

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

JOSEPH V. ERARDI, Superintendent

Location: 49 Beecher Street
Southington,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 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: 92.0%

*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, 2010 6,790
5-Year Enrollment Change -0.6%

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	680	10.0	13.8	34.1
K-12 Students Who Are Not Fluent in English	116	1.7	2.3	5.6
Students Identified as Gifted and/or Talented*	277	4.1	4.8	4.0
PK-12 Students Receiving Special Education Services in District	735	10.8	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	389	80.5	85.1	80.2
Homeless	3	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	129	15.7	17.2	13.2

*10.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.1
Asian American	216	3.2
Black	111	1.6
Hispanic	360	5.3
Pacific Islander	3	0.0
White	5,932	87.4
Two or more races	160	2.4
Total Minority	858	12.6

Percent of Minority Professional Staff: 1.7%

Open Choice:

17 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:

5.0% 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 30.

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. 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. Our continued participation in the Partners In Science Program provides a number of students with an opportunity to work alongside students from many other Connecticut cities and towns. Southington Middle School students participate in the Explorations in Science and Frontiers in Science Interdistrict Cooperative programs. Southington High School participates in the Metacomet Ridge Interdistrict Academy working with students from eight other school districts on an interdisciplinary project. Southington High School students also 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	70.5	58.4	62.5
Writing	76.4	61.1	72.7
Mathematics	84.5	63.0	88.2
Grade 4 Reading	77.5	62.5	69.3
Writing	80.7	65.5	71.3
Mathematics	89.2	67.0	89.0
Grade 5 Reading	71.8	61.4	55.2
Writing	73.3	66.8	45.4
Mathematics	89.3	72.5	82.8
Science	77.9	59.9	71.2
Grade 6 Reading	85.7	76.0	60.1
Writing	69.8	65.2	50.6
Mathematics	88.3	71.3	76.2
Grade 7 Reading	85.4	77.8	48.4
Writing	61.7	58.9	42.4
Mathematics	87.7	68.4	83.3
Grade 8 Reading	84.6	74.7	55.4
Writing	78.5	64.8	61.1
Mathematics	85.4	66.6	77.1
Science	73.9	63.1	48.4

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	56.9	44.7	61.4
Writing Across the Disciplines	63.1	61.2	42.1
Mathematics	67.4	49.5	74.4
Science	62.8	47.0	72.2

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
	54.0	51.0	52.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.4	70.6	
Average Score	Mathematics	527	510	64.9
	Critical Reading	517	505	58.8
	Writing	513	510	49.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	87.4	81.8	44.3
2009-10 Annual Dropout Rate for Grade 9 through 12	1.1	2.8	43.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.7	84.8
% Employed (Civilian Employment and in Armed Services)	7.1	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	431.20
Paraprofessional Instructional Assistants	42.51
Special Education	
Teachers and Instructors	65.10
Paraprofessional Instructional Assistants	154.65
Library/Media Specialists and/or Assistants	14.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.00
School Level	24.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	34.80
School Nurses	19.10
Other Staff Providing Non-Instructional Services and Support	259.77

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	69.4	79.0	79.0

Average Class Size	District	DRG	State
Grade K	17.0	17.5	18.4
Grade 2	17.6	19.2	19.9
Grade 5	22.4	21.7	21.2
Grade 7	21.0	20.7	20.6
High School	19.5	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	984	992
Middle School	1,025	1,025	1,017
High School	933	1,004	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.7	3.2	3.1
Middle School	4.0	2.5	2.4
High School	2.9	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$52,860	\$7,777	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$1,709	\$252	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$971	\$143	\$477	\$387	\$463
Student Support Services	\$5,852	\$861	\$875	\$828	\$872
Administration and Support Services	\$8,633	\$1,270	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$7,041	\$1,036	\$1,421	\$1,322	\$1,410
Transportation	\$3,448	\$483	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$3,843	N/A	N/A	N/A	N/A
Other	\$704	\$104	\$161	\$159	\$159
Total	\$85,061	\$12,374	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$10,367	\$1,525	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$21,333,775	25.1	21.7	21.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	62.4	27.7	5.9	4.0
Excluding School Construction	66.6	22.3	6.6	4.5

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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. literacy specialist positions at each elementary and middle school support language arts and the implementation of best teaching and learning practices within all classrooms.. The addition of a literacy specialist to the high school supports this initiative at all K-12 levels. Class sizes at the elementary level reflect the continuing belief that more individual student support is possible with a smaller class size. Special Education instructional staff, paraprofessionals, math specialists, and math tutors are in place based on individual student needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	724
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	69	1.0	1.2	1.1
Learning Disability	229	3.4	3.4	3.9
Intellectual Disability	14	0.2	0.4	0.4
Emotional Disturbance	64	0.9	0.9	1.0
Speech Impairment	124	1.8	2.3	2.2
Other Health Impairment*	149	2.2	2.2	2.1
Other Disabilities**	75	1.1	0.9	0.9
Total	724	10.7	11.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	54.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	37.3	33.0	79.2	68.6
	Writing	23.5	19.3	73.3	63.7
	Mathematics	53.1	33.4	87.4	68.2
	Science	26.3	21.2	76.0	61.5
CAPT	Reading Across the Disciplines	20.7	14.1	56.9	44.7
	Writing Across the Disciplines	10.7	17.3	63.1	61.2
	Mathematics	30.0	15.8	67.4	49.5
	Science	18.6	13.1	62.8	47.0

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

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	18.6
	% With Accommodations	81.4
CAPT	% Without Accommodations	13.1
	% With Accommodations	86.9
% Assessed Using Skills Checklist		9.1

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	2	0.3
Private Schools or Other Settings	53	7.3

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	517	71.4	77.0	74.1
40.1 to 79.0 Percent of Time	145	20.0	13.9	14.9
0.0 to 40.0 Percent of Time	62	8.6	9.1	11.0

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. Each school has a Continuous Improvement Process, which analyzes strengths, and weaknesses as measured on the CMT and CAPT. All staff develop specific instructional plans to increase student achievement. 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. New curriculum and resources in language arts, math, social studies, and science are aligned to Connecticut State Performance Standards and all curricula revisions occur using the Understanding by Design format.
