

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



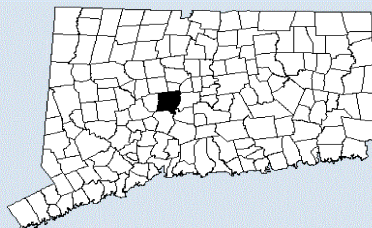
Southington School District

Mr. Timothy Connellan, Superintendent • 860-628-3202 • <http://www.southingtonschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	6,385
Per Pupil Expenditures ¹	\$14,656
Total Expenditures ¹	\$97,801,442

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,111	48.7	48.4
Male	3,274	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	229	3.6	5.2
Black or African American	154	2.4	12.8
Hispanic or Latino of any race	597	9.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	251	3.9	3.6
White	5,143	80.5	52.4
English Learners	120	1.9	7.6
Eligible for Free or Reduced-Price Meals	1,466	23.0	42.1
Students with Disabilities ³	938	14.7	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	207	6.7	73	2.3
Male	195	6.1	203	6.1
Black or African American	23	15.3	20	12.4
Hispanic or Latino of any race	72	12.2	50	8.0
White	270	5.3	186	3.5
English Learners	9	6.4	*	*
Eligible for Free or Reduced-Price Meals	220	15.2	138	8.4
Students with Disabilities	136	15.1	92	8.6
District	402	6.4	276	4.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 50

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	418.6
Paraprofessional Instructional Assistants	13.5
Special Education	
Teachers and Instructors	72.8
Paraprofessional Instructional Assistants	228.3
Administrators, Coordinators and Department Chairs	
District Central Office	12.0
School Level	23.8
Library/Media	
Specialists (Certified)	7.0
Support Staff	6.5
Instructional Specialists Who Support Teachers	25.8
Counselors, Social Workers and School Psychologists	35.0
School Nurses	17.3
Other Staff Providing Non-Instructional Services/Support	270.0

¹In 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 (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	1	0.2	1.1
Black or African American	3	0.5	3.8
Hispanic or Latino of any race	5	0.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	595	98.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	10	*	9	*
Hispanic or Latino of any race	25	92.6	34	94.4
White	441	98.0	407	99.5
English Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	91	95.8	93	97.9
Students with Disabilities	69	93.2	70	92.1
District	518	97.4	479	98.8
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	63	53.4
Emotional Disturbance	24	40.0
Intellectual Disability	*	*
Learning Disability	213	67.6
Other Health Impairment	149	66.2
Other Disabilities	*	*
Speech/Language Impairment	60	84.5
District	524	61.1
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	121	1.9	1.9
Emotional Disturbance	60	0.9	1.1
Intellectual Disability	19	0.3	0.5
Learning Disability	315	5.0	5.5
Other Health Impairment	228	3.6	3.2
Other Disabilities	75	1.2	1.1
Speech/Language Impairment	85	1.3	1.8
All Disabilities	903	14.2	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	34	3.8	8.2
Private Schools or Other Settings	38	4.2	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$63,635,129	\$9,536	\$10,545
Support services - students	\$7,575,336	\$1,172	\$1,373
Support services - instruction	\$1,656,632	\$256	\$644
Support services - general administration	\$3,932,131	\$608	\$462
Support services - school based administration	\$5,734,505	\$887	\$1,007
Central and other support services	\$533,501	\$83	\$671
Operation and maintenance of plant	\$9,115,043	\$1,410	\$1,629
Student transportation services	\$4,679,565	\$1,141	\$1,231
Food services	\$1,596	\$0	\$13
Enterprise operations	\$934,580	\$145	\$157
Minor school construction	\$3,426	\$1	\$65
Total	\$97,801,442	\$14,656	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$8,202,834	29.5	29.7
Instructional Aide Salaries	\$5,416,832	19.5	9.6
Other Salaries	\$1,440,393	5.2	10.4
Employee Benefits	\$5,036,648	18.1	13.0
Purchased Services Other Than Transportation	\$658,012	2.4	5.5
Special Education Tuition	\$4,920,177	17.7	22.6
Supplies	\$72,516	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,061,357	7.4	8.0
Equipment	\$18,339	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$27,827,108	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.5	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	75.7
State	20.8
Federal	2.1
Tuition & Other	1.4

