Connecticut State Department of Education

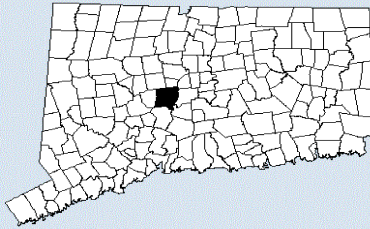# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

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 | 6,583 |
| Per Pupil Expenditures[1] | $13,580 |
| Total Expenditures[1] | $92,558,441 |

[1]Expenditure data reflect the 2014-15 year.

### Community Information

provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2016)
(2016® The College Board)

### Contents

### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 3,230 | 49.1 | 48.3 |
| Male | 3,353 | 50.9 | 51.6 |
| American Indian or Alaska Native | 9 | 0.1 | 0.2 |
| Asian | 220 | 3.3 | 4.9 |
| Black or African American | 133 | 2.0 | 12.8 |
| Hispanic or Latino | 478 | 7.3 | 23.0 |
| Pacific Islander | 6 | 0.1 | 0.0 |
| Two or More Races | 189 | 2.9 | 2.7 |
| White | 5,548 | 84.3 | 55.9 |
| English Learners | 93 | 1.4 | 6.4 |
| Eligible for Free or Reduced-Price Meals | 1,053 | 16.0 | 38.0 |
| Students with Disabilities[1] | 823 | 12.5 | 13.7 |

[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 | 205 | 6.4 | 59 | 1.8 |
| Male | 204 | 6.2 | 157 | 4.6 |
| Black or African American | 22 | 16.2 | 15 | 10.8 |
| Hispanic or Latino | 56 | 11.8 | 29 | 5.9 |
| White | 302 | 5.5 | 157 | 2.8 |
| English Learners | 6 | 5.8 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 163 | 17.3 | 82 | 7.4 |
| Students with Disabilities | 98 | 12.0 | 57 | 6.1 |
| District | 409 | 6.3 | 216 | 3.2 |
| State | | 9.6 | | 7.0 |

**Number of students in 2014-15 qualified as truant under state statute: 46**

**Number of school-based arrests: 19**

[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 | 422.7 |
| Paraprofessional Instructional Assistants | 68.3 |
| **Special Education** | |
| Teachers and Instructors | 65.6 |
| Paraprofessional Instructional Assistants | 201.9 |
| **Administrators, Coordinators and Department Chairs** | |
| District Central Office | 15.0 |
| School Level | 21.1 |
| **Library/Media** | |
| Specialists (Certified) | 4.6 |
| Support Staff | 6.8 |
| Instructional Specialists Who Support Teachers | 19.8 |
| Counselors, Social Workers and School Psychologists | 39.0 |
| School Nurses | 18.3 |
| Other Staff Providing Non-Instructional Services/Support | 241.2 |

[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 | 3 | 0.5 | 0.1 |
| Asian | 2 | 0.3 | 1.0 |
| Black or African American | 4 | 0.7 | 3.5 |
| Hispanic or Latino | 5 | 0.8 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 591 | 97.7 | 91.7 |

### Classes Taught by Highly Qualified Teachers[2]

| | Percent of Total (%) |
|---|---|
| District | 99.6 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.6 |
| State Low Poverty Quartile Schools | 99.6 |

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

### Classroom Teacher Attendance: 2014-15

| | District | State |
|---|---|---|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.3 | 9.4 |

# Instruction and Resources

### 11th and 12th Graders Enrolled in
### College-and-Career-Readiness Courses during High School[3]

| | 11th | | 12th | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 10 | * | 9 | * |
| Hispanic or Latino | 34 | 91.9 | 30 | 88.2 |
| White | 406 | 97.8 | 421 | 97.2 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 53 | 89.8 | 60 | 95.2 |
| Students with Disabilities | 57 | 87.7 | 57 | 85.1 |
| District | 471 | 96.7 | 485 | 96.2 |
| State | | 61.2 | | 73.9 |

