

STRATEGIC SCHOOL PROFILE 2012-13**Southington School District**

Joseph V. Erardi, Superintendent

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Southington,
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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: 39,728

1990-2000 Population Growth: 3.1%

Number of Public Schools: 11

Per Capita Income in 2000: \$26,370

Percent of Adults without a High School Diploma in 2000*: 14.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%

District Enrollment as % of Estimated. Student Population: 92.4%

*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): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 6,687
 5-Year Enrollment Change -3.0%

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	956	14.3	17.8	36.7
K-12 Students Who Are Not Fluent in English	123	1.9	2.5	5.8
Students Identified as Gifted and/or Talented*	232	3.5	4.3	3.8
PK-12 Students Receiving Special Education Services in District	788	11.8	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	370	87.3	84.7	79.3
Homeless	1	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	225	24.4	14.8	12.7

*20.7 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	11	0.2
Asian American	201	3.0
Black	130	1.9
Hispanic	356	5.3
Pacific Islander	3	0.0
White	5,819	87.0
Two or more races	167	2.5
Total Minority	868	13.0

Percent of Minority Professional Staff: 2.1%

Open Choice:

38 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:

5.3% 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 31.

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 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 participates 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.

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	71.0	56.9	68.1
Writing	73.2	60.0	68.9
Mathematics	82.8	61.4	85.7
Grade 4 Reading	80.1	62.6	77.8
Writing	76.7	63.0	73.4
Mathematics	85.9	65.1	86.7
Grade 5 Reading	82.4	66.9	77.0
Writing	78.6	65.6	67.7
Mathematics	85.3	69.2	72.7
Science	79.0	62.3	67.7
Grade 6 Reading	86.4	73.3	68.9
Writing	77.0	65.1	61.2
Mathematics	85.6	67	78.6
Grade 7 Reading	89.6	78.9	70.9
Writing	77.9	64.9	68.4
Mathematics	85.5	65.4	81.6
Grade 8 Reading	88.0	76.2	68.4
Writing	75.8	67.2	47.8
Mathematics	83.8	65.0	76.7
Science	74.3	60.4	56.6

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	65.3	48.5	68.2
Writing Across the Disciplines	72.2	62.1	51.5
Mathematics	75.0	52.4	78.8
Science	66.3	48.8	67.7

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.5	51.1	58.1

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.3	78.5	
Average Score	Mathematics	529	503	69.9
	Critical Reading	514	499	57.9
	Writing	527	504	69.9

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 2012	91.6	84.8	55.1
2011-12 Annual Dropout Rate for Grade 9 through 12	0.7	2.1	43.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.2	82.6
% Employed (Civilian Employment and in Armed Services)	9.5	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	422.60
Paraprofessional Instructional Assistants	24.06
Special Education	
Teachers and Instructors	65.30
Paraprofessional Instructional Assistants	170.50
Library/Media Specialists and/or Assistants	14.58
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.00
School Level	22.12
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	34.88
School Nurses	18.50
Other Staff Providing Non-Instructional Services and Support	265.65

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	14.6	13.9
% with Master's Degree or Above	67.8	81.6	79.8

Average Class Size	District	DRG	State
Grade K	15.4	17.5	18.9
Grade 2	18.8	19.4	19.8
Grade 5	22.1	21.2	21.3
Grade 7	21.4	20.1	20.2
High School	20.5	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	995	999
Middle School	1,025	1,028	1,029
High School	933	1,000	1,027

*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*	2.1	2.7	2.7
Middle School	3.9	2.2	2.1
High School	2.9	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$51,948	\$7,752	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$1,027	\$153	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$937	\$140	\$475	\$397	\$471
Student Support Services	\$6,106	\$911	\$949	\$919	\$950
Administration and Support Services	\$8,778	\$1,310	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$7,308	\$1,091	\$1,466	\$1,499	\$1,459
Transportation	\$3,730	\$530	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$4,939	N/A	N/A	N/A	N/A
Other	\$789	\$118	\$170	\$176	\$170
Total	\$85,564	\$12,500	\$14,444	\$14,027	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,115	\$614	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$23,603,320	27.6	22.0	21.8

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	68.7	27.6	3.6	0.1
Excluding School Construction	69.8	26.3	3.8	0.1

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.

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	774
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.6%

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	88	1.3	1.4	1.3
Learning Disability	241	3.6	3.6	4.0
Intellectual Disability	17	0.3	0.3	0.4
Emotional Disturbance	64	1.0	0.9	1.0
Speech Impairment	127	1.9	2.1	2.0
Other Health Impairment*	160	2.4	2.4	2.4
Other Disabilities**	77	1.1	1.0	1.0
Total	774	11.6	11.8	12.1

*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 2011-12 with a Standard Diploma	69.6	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	2.3	3.2

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	43.8	34.5	83.1	69.2
	Writing	21.9	19.9	76.6	64.4
	Mathematics	44.3	29.0	84.8	65.5
	Science	31.1	21.3	76.7	61.3
CAPT	Reading Across the Disciplines	48.9	15.7	65.3	48.5
	Writing Across the Disciplines	27.1	16.7	72.2	62.1
	Mathematics	42.0	16.8	75.0	52.4
	Science	30.0	14.6	66.3	48.8

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	16.5
	% With Accommodations	83.5
CAPT	% Without Accommodations	16.4
	% With Accommodations	83.6
% Assessed Using Skills Checklist		13.1

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	7	0.9
Private Schools or Other Settings	65	8.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	542	70.0	74.7	72.0
40.1 to 79.0 Percent of Time	154	19.9	16.4	16.4
0.0 to 40.0 Percent of Time	78	10.1	8.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented. While test scores are only one measure of the district profile, CMT results in grades 3, 4, 5, 6, 7, and 8 continued to demonstrate growth. Southington Public Schools' students scored higher (in many cases, significantly higher) than all state averages. Vertical Scale scores on CMT Fourth Generation, when compared to student scores in the previous grade demonstrate growth in the areas of reading, math, and writing greater than the growth shown on average for the state. The new vertical scale score shows that Southington Schools are students are showing growth in all areas above the state average. Analysis is done each year on areas to be strengthened, and individual school continuous improvement plans enhance an already strong academic elementary and middle school program. Teachers base their professional objectives on the school and district plans. Particular emphasis is being placed on the successful incorporation of the Common Core State Standards in the areas of English Language Arts and Mathematics. Emphasis on authentic assessment and analysis of student data to drive instruction coupled with differentiated instructional techniques are implemented across the district to improve student achievement. Professional Development supports these efforts through high quality training in differentiated instruction and data-driven decision making. Scores on standardized tests for high school students on the Connecticut Academic Achievement Test (CAPT) exceed the average state goal score on all tests. More than 90% of graduates from Southington High School attend post-secondary institutions of higher education. The district-wide instructional Strategic Plan focuses on sustained job embedded professional development, instructional consistency, and student performance informing instruction. The Connecticut Common Core State Standards are embedded in K-12 English-Language Arts and Mathematics. Higher order thinking is within all content areas. Our district remains focused on preparing all students for college and career options that reflect 21st Century requirements for success.
