# Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

**CSDE** CONNECTICUT STATE DEPARTMENT OF EDUCATION

## 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 | 6,500 |
| Per Pupil Expenditures[1] | $14,492 |
| Total Expenditures[1] | $97,600,819 |

[1]*Expenditure data reflect the 2016-17 year.*
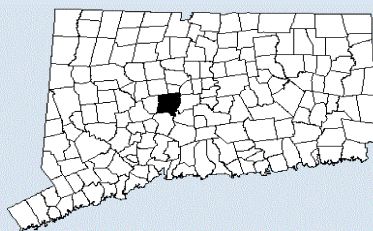
## Community Information

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

## Contents

## Notes

Unless otherwise noted, all data are for 2017-18 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.

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 ensure student confidentiality.

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

# Students

## October 1, 2017 Enrollment

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 3,222 | 49.6 | 48.4 |
| Male | 3,278 | 50.4 | 51.6 |
| American Indian or Alaska Native | 8 | 0.1 | 0.3 |
| Asian | 233 | 3.6 | 5.1 |
| Black or African American | 155 | 2.4 | 12.8 |
| Hispanic or Latino | 545 | 8.4 | 24.8 |
| Pacific Islander | 6 | 0.1 | 0.1 |
| Two or More Races | 243 | 3.7 | 3.3 |
| White | 5,310 | 81.7 | 53.6 |
| English Learners | 109 | 1.7 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 1,023 | 15.7 | 36.7 |
| Students with Disabilities[1] | 916 | 14.1 | 14.8 |

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

## Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism[2] | | Suspension/ Expulsion[3] | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 174 | 5.5 | 85 | 2.6 |
| Male | 179 | 5.6 | 200 | 6.1 |
| Black or African American | 15 | 10.2 | 22 | 14.1 |
| Hispanic or Latino | 58 | 10.8 | 41 | 7.5 |
| White | 255 | 4.9 | 204 | 3.8 |
| English Learners | 7 | 6.5 | * | * |
| Eligible for Free or Reduced-Price Meals | 190 | 14.1 | 133 | 9.2 |
| Students with Disabilities | 125 | 13.8 | 94 | 9.2 |
| District | 353 | 5.5 | 285 | 4.4 |
| State | | 10.7 | | 6.8 |

**Number of students in 2016-17 qualified as truant under state statute: 43**

**Number of school-based arrests: Fewer than 6**

[2]A student is chronically absent if he/she misses 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# Educators

### Full-Time Equivalent (FTE)[1] Staff

| | FTE |
|---|---|
| **General Education** | |
| Teachers and Instructors | 420.4 |
| Paraprofessional Instructional Assistants | 40.7 |
| **Special Education** | |
| Teachers and Instructors | 71.1 |
| Paraprofessional Instructional Assistants | 206.6 |
| **Administrators, Coordinators and Department Chairs** | |
| District Central Office | 12.0 |
| School Level | 24.7 |
| **Library/Media** | |
| Specialists (Certified) | 7.0 |
| Support Staff | 7.3 |
| Instructional Specialists Who Support Teachers | 23.3 |
| Counselors, Social Workers and School Psychologists | 35.0 |
| School Nurses | 18.5 |
| Other Staff Providing Non-Instructional Services/Support | 278.9 |

[1]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

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native | 1 | 0.2 | 0.1 |
| Asian | 1 | 0.2 | 1.1 |
| Black or African American | 4 | 0.7 | 3.7 |
| Hispanic or Latino | 5 | 0.8 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 596 | 98.2 | 91.0 |

### Classroom Teacher Attendance: 2016-17

| | District | State |
|---|---|---|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.3 | 10.5 |

# Instruction and Resources

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

| | 11th | | 12th | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 7 | * | 18 | * |
| Hispanic or Latino | 33 | 89.2 | 41 | 95.3 |
| White | 386 | 97.5 | 442 | 98.2 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 77 | 88.5 | 95 | 96.9 |
| Students with Disabilities | 55 | 90.2 | 76 | 92.7 |
| District | 452 | 96.6 | 543 | 97.8 |
| State | | 69.3 | | 80.1 |

