Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

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	6,582
Per Pupil Expenditures[1]	$14,086
Total Expenditures[1]	$95,079,279

[1]Expenditure data reflect the 2015-16 year.
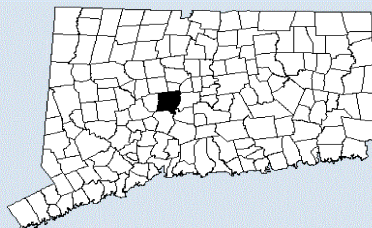
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2017)
(2017® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,239	49.2	48.4
Male	3,343	50.8	51.6
American Indian or Alaska Native	9	0.1	0.3
Asian	225	3.4	5.1
Black or African American	138	2.1	12.9
Hispanic or Latino	509	7.7	24.0
Pacific Islander	6	0.1	0.1
Two or More Races	217	3.3	2.9
White	5,478	83.2	54.8
English Learners	105	1.6	6.8
Eligible for Free or Reduced-Price Meals	999	15.2	35.9
Students with Disabilities[1]	881	13.4	14.3

[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	182	5.7	13	0.4
Male	187	5.7	51	1.5
Black or African American	17	12.1	*	*
Hispanic or Latino	52	10.3	21	4.0
White	280	5.2	37	0.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	143	15.3	29	2.7
Students with Disabilities	103	11.9	22	2.2
District	369	5.7	64	1.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 33

Number of school-based arrests: 0

[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	425.3
Paraprofessional Instructional Assistants	68.2
Special Education	
Teachers and Instructors	69.8
Paraprofessional Instructional Assistants	207.7
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	23.7
Library/Media	
Specialists (Certified)	7.0
Support Staff	6.8
Instructional Specialists Who Support Teachers	23.3
Counselors, Social Workers and School Psychologists	35.9
School Nurses	19.3
Other Staff Providing Non-Instructional Services/Support	245.9

[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	1	0.2	0.1
Asian	1	0.2	1.0
Black or African American	4	0.7	3.6
Hispanic or Latino	5	0.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	604	98.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.6

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	16	*	*	*
Hispanic or Latino	35	94.6	34	91.9
White	434	96.7	424	98.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	65	91.5	50	90.9
Students with Disabilities	60	87.0	72	88.9
District	524	96.0	495	97.4
State		63.6		77.5

[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	52	52.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	185	69.5
Other Health Impairment	144	64.0
Other Disabilities	13	27.7
Speech/Language Impairment	70	74.5
District	479	60.5
State		68.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	101	1.5	1.7
Emotional Disturbance	50	0.8	1.0
Intellectual Disability	10	0.2	0.5
Learning Disability	266	4.1	4.9
Other Health Impairment	227	3.5	2.9
Other Disabilities	70	1.1	1.1
Speech/Language Impairment	100	1.5	1.8
All Disabilities	824	12.6	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	56,718,266	8,667	9,663
Instructional Supplies and Equipment	1,471,189	225	321
Improvement of Instruction and Educational Media Services	1,117,715	171	578
Student Support Services	6,885,145	1,052	1,103
Administration and Support Services	10,248,790	1,566	1,861
Plant Operation and Maintenance	8,662,058	1,324	1,637
Transportation	4,129,732	597	877
Costs of Students Tuitioned Out	4,940,002	N/A	N/A
Other	906,382	139	201
Total	95,079,279	14,086	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	5,548,429	848	1,749

