

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



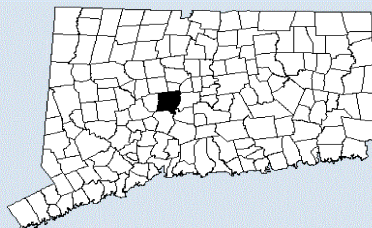
## Southington School District

Mr. Timothy Connellan, Superintendent • 860-628-3202 • <http://www.southingtonschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	6,336
Per Pupil Expenditures <sup>1</sup>	\$15,378
Total Expenditures <sup>1</sup>	\$100,861,478

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2019-20 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 [edsight.ct.gov](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,113	49.1	48.4
Male	3,223	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	227	3.6	5.2
Black or African American	151	2.4	12.7
Hispanic or Latino of any race	619	9.8	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	276	4.4	3.8
White	5,053	79.8	51.1
English Learners	125	2.0	8.3
Eligible for Free or Reduced-Price Meals	1,521	24.0	43.3
Students with Disabilities <sup>3</sup>	955	15.1	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<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	255	8.3	39	1.2
Male	267	8.5	141	4.3
Black or African American	*	*	11	6.9
Hispanic or Latino of any race	86	13.9	42	6.5
White	371	7.5	119	2.3
English Learners	15	11.1	*	*
Eligible for Free or Reduced-Price Meals	263	18.3	87	5.3
Students with Disabilities	175	19.0	65	6.1
District	522	8.4	180	2.8
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 40**

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

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<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 2019-20

## Southington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	421.5
Paraprofessional Instructional Assistants	15.5
<b>Special Education</b>	
Teachers and Instructors	72.6
Paraprofessional Instructional Assistants	234.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	12.0
School Level	25.1
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	6.5
Instructional Specialists Who Support Teachers	24.6
Counselors, Social Workers and School Psychologists	37.0
School Nurses	19.2
Other Staff Providing Non-Instructional Services/Support	273.2

<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	2	0.3	1.2
Black or African American	3	0.5	4.0
Hispanic or Latino of any race	4	0.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	599	98.4	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

### 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	*	9	*
Hispanic or Latino of any race	49	90.7	27	90.0
White	395	98.5	456	98.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	96	92.3	88	94.6
Students with Disabilities	71	95.9	87	96.7
District	492	97.0	539	97.8
State		75.8		84.8

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

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	62	52.5
Emotional Disturbance	23	45.1
Intellectual Disability	*	*
Learning Disability	220	70.1
Other Health Impairment	149	69.0
Other Disabilities	*	*
Speech/Language Impairment	67	87.0
District	534	62.7
State		67.8

<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 2019-20

## Southington School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	122	1.9	2.0
Emotional Disturbance	52	0.8	1.1
Intellectual Disability	24	0.4	0.5
Learning Disability	314	5.0	5.7
Other Health Impairment	220	3.5	3.3
Other Disabilities	73	1.2	1.1
Speech/Language Impairment	100	1.6	1.8
All Disabilities	905	14.4	15.6

<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	26	2.9	8.2
Private Schools or Other Settings	42	4.6	5.0

<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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$66,044,430	\$10,069	\$10,923
Support services - students	\$7,616,487	\$1,199	\$1,277
Support services - instruction	\$1,638,480	\$258	\$682
Support services - general administration	\$4,043,061	\$637	\$467
Support services - school based administration	\$6,052,867	\$953	\$1,021
Central and other support services	\$533,840	\$84	\$679
Operation and maintenance of plant	\$9,066,442	\$1,428	\$1,718
Student transportation services	\$4,699,794	\$1,182	\$1,288
Food services	.	.	\$12
Enterprise operations	\$975,056	\$154	\$163
Minor school construction	\$191,022	\$30	\$59
Total	\$100,861,478	\$15,378	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$8,360,816	29.3	28.5
Instructional Aide Salaries	\$5,554,616	19.4	10.1
Other Salaries	\$1,428,959	5.0	11.1
Employee Benefits	\$5,421,018	19.0	13.0
Purchased Services Other Than Transportation	\$738,765	2.6	5.7
Special Education Tuition	\$4,923,812	17.2	22.5
Supplies	\$89,204	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$2,035,968	7.1	8.0
Equipment	\$6,295	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$28,559,453	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.3	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	73.6
State	23.1
Federal	2.1
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 2019-20

## Southington 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Southington School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	36	86.1
English Learners	7	*
Eligible for Free or Reduced-Price Meals	115	85.2
Students with Disabilities	66	71.2
District	474	93.0
State		88.5

<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 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	81.5	93.4
Male	69.3	87.9
Black or African American	*	*
Hispanic or Latino of any race	75.0	76.9
White	75.5	92.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.8	83.3
Students with Disabilities	44.4	69.7
District	75.5	91.1
State	71.5	87.5

<sup>3</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>4</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 2019-20