[2]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[3]

| | Count | Rate (%) |
|---|---|---|
| Autism | 53 | 49.5 |
| Emotional Disturbance | 20 | 35.1 |
| Intellectual Disability | * | * |
| Learning Disability | 193 | 64.8 |
| Other Health Impairment | 154 | 66.7 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 54 | 73.0 |
| District | 490 | 59.3 |
| State | | 68.6 |

[3]Ages 6-21

## Students with Disabilities by Primary Disability[1]

|  | District | | State |
|---|---|---|---|
|  | Count | Rate (%) | Rate (%) |
| Autism | 109 | 1.7 | 1.8 |
| Emotional Disturbance | 57 | 0.9 | 1.1 |
| Intellectual Disability | 13 | 0.2 | 0.5 |
| Learning Disability | 298 | 4.6 | 5.2 |
| Other Health Impairment | 233 | 3.6 | 3.1 |
| Other Disabilities | 89 | 1.4 | 1.1 |
| Speech/Language Impairment | 81 | 1.2 | 1.8 |
| All Disabilities | 880 | 13.6 | 14.5 |

[1]Grades K-12

## Students with Disabilities Placed Outside of the District[2]

|  | District | | State |
|---|---|---|---|
|  | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 31 | 3.5 | 8.3 |
| Private Schools or Other Settings | 39 | 4.4 | 5.2 |

[2]Grades K-12

## Overall Expenditures:[3] 2016-17

|  | Total ($) | Per Pupil | |
|---|---|---|---|
|  |  | District ($) | State ($) |
| Instructional Staff and Services | 57,129,367 | 8,739 | 9,847 |
| Instructional Supplies and Equipment | 1,123,275 | 172 | 287 |
| Improvement of Instruction and Educational Media Services | 1,168,812 | 179 | 589 |
| Student Support Services | 7,394,477 | 1,131 | 1,120 |
| Administration and Support Services | 10,654,591 | 1,630 | 1,905 |
| Plant Operation and Maintenance | 9,174,201 | 1,403 | 1,648 |
| Transportation | 4,448,307 | 645 | 904 |
| Costs of Students Tuitioned Out | 5,541,833 | N/A | N/A |
| Other | 965,956 | 148 | 208 |
| Total | 97,600,819 | 14,492 | 16,535 |
| **Additional Expenditures** | | | |
| Land, Buildings, and Debt Service | 6,076,026 | 929 | 1,393 |

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

## Special Education Expenditures: 2016-17

|  | District | | State |
|---|---|---|---|
|  | Total ($) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 7,790,219 | 28.9 | 33.8 |
| Noncertified Personnel | 6,147,781 | 22.8 | 14.5 |
| Purchased Services | 975,043 | 3.6 | 5.5 |
| Tuition to Other Schools | 4,903,713 | 18.2 | 23.4 |
| Special Ed. Transportation | 1,950,122 | 7.2 | 8.7 |
| Other Expenditures | 5,228,468 | 19.4 | 14.1 |
| Total Expenditures | 26,995,346 | 100.0 | 100.0 |

## Expenditures by Revenue Source:[4] 2016-17

|  | Percent of Total (%) | |
|---|---|---|
|  | Including School Construction | Excluding School Construction |
| Local | 73.8 | 73.1 |
| State | 23.1 | 23.5 |
| Federal | 2.1 | 2.2 |
| Tuition & Other | 1.1 | 1.1 |

[4]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 Correction).

# 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|---|---|---|---|---|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 104 | 78.8 | 105 | 76.9 |
| Black or African American | 84 | 63.9 | 84 | 60.6 |
| Hispanic or Latino | 258 | 64.1 | 257 | 59.1 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * |
| Two or More Races | 103 | 70.9 | 104 | 66.3 |
| White | 2828 | 73.6 | 2826 | 68.8 |
| English Learners | 129 | 68.0 | 129 | 63.5 |
| Non-English Learners | 3256 | 72.9 | 3255 | 68.3 |
| Eligible for Free or Reduced-Price Meals | 694 | 64.5 | 694 | 59.9 |
| Not Eligible for Free or Reduced-Price Meals | 2691 | 74.8 | 2690 | 70.2 |
| Students with Disabilities | 482 | 52.4 | 483 | 47.6 |
| Students without Disabilities | 2903 | 76.1 | 2901 | 71.5 |
| High Needs | 1053 | 62.3 | 1054 | 57.4 |
| Non-High Needs | 2332 | 77.4 | 2330 | 72.9 |
| District | 3385 | 72.7 | 3384 | 68.1 |

## National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

| | NAEP 2017 | | NAEP 2013 |
|---|---|---|---|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 25% |

[1]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 student subgroup performance on NAEP, click here.