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

Special Education Expenditures: 2015-16

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	7,405,616	29.4	34.6
Noncertified Personnel	5,250,670	20.8	14.6
Purchased Services	1,262,367	5.0	5.8
Tuition to Other Schools	4,332,157	17.2	21.8
Special Ed. Transportation	1,723,046	6.8	8.5
Other Expenditures	5,224,328	20.7	14.7
Total Expenditures	25,198,184	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	72.0	71.6
State	24.6	24.9
Federal	2.4	2.5
Tuition & Other	1.0	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	7	*	7	*	*	*
Asian	129	75.7	129	74.8	51	62.3
Black or African American	81	65.0	80	59.9	26	51.5
Hispanic or Latino	268	65.0	268	59.5	115	51.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	106	70.4	106	66.9	38	58.8
White	2948	73.8	2947	69.9	1126	59.6
English Learners	158	68.9	158	65.4	64	53.3
Non-English Learners	3385	73.1	3383	69.1	1297	59.0
Eligible for Free or Reduced-Price Meals	519	63.7	518	58.9	190	51.4
Not Eligible for Free or Reduced-Price Meals	3024	74.5	3023	70.6	1171	59.9
Students with Disabilities	470	52.3	470	47.7	192	42.6
Students without Disabilities	3073	76.1	3071	72.2	1169	61.4
High Needs	938	61.2	937	56.6	363	48.9
Non-High Needs	2605	77.1	2604	73.3	998	62.3
District	3543	72.9	3541	68.9	1361	58.7

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

READING	Grade 4	Grade 8	Grade 12
	NAEP 2015		NAEP 2013
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	88.3	79.8	82.0	89.3	1,713	83.9
Curl Up	86.5	84.9	83.4	96.0	1,713	86.3
Push Up	84.3	79.1	80.8	87.6	1,713	82.1
Mile Run/PACER	69.3	83.0	85.1	66.7	1,713	77.9
All Tests - District	57.8	61.5	63.2	60.9	1,713	60.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

[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]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	34	82.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	95	82.1
Students with Disabilities	67	71.6
District	498	93.6
State		87.4

[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.

[2]Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	323	60.6
Male	96.5	282	54.1
Black or African American	*	*	*
Hispanic or Latino	95.9	24	32.4
White	97.6	536	60.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.8	41	32.5
Students with Disabilities	84.7	7	4.7
District	97.3	605	57.4
State	96.1		43.5

[3]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

[4]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 2016	Class of 2015
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	85.0	94.9
Male	71.8	87.8
Black or African American	*	*
Hispanic or Latino	69.0	*
White	79.4	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.1	79.5
Students with Disabilities	55.9	75.0
District	78.2	91.5
State	72.0	88.5

[5]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.

[6]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

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	72.9	75	48.6	50	97.2	67.1
	High Needs Students	61.2	75	40.8	50	81.7	55.9
Math Performance Index	All Students	68.9	75	45.9	50	91.9	62.2
	High Needs Students	56.6	75	37.7	50	75.5	50.5
Science Performance	All Students	58.7	75	39.2	50	78.3	55.3
	High Needs Students	48.9	75	32.6	50	65.2	45.2
ELA Academic Growth	All Students	60.2%	100%	60.2	100	60.2	55.4%
	High Needs Students	53.9%	100%	53.9	100	53.9	49.8%
Math Academic Growth	All Students	65.3%	100%	65.3	100	65.3	61.7%
	High Needs Students	56.3%	100%	56.3	100	56.3	53.7%
Chronic Absenteeism	All Students	5.7%	<=5%	48.6	50	97.2	9.9%
	High Needs Students	12.6%	<=5%	34.9	50	69.8	15.8%
Preparation for CCR	% Taking Courses	96.7%	75%	50.0	50	100.0	70.7%
	% Passing Exams	57.4%	75%	38.3	50	76.5	43.5%
On-track to High School Graduation		94.6%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.6%	94%	99.5	100	99.5	87.4%
6-year Graduation - High Needs Students (2014		88.3%	94%	93.9	100	93.9	82.0%
Postsecondary Entrance (Class of 2016)		78.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness		83.0% | 60.9%	75%	20.3	50	40.6	92.0% | 51.6%
Arts Access		34.3%	60%	28.6	50	57.2	50.5%
Accountability Index				**1044.8**	**1350**	**77.4**	

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	61.2	13.8	16.7	
Math Performance Index Gap	73.3	56.6	16.7	18.7	
Science Performance Index Gap	62.3	48.9	13.4	16.6	
Graduation Rate Gap	94.0%	88.3%	5.7%	12.0%	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	98.8
	High Needs Students	97.0
Math	All Students	98.7
	High Needs Students	96.9
Science	All Students	94.4
	High Needs Students	92.8

[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: 58.7   **State: 50.2**

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 True Colors 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. 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.