[3]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[4]

| | Count | Rate (%) |
|---|---|---|
| Autism | 50 | 51.0 |
| Emotional Disturbance | 14 | 28.6 |
| Intellectual Disability | * | * |
| Learning Disability | 161 | 69.7 |
| Other Health Impairment | 128 | 62.1 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 74 | 64.3 |
| District | 434 | 57.6 |
| State | | 68.8 |

[4]Ages 6-21

## Students with Disabilities by Primary Disability[1]

| | District Count | District Rate (%) | State Rate (%) |
|---|---|---|---|
| Autism | 98 | 1.5 | 1.6 |
| Emotional Disturbance | 49 | 0.7 | 1.0 |
| Intellectual Disability | 9 | 0.1 | 0.5 |
| Learning Disability | 231 | 3.5 | 4.6 |
| Other Health Impairment | 206 | 3.1 | 2.8 |
| Other Disabilities | 63 | 1.0 | 1.0 |
| Speech/Language Impairment | 125 | 1.9 | 1.9 |
| All Disabilities | 781 | 11.8 | 13.4 |

[1]Grades K-12

## Overall Expenditures:[3] 2014-15

| | Total ($) | Per Pupil District ($) | Per Pupil State ($) |
|---|---|---|---|
| Instructional Staff and Services | 55,085,249 | 8,360 | 9,387 |
| Instructional Supplies and Equipment | 1,240,980 | 188 | 318 |
| Improvement of Instruction and Educational Media Services | 1,379,263 | 209 | 541 |
| Student Support Services | 6,784,333 | 1,030 | 1,048 |
| Administration and Support Services | 9,848,760 | 1,495 | 1,790 |
| Plant Operation and Maintenance | 8,162,797 | 1,239 | 1,608 |
| Transportation | 3,895,329 | 556 | 845 |
| Costs of Students Tuitioned Out | 5,281,420 | N/A | N/A |
| Other | 880,310 | 134 | 194 |
| Total | 92,558,441 | 13,580 | 15,762 |
| **Additional Expenditures** | | | |
| Land, Buildings, and Debt Service | 21,955,720 | 3,332 | 1,524 |

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

## Special Education Expenditures: 2014-15

| | District Total ($) | District Percent of Total (%) | State Percent of Total (%) |
|---|---|---|---|
| Certified Personnel | 7,098,955 | 28.5 | 35.1 |
| Noncertified Personnel | 5,026,119 | 20.2 | 14.5 |
| Purchased Services | 1,393,567 | 5.6 | 5.5 |
| Tuition to Other Schools | 4,661,259 | 18.7 | 21.6 |
| Special Ed. Transportation | 1,923,544 | 7.7 | 8.3 |
| Other Expenditures | 4,828,808 | 19.4 | 15.0 |
| Total Expenditures | 24,932,252 | 100.0 | 100.0 |

## Expenditures by Revenue Source:[4] 2014-15

| | Percent of Total (%) Including School Construction | Percent of Total (%) Excluding School Construction |
|---|---|---|
| Local | 60.8 | 70.9 |
| State | 36.3 | 25.5 |
| Federal | 2.0 | 2.5 |
| Tuition & Other | 0.9 | 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.

|  | English Language Arts(ELA) | | Math | | Science | |
|---|---|---|---|---|---|---|
|  | Count | DPI | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 111 | 77.6 | 111 | 74.5 | 63 | 64.6 |
| Black or African American | 74 | 63.7 | 74 | 58.8 | * | * |
| Hispanic or Latino | 235 | 64.8 | 233 | 58.2 | 85 | 57.5 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | 0 | N/A |
| Two or More Races | 94 | 73.3 | 94 | 65.8 | 40 | 61.1 |
| White | 3004 | 73.0 | 3002 | 68.4 | 1403 | 63.9 |
| English Learners | 61 | 66.6 | 61 | 60.3 | 19 | * |
| Non-English Learners | 3469 | 72.5 | 3465 | 67.7 | 1609 | 63.4 |
| Eligible for Free or Reduced-Price Meals | 573 | 64.2 | 571 | 58.4 | 242 | 56.3 |
| Not Eligible for Free or Reduced-Price Meals | 2957 | 74.0 | 2955 | 69.4 | 1386 | 64.5 |
| Students with Disabilities | 499 | 52.6 | 498 | 47.8 | 233 | 46.6 |
| Students without Disabilities | 3031 | 75.7 | 3028 | 70.9 | 1395 | 66.0 |
| High Needs | 950 | 60.6 | 948 | 55.2 | 427 | 52.7 |
| Non-High Needs | 2580 | 76.8 | 2578 | 72.2 | 1201 | 67.0 |
| District | 3530 | 72.4 | 3526 | 67.6 | 1628 | 63.2 |