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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	113	78.6	113	76.6	53	75.3
Black or African American	79	64.2	79	59.9	*	*
Hispanic or Latino of any race	286	64.9	286	61.2	115	60.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	119	71.4	119	67.7	57	71.7
White	2,786	73.6	2,784	70.7	1,278	70.8
English Learners	125	65.0	125	63.5	57	65.4
Non-English Learners	3,265	73.0	3,263	70.0	1,478	70.2
Eligible for Free or Reduced-Price Meals	751	65.5	750	61.5	307	63.0
Not Eligible for Free or Reduced-Price Meals	2,639	74.8	2,638	72.1	1,228	71.7
Students with Disabilities	475	52.8	473	48.7	205	54.4
Students without Disabilities	2,915	76.0	2,915	73.1	1,330	72.4
High Needs	1,090	62.8	1,088	59.0	461	61.2
Non-High Needs	2,300	77.4	2,300	74.8	1,074	73.8
District	3,390	72.7	3,388	69.7	1,535	70.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.4	80.8	80.1	81.4	1,896	81.1
Curl Up	79.6	79.1	77.5	95.1	1,896	82.3
Push Up	81.8	78.9	75.8	79.3	1,896	78.8
Mile Run/PACER	70.5	85.2	86.4	64.5	1,896	77.4
All Tests - District	55.8	60.1	60.1	54.6	1,896	57.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	41	92.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	94	92.6
Students with Disabilities	70	67.1
District	542	94.1
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	286	55.9
Male	97.0	251	49.7
Black or African American	90.0	*	*
Hispanic or Latino of any race	90.5	18	28.6
White	98.4	467	54.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.4	64	33.7
Students with Disabilities	85.3	8	5.3
District	97.6	537	52.8
State	95.9		42.6

³College 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

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

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 © 2019 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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.1	92.7
Male	69.2	88.5
Black or African American	*	*
Hispanic or Latino of any race	65.0	87.0
White	78.9	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	81.8
Students with Disabilities	55.9	80.0
District	77.0	90.8
State	71.0	87.8

⁵College 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.

⁶College 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

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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.

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	97.0	67.7
	High Needs Students	62.8	75	41.9	50	83.8	58.1
Math Performance Index	All Students	69.7	75	46.5	50	93.0	63.1
	High Needs Students	59.0	75	39.3	50	78.7	52.7
Science Performance Index	All Students	70.0	75	46.7	50	93.3	63.8
	High Needs Students	61.2	75	40.8	50	81.6	54.2
ELA Academic Growth	All Students	60.6%	100%	60.6	100	60.6	59.9%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.1%
Math Academic Growth	All Students	66.7%	100%	66.7	100	66.7	62.5%
	High Needs Students	61.0%	100%	61.0	100	61.0	55.2%
Progress Toward English Proficiency	Literacy	81.3%	100%	40.7	50	81.3	60.0%
	Oral	61.8%	100%	30.9	50	61.8	52.1%
Chronic Absenteeism	All Students	6.4%	<=5%	47.2	50	94.4	10.4%
	High Needs Students	13.3%	<=5%	33.3	50	66.7	16.1%
Preparation for CCR	% Taking Courses	98.0%	75%	50.0	50	100.0	80.0%
	% Passing Exams	52.8%	75%	35.2	50	70.4	42.6%
On-track to High School Graduation		95.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.1%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		89.4%	94%	95.1	100	95.1	83.3%
Postsecondary Entrance (Class of 2018)		77.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 57.9%	75%	38.6	50	77.1	96.4% 52.9%
Arts Access		36.2%	60%	30.2	50	60.4	51.9%
Accountability Index				1161.2	1450	80.1	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	62.8	12.2	15.4	
Math Performance Index Gap	74.8	59.0	15.8	17.6	
Science Performance Index Gap	73.8	61.2	12.6	16.1	
Graduation Rate Gap	94.0%	89.4%	4.6%	11.1%	N

¹If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	97.5
Math	All Students	98.6
	High Needs Students	97.2
Science	All Students	97.6
	High Needs Students	94.7

³Minimum participation standard is 95%.

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

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: 58.3 State: 51.5

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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 2019-2020 academic year by committing the necessary time for continued collaboration and providing reflection tools to assist teams in monitoring their progress. The district is proud of our efforts to develop, implement, and sustain programs for parents, families, and students that promote wellness and academic achievement for all.

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. The goal is to make the transition into school a smooth and more comfortable one.

Technology allows for 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 connect with families through the use of websites, apps, and regular correspondence such as newsletters to engage and inform families.

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) 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 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. 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.

The Southington Public Schools Coalition for Social Justice was formed this year with an effort to address issues of diversity, equity and inclusion across the district. Memberships consists of students, parents, staff, administration, community members, RESC partners, appointed and elected officials. The committee hopes to raise racial consciousness amongst students and staff in the district through self reflection and dialogue. Additionally, the committee will review curriculum and look for opportunities to make improvements towards providing a curriculum that is representative of, and accessible to, all. Lastly, the coalition will look at hiring practices, minority teacher recruitment, and talent development of staff.

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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.