

STRATEGIC SCHOOL PROFILE 2010-11**Glastonbury School District**

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Connecticut

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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: 95.3%

*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 ENROLLMENTEnrollment on October 1, 2010 6,797
5-Year Enrollment Change 2.5%**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	498	7.3	8.4	34.1
K-12 Students Who Are Not Fluent in English	89	1.3	2.0	5.6
Students Identified as Gifted and/or Talented*	440	6.5	6.4	4.0
PK-12 Students Receiving Special Education Services in District	649	9.5	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	374	92.3	91.3	80.2
Homeless	4	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	83	9.3	12.1	13.2

*50.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.2
Asian American	584	8.6
Black	211	3.1
Hispanic	397	5.8
Pacific Islander	1	0.0
White	5,432	79.9
Two or more races	160	2.4
Total Minority	1,365	20.1

Percent of Minority Professional Staff: 3.4%

Open Choice:

51 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:

6.6% 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 46.

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.
- Thirty-two Glastonbury students had the opportunity to attend this mathematics, science and technology magnet.
- The Great Path Academy, a middle college at Manchester Community College – five Glastonbury students participated.
- Inter-district Elementary Magnet School with East Hartford - One hundred and fourteen Glastonbury students K-5 attended this magnet school full time.
- A Better Chance Program – Students from out of state residing in Glastonbury attended Glastonbury High School.
- Open Choice Program – Fifty-one 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 – Glastonbury students attend both full and half-day programs.
- 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 this 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.
- Participation in the Discovery Center by all grade four and five students, with urban partner schools.

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
Grade 3 Reading	76.2	58.4	80.6
Writing	79.5	61.1	82.0
Mathematics	80.9	63.0	80.1
Grade 4 Reading	77.4	62.5	68.7
Writing	82.2	65.5	76.8
Mathematics	83.6	67.0	76.8
Grade 5 Reading	79.6	61.4	77.9
Writing	82.0	66.8	72.4
Mathematics	89.1	72.5	81.6
Science	83.2	59.9	85.3
Grade 6 Reading	91.3	76.0	80.4
Writing	78.7	65.2	66.7
Mathematics	90.7	71.3	82.7
Grade 7 Reading	92.8	77.8	84.7
Writing	75.0	58.9	69.6
Mathematics	84.5	68.4	71.8
Grade 8 Reading	88.5	74.7	73.2
Writing	80.1	64.8	66.9
Mathematics	87.8	66.6	82.2
Science	86.4	63.1	87.9

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 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
Reading Across the Disciplines	68.7	44.7	85.6
Writing Across the Disciplines	77.6	61.2	69.9
Mathematics	81.6	49.5	93.2
Science	77.5	47.0	94.0

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
	60.3	51.0	69.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.0	70.6	
Average Score	Mathematics	585	510	95.4
	Critical Reading	549	505	86.3
	Writing	557	510	87.0

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, Adjusted Cohort Rate 2010	94.8	81.8	92.4
2009-10 Annual Dropout Rate for Grade 9 through 12	0.8	2.8	55.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.4	84.8
% Employed (Civilian Employment and in Armed Services)	1.9	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	398.00
Paraprofessional Instructional Assistants	59.79
Special Education	
Teachers and Instructors	47.45
Paraprofessional Instructional Assistants	88.70
Library/Media Specialists and/or Assistants	22.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.55
School Level	34.25
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	29.00
School Nurses	12.80
Other Staff Providing Non-Instructional Services and Support	324.60

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	14.4	13.9
% with Master's Degree or Above	86.3	86.1	79.0

Average Class Size	District	DRG	State
Grade K	16.3	17.5	18.4
Grade 2	19.9	19.8	19.9
Grade 5	21.5	22.1	21.2
Grade 7	24.9	21.3	20.6
High School	19.6	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	992	992
Middle School	978	1,019	1,017
High School	997	987	1,010

*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*	3.7	3.1	3.1
Middle School	2.0	2.3	2.4
High School	3.2	2.5	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$49,341	\$7,239	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$1,904	\$279	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$4,467	\$655	\$477	\$512	\$463
Student Support Services	\$4,798	\$704	\$875	\$936	\$872
Administration and Support Services	\$8,915	\$1,308	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$9,466	\$1,389	\$1,421	\$1,384	\$1,410
Transportation	\$4,679	\$635	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$4,293	N/A	N/A	N/A	N/A
Other	\$1,058	\$155	\$161	\$162	\$159
Total	\$88,922	\$12,547	\$13,878	\$13,518	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$8,128	\$1,192	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$15,788,966	17.8	20.5

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	85.0	11.2	3.3	0.4
Excluding School Construction	87.8	8.1	3.6	0.5

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 School District has focused on revising our early literacy curriculum and instruction for the past two years. Glastonbury consistently has over 80% of its students meet goal on the CMT. Language Arts Resource Teachers have been assigned to each of our elementary schools to facilitate the new literary initiatives. Glastonbury students show high achievement in mathematics, with over 80% of our students consistently meet goal in this area. A new math programs have also been piloted and adopted in grades six through eight. We have added math-science resource teachers in all elementary school to support curriculum and assist teachers. The CMT scores for grades six through eight and CAPT in grade 10 are also consistently strong. Our student’s scores on the SAT in both the verbal and quantitative tests are above average. Growth in student 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 1,500 students in grades 4 through 12 play musical instruments. Foreign language skills have increased with the continuation of Spanish instruction beginning in first grade. Approximately 45% of our students at Glastonbury High School are involved in interscholastic athletics. All schools are supported through universal SRBI and PBSI initiatives.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 674
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 9.7%

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	81	1.2	1.2	1.1
Learning Disability	199	2.9	3.3	3.9
Intellectual Disability	10	0.1	0.3	0.4
Emotional Disturbance	54	0.8	0.5	1.0
Speech Impairment	114	1.6	1.8	2.2
Other Health Impairment*	156	2.2	2.2	2.1
Other Disabilities**	60	0.9	0.7	0.9
Total	674	9.7	10.0	11.6

*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 2009-10 with a Standard Diploma	83.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	42.4	33.0	84.4	68.6
	Writing	28.9	19.3	79.5	63.7
	Mathematics	38.5	33.4	86.0	68.2
	Science	30.2	21.2	84.9	61.5
CAPT	Reading Across the Disciplines	23.4	14.1	68.7	44.7
	Writing Across the Disciplines	20.4	17.3	77.6	61.2
	Mathematics	24.0	15.8	81.6	49.5
	Science	28.6	13.1	77.5	47.0

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	32.1
	% With Accommodations	67.9
CAPT	% Without Accommodations	34.4
	% With Accommodations	65.6
% Assessed Using Skills Checklist		9.9

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	17	2.5
Private Schools or Other Settings	44	6.5

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	526	78.0	78.0	74.1
40.1 to 79.0 Percent of Time	86	12.8	14.9	14.9
0.0 to 40.0 Percent of Time	62	9.2	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

New 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.