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

|  | NAEP 2015 | | NAEP 2013 |
|---|---|---|---|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 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 | 10 | Count | Rate (%) |
| Sit & Reach | 88.1 | 76.6 | 77.8 | 90.2 | 1,901 | 82.6 |
| Curl Up | 80.6 | 84.0 | 81.3 | 97.1 | 1,901 | 85.3 |
| Push Up | 78.6 | 75.2 | 78.4 | 90.9 | 1,901 | 80.3 |
| Mile Run/PACER | 67.8 | 67.5 | 61.6 | 93.8 | 1,901 | 71.6 |
| All Tests - District | 54.5 | 51.1 | 46.6 | 71.2 | 1,901 | 55.1 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 |  | 50.5 |

[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]

| | 2014-15 | | | | 2015-16 |
|---|---|---|---|---|---|
| | Cohort Count[2] | Rate (%) | Target[3] (%) | Target Achieved | Target[3] (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | 34 | 85.3 | . | | . |
| English Learners | * | * | . | | . |
| Eligible for Free or Reduced-Price Meals | 101 | 79.2 | 84.6 | No | 85.8 |
| Students with Disabilities | 82 | 74.4 | 78.2 | No | 80.1 |
| District | 519 | 92.9 | 91.6 | Yes | 91.9 |
| State[4] | | 87.2 | | | |

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

## 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

| | Participation[6] | Meeting Benchmark | |
|---|---|---|---|
| | Rate (%) | Count | Rate (%) |
| Female | 97.5 | 269 | 55.1 |
| Male | 96.4 | 238 | 47.3 |
| Black or African American | * | * | * |
| Hispanic or Latino | 94.4 | 20 | 28.2 |
| White | 97.3 | 461 | 54.4 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 95.1 | 34 | 27.9 |
| Students with Disabilities | 85.7 | * | * |
| District | 97.0 | 507 | 51.2 |
| State | 95.6 | | 40.7 |

[5]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

[6]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 © 2016 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 2015 | Class of 2014 |
|---|---|---|
| | Entrance[7] | Persistence[8] |
| | Rate (%) | Rate (%) |
| Female | 83.5 | 90.4 |
| Male | 73.8 | 88.8 |
| Black or African American | * | * |
| Hispanic or Latino | 70.4 | * |
| White | 79.3 | 89.9 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 51.2 | 73.9 |
| Students with Disabilities | 52.9 | 75.0 |
| District | 78.5 | 89.7 |
| State | 71.9 | 88.3 |

[7]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.