## Southington 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	81.9%	100%	60.4%
	Oral	69.0%	100%	57.6%
Chronic Absenteeism	All Students	8.4%	<=5%	12.2%
	High Needs Students	16.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	97.4%	75%	80.4%
On-track to High School Graduation		95.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		93.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		75.5%	75%	71.5%
Arts Access		38.9%	60%	51.8%

*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>
Graduation Rate Gap	94.0%	93.5%	0.5%	10.9%	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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Southington School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

The superintendent's adopted goals are utilized to inform teacher and administrator goals ensuring focus and coherence of district priorities. Additionally, student growth goals are utilized to monitor student progress across levels and within disciplines district wide. District SRBI processes ensure timely intervention and assistance for students when necessary. Early release Tuesday time and after school professional development allows for vertical articulation meetings allowing staff from various schools, grade levels, and content areas to regularly collaborate around best practices, student needs, and ensuring fidelity to the curriculum. The district is proud of our efforts to develop, implement, and sustain programs for parents, families, and students that promote wellness and academic achievement for all.

Family engagement in student learning is a district wide goal for all teachers and administrators. Celebrations are routinely held within all our schools to honor students who become authors, artists, and athletes. Monthly Board of Education meetings provide the time for honoring and acknowledging the efforts of all students who achieve personal and/or team goals. Individual schools develop ways to reach out and invite family participation within the learning process. Parent/Family workshops are held to introduce curricular topics including: Literacy Nights, Math Workshops for Students and Families; Guest Reader Days; PTO monthly presentations on current curriculum and instructional topics, etc. This year's efforts were highlighted by a district wide math night that enjoyed 400+ families attending while learning about conceptual ways to engage in mathematics. Parents/Families of incoming kindergarten children receive a "Welcome" packet including numeracy and literacy information with engaging activities that can be done at home. The special education department held several evening events for families of identified students on topics ranging from transition programming for our 18-21 year old's to preschool programming available to students identified through the birth to 3 program with topics ranging from readiness skills to examples of a typical kindergarten day. Pupil services also held several evening collaborative opportunities for staff titled Dine and discuss with topics around staff effectively partnering with families. Orientations are held at the middle and high schools for families new to the schools. The goal is to make the transition into school a smooth and more comfortable one.

Technology allows for easy communication with families and for those with limited access, a system of telephone "all-calls" is used to ensure that information is shared about relevant topics. Teachers use technology to connect with families using websites, apps, and regular correspondence such as newsletters to engage and inform families.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The Southington Public Schools recognize our growing diversity and responsibility to teach acceptance and expand our view of the world. Ethnic and cultural customs are embedded in the language arts, social studies, history, music, and art curriculum, Pre-K - 12. Programs such as STEPS (Southington's Town-wide Effort to Promote Success) support students within our community. Additionally, the district has been a leader across the state in it's adoption of the Principles of Emotional Intelligence endorsed by the Yale Center for Emotional Intelligence. This initiative recognizes and values differences amongst us, promotes an awareness of our own dispositions, and promotes self-regulation when needed. The district has also partnered Paul Vivian and Audley Donaldson, two gentlemen from varied backgrounds with a depth of experience and knowledge around implicit and explicit bias, stereotypes and gender equity to provide cultural competence education to our 3rd, 5th, and 7th graders across all schools within the district for the past several years. Elementary School Equity Leadership Teams participated in training in "Addressing Hurtful and Biased Comments in the Elementary Classroom" Additionally, the high school administration partnered with SERC to provide technical assistance to our multicultural student union with the goal of transforming from an affinity group to an action-oriented group. Southington High School students participate in the Greater Hartford Academy of Math and Science and Greater Hartford Academy of the Arts inter district magnet schools. The Southington Public Schools Coalition for Social Justice Continues to be a statewide model comprised of students, parents, staff, administration, community members, RESC partners, appointed and elected officials. The committee works to raise racial consciousness amongst students and staff in the district through self-reflection and dialogue. The Coalition also formed a subcommittee with the goals of ensuring fair and equitable hiring practices, promoting minority teacher recruitment, and fostering talent development of staff. Administrators engage in continuous PD targeting increase racial consciousness culminated by training provided by CHRO in conducting fair and unbiased investigations.

# District Profile and Performance Report for School Year 2019-20

## Southington School District

### **Equitable Allocation of Resources among District Schools**

Board of Education policy provides for input from administrators, staff, parents and students in the development and allocation of its budget. This input, along with a system of per pupil allotments, ensures that each school receives an equitable share of the district's resources. In reaching the final determination of budget allocations, the Board and central office staff take into consideration such factors as the student population served, the age of school facilities, student performance on local and state testing programs in order to ensure equity and to address legitimate needs. The Board of Education supports the allocation of resource staff for the purpose of implementing early intervention plans for students. In addition, special education instructional staff, paraprofessionals, literacy, and numeracy staff are in place for student needs. Successful grant writing efforts supplement local resources and are heralded as an effective way to create opportunities for student and teacher growth.