## Physical Fitness Tests:  Students Reaching Health Standard[2]

| | Percent of Students by Grade[3] (%) | | | | All Tested Grades | |
|---|---|---|---|---|---|---|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 83.5 | 83.7 | 80.6 | 87.5 | 1,860 | 83.8 |
| Curl Up | 78.2 | 83.7 | 76.7 | 96.3 | 1,860 | 83.6 |
| Push Up | 81.3 | 78.7 | 72.7 | 82.0 | 1,860 | 78.5 |
| Mile Run/PACER | 64.4 | 82.6 | 82.9 | 71.3 | 1,860 | 75.5 |
| All Tests - District | 48.1 | 62.6 | 55.7 | 61.2 | 1,860 | 56.9 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

[3]Only students assessed in all four areas are included in this calculation.

## Cohort Graduation: Four-Year[1]

| | 2016-17 | |
| --- | --- | --- |
| | Cohort Count[2] | Rate (%) |
| Black or African American | 10 | * |
| Hispanic or Latino | 34 | 94.1 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 98 | 87.8 |
| Students with Disabilities | 74 | 73.0 |
| District | 489 | 94.7 |
| State | | 87.9 |

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

[2]Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

## 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

| | Participation[4] | Meeting Benchmark | |
| --- | --- | --- | --- |
| | Rate (%) | Count | Rate (%) |
| Female | 98.1 | 317 | 60.5 |
| Male | 97.2 | 277 | 55.5 |
| Black or African American | 96.2 | * | * |
| Hispanic or Latino | 91.3 | 24 | 30.0 |
| White | 98.2 | 517 | 61.1 |
| English Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 98.4 | 67 | 36.2 |
| Students with Disabilities | 85.3 | 10 | 7.0 |
| District | 97.7 | 594 | 58.1 |
| State | 96.3 | | 44.8 |

[3]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark score 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
- Smarter Balanced - Level 3 or higher on both ELA and math

[4]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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.
Copyright © 2018 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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## College Entrance and Persistence

| | Class of 2017 | Class of 2016 |
| --- | --- | --- |
| | Entrance[5] | Persistence[6] |
| | Rate (%) | Rate (%) |
| Female | 85.8 | 93.5 |
| Male | 71.9 | 91.0 |
| Black or African American | * | * |
| Hispanic or Latino | 67.6 | 61.9 |
| White | 80.1 | 94.6 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 58.5 | 75.6 |
| Students with Disabilities | 45.5 | 81.8 |
| District | 78.8 | 92.3 |
| State | 70.9 | 88.3 |

[5]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.

[6]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

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---|---|---|---|---|---|---|
| ELA Performance Index | All Students | 72.7 | 75 | 48.5 | 50 | 96.9 | 67.6 |
| | High Needs Students | 62.3 | 75 | 41.5 | 50 | 83.1 | 57.5 |
| Math Performance Index | All Students | 68.1 | 75 | 45.4 | 50 | 90.8 | 62.7 |
| | High Needs Students | 57.4 | 75 | 38.3 | 50 | 76.6 | 52.0 |
| ELA Academic Growth | All Students | 58.9% | 100% | 58.9 | 100 | 58.9 | 60.7% |
| | High Needs Students | 52.9% | 100% | 52.9 | 100 | 52.9 | 55.6% |
| Math Academic Growth | All Students | 56.3% | 100% | 56.3 | 100 | 56.3 | 61.9% |
| | High Needs Students | 50.3% | 100% | 50.3 | 100 | 50.3 | 55.4% |
| Chronic Absenteeism | All Students | 5.5% | <=5% | 48.9 | 50 | 97.8 | 10.7% |
| | High Needs Students | 12.5% | <=5% | 34.9 | 50 | 69.8 | 16.6% |
| Preparation for CCR | % Taking Courses | 97.3% | 75% | 50.0 | 50 | 100.0 | 74.8% |
| | % Passing Exams | 58.1% | 75% | 38.7 | 50 | 77.4 | 44.8% |
| On-track to High School Graduation | | 96.5% | 94% | 50.0 | 50 | 100.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | 94.7% | 94% | 100.0 | 100 | 100.0 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | 89.2% | 94% | 94.9 | 100 | 94.9 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | 78.8% | 75% | 100.0 | 100 | 100.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 90.9% \| 56.9% | 75% | 38.0 | 50 | 75.9 | 96.6% \| 50.1% |
| Arts Access | | 37.6% | 60% | 31.3 | 50 | 62.7 | 51.2% |
| **Accountability Index** | | | | **978.8** | **1250** | **78.3** | |