[8]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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|---|---|---|---|---|---|---|---|
| ELA Performance Index | All Students | 72.4 | 75 | 48.3 | 50 | 96.5 | 67.7 |
| | High Needs Students | 60.6 | 75 | 40.4 | 50 | 80.8 | 56.7 |
| Math Performance Index | All Students | 67.6 | 75 | 45.1 | 50 | 90.1 | 61.4 |
| | High Needs Students | 55.2 | 75 | 36.8 | 50 | 73.6 | 49.9 |
| Science Performance Index | All Students | 63.2 | 75 | 42.2 | 50 | 84.3 | 57.5 |
| | High Needs Students | 52.7 | 75 | 35.2 | 50 | 70.3 | 47.0 |
| ELA Academic Growth | All Students | 59.6% | 100% | 59.6 | 100 | 59.6 | 63.8% |
| | High Needs Students | 54.7% | 100% | 54.7 | 100 | 54.7 | 58.3% |
| Math Academic Growth | All Students | 60.9% | 100% | 60.9 | 100 | 60.9 | 65.0% |
| | High Needs Students | 53.4% | 100% | 53.4 | 100 | 53.4 | 57.4% |
| Chronic Absenteeism | All Students | 6.3% | <=5% | 47.4 | 50 | 94.9 | 9.6% |
| | High Needs Students | 13.8% | <=5% | 32.3 | 50 | 64.6 | 15.6% |
| Preparation for CCR | % Taking Courses | 96.5% | 75% | 50.0 | 50 | 100.0 | 67.6% |
| | % Passing Exams | 51.2% | 75% | 34.1 | 50 | 68.2 | 40.7% |
| On-track to High School Graduation | | 93.6% | 94% | 49.8 | 50 | 99.5 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | 92.9% | 94% | 98.8 | 100 | 98.8 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | 86.3% | 94% | 91.8 | 100 | 91.8 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | 78.5% | 75% | 100.0 | 100 | 100.0 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 89.6% \| 55.1% | 75% | 18.4 | 50 | 36.7 | 89.2% \| 50.5% |
| Arts Access | | 32.6% | 60% | 27.1 | 50 | 54.3 | 47.5% |
| **Accountability Index** | | | | **1026.2** | **1350** | **76.0** | |

| 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 | 60.6 | 14.4 | 16.5 | |
| Math Performance Index Gap | 72.2 | 55.2 | 17.0 | 18.9 | |
| Science Performance Index Gap | 67.0 | 52.7 | 14.2 | 17.2 | |
| Graduation Rate Gap | 94.0% | 86.3% | 7.7% | 15.3% | 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 | 98.9 |
| | High Needs Students | 97.5 |
| Math | All Students | 98.8 |
| | High Needs Students | 97.5 |
| Science | All Students | 98.9 |
| | High Needs Students | 98.2 |

[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: 60.2       State: 51.4**

**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 district recognizes that all students are special and as such, a wide variety of activities are available for everyone.  Activities range from bowling clubs to agricultural experiences; drama clubs to robotics teams; from art shows to sports team and intramurals. The district is proud of our efforts to develop, implement, and sustain program for parents, families, and students that promote wellness and academic achievement for all.  Of special note are the Unified Sports and Unified Drama programs that provide connections between students with a variety of interests, talents, and aspirations.  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.

Truancy prevention remains an important part of ensuring sustained student learning.  Our district electronically monitors student attendance at all levels. Notifications are made to parents and students when a student develops a pattern of absences that is interfering with learning.  This effort reduces the occasion for students to lose credits in high school.  Meetings occur when truancy issues surface and individual student plans are created and implemented to ensure improvement.  School social workers and counselors partner with families where truancy is occurring gaining insight into the reasons for truancy is a district goal.  By understanding the reasons, the better the opportunity we have to influence a positive change.

Family engagement in student learning is a district wide goal for all teachers and administrators.  Individual schools developed 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.  School Improvement Teams include input from parents/families and an Executive Parent Leadership Team meets regularly at Central Office to learn of district initiatives and provide opportunities for sharing.  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.  The goal is to make the transition into school a smooth and more comfortable one.

Technology allows easy communication with families and for those with limited access, a system of telephone 'all-calls' is used as a way to ensure that information is shared about relevant topics.  Teachers use technology to enhance learning.  As such, many are using technology as a way to continue and to personalize the learning.  A goal for our district is to personalize or individualize learning to the point of learning occurring outside of allocated and traditional school times. .

## Efforts to Reduce Racial, Ethnic and Economic Isolation

The Southington Public Schools recognize our growing diversity, and our 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.  The schools provide many educational opportunities for students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.  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.  The district continues to participate in the Open Choice Program with the Hartford Public Schools and 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 interdistrict magnet schools.  ECO-Saturday and ECO-Summer Camp is an interdistrict partnership with three urban elementary schools in West Haven.  Students are engaged in field studies in small collaborative groups.  Elementary students serve as pen pals students from diverse backgrounds.  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.