

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



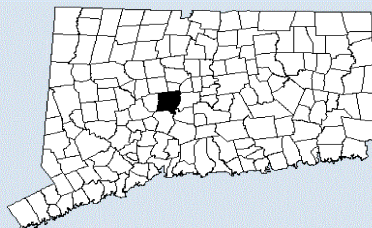
## Southington School District

Dr. Joseph Erardi, Superintendent • 860-628-3202 • <http://www.southingtonschools.org>

### District Information

Grade Range	PK-12
Number of Schools	20
Enrollment	6,704
Per Pupil Expenditures <sup>1</sup>	\$12,763
Total Expenditures <sup>1</sup>	\$87,441,919

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

[CERC Town Profiles](#) 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 \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,314	49.4	48.3
Male	3,390	50.6	51.6
American Indian	*	*	0.2
Asian	219	3.3	4.6
Black or African American	130	1.9	12.9
Hispanic or Latino	423	6.3	21.2
Pacific Islander	*	*	0.0
White	5,743	85.7	58.4
Two or More Races	176	2.6	2.3
English Language Learners	110	1.6	5.7
Eligible for Free or Reduced-Price Meals	1,044	15.6	37.3
Students with Disabilities <sup>1</sup>	832	12.4	12.8

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	228	7.0	45	1.3
Male	211	6.3	162	4.7
Black or African American	*	*	13	10.3
Hispanic or Latino	55	12.8	25	5.6
White	355	6.3	158	2.7
English Language Learners	6	7.5	*	*
Eligible for Free or Reduced-Price Meals	204	20.1	93	8.3
Students with Disabilities	120	15.0	72	7.6
District	439	6.6	207	3.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 15

<sup>2</sup>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.

<sup>3</sup>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 2013-14

## Southington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	421.2
Paraprofessional Instructional Assistants	42.9
<b>Special Education</b>	
Teachers and Instructors	65.8
Paraprofessional Instructional Assistants	189.7
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	10.0
School Level	22.3
<b>Library/Media</b>	
Specialists (Certified)	6.6
Support Staff	6.8
Instructional Specialists Who Support Teachers	14.5
Counselors, Social Workers and School Psychologists	35.9
School Nurses	19.3
Other Staff Providing Non-Instructional Services/Support	253.7

<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 (%)
Asian	1	0.2	1.0
Black or African American	4	0.7	3.5
Hispanic	5	0.9	3.6
Native American	2	0.3	0.1
White	576	98.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	23	5.2	122	26.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	9	15.3
Students with Disabilities	0	0	*	*
District	27	5.4	137	26.2
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	45	50.6
Emotional Disturbance	25	50.0
Intellectual Disability	*	*
Learning Disability	182	75.2
Other Health Impairment	115	68.9
Other Disabilities	*	*
Speech/Language Impairment	84	73.0
District	462	63.1
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Southington School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	90	1.3	1.4
Emotional Disturbance	50	0.7	1.0
Intellectual Disability	16	0.2	0.4
Learning Disability	242	3.6	4.2
Other Health Impairment	168	2.5	2.5
Other Disabilities	85	1.3	1.0
Speech/Language Impairment	132	2.0	1.9
All Disabilities	783	11.7	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	1.0	2.8
Private Schools or Other Settings	57	7.2	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	52,173,147	7,794	8,769
Instructional Supplies and Equipment	1,387,558	207	275
Improvement of Instruction and Educational Media Services	1,363,820	204	487
Student Support Services	6,035,446	902	965
Administration and Support Services	9,424,334	1,408	1,600
Plant Operation and Maintenance	7,464,927	1,115	1,472
Transportation	3,787,574	537	786
Costs of Students Tuitioned Out	5,005,358	N/A	N/A
Other	799,755	119	178
Total	87,441,919	12,763	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	3,976,224	594	1,434
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<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,957,448	29.6	35.6
Noncertified Personnel	3,843,799	16.4	14.5
Purchased Services	1,833,983	7.8	5.0
Tuition to Other Schools	4,604,688	19.6	21.4
Special Ed. Transportation	1,885,366	8.0	8.5
Other Expenditures	4,357,502	18.6	14.9
Total Expenditures	23,482,786	100.0	100.0
PK-12 Expenditures Used for Special Education		26.9	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.4	71.4
State	25.5	26.5
Federal	1.9	2.0
Tuition & Other	0.1	0.1

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2013-14

## Southington School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	77.8	70.9	70.5	74.7	.	.	.	.	
Hispanic or Latino	79.9	80.0	80.4	81.2	.	.	.	.	
English Language Learners	70.9	63.3	64.2	71.2	.	.	.	.	
Eligible for Free or Reduced-Price Meals	78.6	78.8	80.7	80.2	.	.	.	.	
Students with Disabilities	64.0	64.6	62.3	62.2	.	.	.	.	
High Needs	71.2	72.5	72.5	72.8	.	.	.	.	
District	88.7	89.0	89.7	89.6	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	67.9	79.0	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	63.4	52.5	68.1	72.3	.	.	.	.	
Students with Disabilities	50.6	60.7	55.2	63.0	.	.	.	.	
High Needs	58.7	60.1	62.4	68.9	.	.	.	.	
District	81.6	82.5	84.6	85.2	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.3	79.7	79.1	87.1	1,732	83.1
Curl Up	87.1	82.2	77.1	90.3	1,732	82.9
Push Up	78.7	73.1	73.2	82.9	1,732	75.8
Mile Run/PACER	64.3	72.7	56.0	79.7	1,732	66.2
All Tests - District	55.0	53.4	49.4	65.9	1,732	54.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Southington School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	63	69.8	82.3	No	83.5
Students with Disabilities	65	75.4	74.2	Yes	76.2
District	490	91	91.0	Yes	91.3
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.7	234	46.0
Male	74.8	243	47.5
Black or African American	*	*	*
Hispanic or Latino	75.9	16	27.6
White	78.5	433	48.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	50.8	30	23.4
Students with Disabilities	35.0	*	*
District	78.3	477	46.7
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>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.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.1	93.1
Male	73.9	86.6
Black or African American	*	*
Hispanic or Latino	*	*
White	79.9	90.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	47.5	77.8
Students with Disabilities	50.0	89.3
District	78.1	90.2
State	72.7	88.5

<sup>7</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>8</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 2013-14

## Southington School District

### Narratives

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#### **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.

The Open Choice Program with Hartford continues to grow with 71 students representing elementary, middle, and high school levels. Additionally, and throughout our World Language travel program, several student exchange programs occur throughout the year. Our district received a 1.27 million dollar grant for the purposes of instituting an Elementary and Secondary School Counseling Program Grant that supports all students within this population. This funding allowed the hiring of 4.9 additional counselors as well as the adoption of the Second Step Counseling Program within all eight elementary schools. This 3-year grant will allow a proactive approach to addressing racial, ethnic, economic, and developmental challenges for all students.

Each of our twelve schools offers a breakfast program that is open to all students. This together with a comprehensive 'Southington Cares' Program, support is always available to those in need.

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 ad

# District Profile and Performance Report for School Year 2013-14

## 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 the annual 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 the Central Office consider such factors as the student population served, the age of the school facilities, student performance on local and state assessment programs resulting in equity and legitimate needs. The Board of Education supports the allocation of resource staff for the purpose of implementing early intervention plans for students. Additionally, resource staff is assigned as appropriate to meet diverse needs within the buildings. Very successful grant writing efforts supplement local resources and are heralded as an effective way to create opportunities for student and adult learning. Title One Schools benefit from grant-funded resource staff to assist with meeting unique needs of students requiring supplemental services.