| Gap Indicators | Non-High Needs Rate[1] | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev[2] | Is Gap an Outlier?[2] |
|---|---|---|---|---|---|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 62.3 | 12.7 | 15.9 | |
| Math Performance Index Gap | 72.9 | 57.4 | 15.5 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | 94.0% | 89.2% | 4.8% | 12.7% | N |

[1]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.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

| | Subject/Subgroup | Participation Rate (%)[3] |
|---|---|---|
| ELA | All Students | 98.4 |
| | High Needs Students | 97.5 |
| Math | All Students | 98.4 |
| | High Needs Students | 97.6 |
| Science | All Students | 98.3 |
| | High Needs Students | 96.1 |

[3]Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 57.2**     **State: 51.5**

**Supporting Resources**

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

# Narratives

## 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. Under the guidance and direction of a district Instructional Learning Implementation Team, building administrators, teachers and coordinators across the district work with staff to implement a collaborative process. Teachers form Instructional Learning Teams, identify a student outcome via mutual agreement, and research high leverage teaching strategies that would improve the identified outcome. The team picks one strategy and articulates what that strategy would look like if it was implemented in an exemplary manner with a high degree of fidelity. After utilizing the strategy for an agreed upon period of time, the team analyzes a source of data that measured the student outcome to determine if growth and improvement is evident. Given that this process is not time-bound by design, different teams realize different results over the course of the year. The district Professional Development and Evaluation Committee will continue to support this practice for the 2018-2019 academic year by committing the necessary time for continued collaboration and providing reflection tools to assist teams in monitoring their progress.

Family engagement in student learning is a district wide goal for all teachers and administrators. Celebrations are routinely held within all of 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. Workshop series are available for preschoolers with topics ranging from readiness skills to examples of a typical kindergarten day. Orientations are held at the middle and high schools for families new to the schools.

Technology allows for easy communication with families and for those with limited access, a system of telephone a€˜all-calls' is used as a way to ensure that information is shared about relevant topics. Teachers use technology to connect with families through the use of websites, apps, and regular correspondence such as newsletters to engage and inform families of learning opportunities. Lastly, the use of the PowerSchool parent portal provides parents with regular and timely access to student performance.

## 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. This effort includes our parents, teachers, staff and the community of Southington. Ethnic and cultural customs are embedded in the language arts, social studies, history, music, and art curriculum, Pre K - 12. Instructional and cultural arts programs focus on the appreciation of the many diverse cultures throughout the world. Programs such as STEPS (Southington's Town-wide Effort to Promote Success) and Rachel's Challenge support students within our community. Additionally, the district has begun to educate all adults on faculty on 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 also provides 20+ camp scholarships to Camp Sloper to promote opportunities for our students from Hartford that attend our schools through the Choice program to maintain friendships with peers from their schools over the summer despite distances that exist. The district also employs 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, 6th and 8th graders across all schools within the district. Lastly, the district hosts several foreign exchange students throughout the course of the year.

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. Individual school CARE Programs provide economically disadvantaged families with support through many school-based programs and activities. In addition, schools host many multi-cultural festivals and provide community service opportunities for our students. As a result of these opportunities, the Southington Public Schools' students are more aware of the diversity of people from around the world.

## 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.