0
Speech Impairment	138	2.0	2.2	2.4
Other Health Impairment*	183	2.6	2.2	2.1
Other Disabilities**	62	0.9	0.6	0.9
Total	802	11.5	10.4	11.5

*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 2006-07 with a Standard Diploma	90.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.4	2.8

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	36.8	20.4	81.9	62.1
	Writing	27.2	19.3	81.3	63.0
	Mathematics	34.7	22.6	83.2	62.7
	Science	41.9	22.2	81.5	56.8
CAPT	Reading Across the Disciplines	15.4	11.4	63.7	45.5
	Writing Across the Disciplines	7.5	16.3	69.9	57.9
	Mathematics	16.3	14.7	76.8	50.1
	Science	19.6	14.4	69.0	46.3

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	40.9
	% With Accommodations	59.1
CAPT	% Without Accommodations	52.7
	% With Accommodations	47.3
% Assessed Using Skills Checklist		8.9

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	35	4.4
Private Schools or Other Settings	51	6.4

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	558	69.6	75.0	71.6
40.1 to 79.0 Percent of Time	146	18.2	17.7	16.6
0.0 to 40.0 Percent of Time	98	12.2	7.3	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Glastonbury School District has focused on early literacy intervention for the past ten years. The elimination of reading failure is our long-standing goal for language arts instruction throughout the elementary grades. Evidence of sustained improvement is in the trend of CMT reading and writing scores over the past several years. Glastonbury consistently has over 80% of its students meet goal on the CMT.

Since 2000, there has been a steady upward trend in mathematics as well, with over 80% of our students consistently meet goal in this area. Our mathematics program in kindergarten through grade five emphasizes problem solving and pre-algebraic skills. A new math programs have also been piloted and adopted in grades six through eight to better challenge all students. We have also added math-science resource teachers in all elementary school to support the curriculum and assist teachers with instruction in these areas.

The CMT and CAPT scores are also consistently strong. Our students scores on the SAT in both the verbal and quantitative tests are substantially above the state and the ERG average.

Growth in achievement for all students is also evident in other areas. In art, students have received recognition and awards for videos/films at local, regional, state and New England film festivals. Music, more than 1500 students in grades 4 through 12 play musical instruments. Foreign language skills have increased with the continuation of Spanish instruction beginning in first grade. Ninety-five percent of Glastonbury students are enrolled in foreign language instruction. Approximately 45% of our students at Glastonbury High School are involved in interscholastic athletics. Student involvement and expertise in technology has grown with the greater availability of computers and telecommunication. There has also been a marked growth in student community service.

Areas of Need and Plans for Improvement:

Graduation requirements have been established at Glastonbury High School. Plans to raise student achievement in each of the academic areas have been put into effect. These plans are linked to our efforts to further integrate technology into daily instruction. In addition, there is the long-term goal to increase service learning opportunities for students.
