

STRATEGIC SCHOOL PROFILE 2008-09**Southington School District**

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Location: 49 Beecher Street
Southington,
Connecticut

Website: www.southingtonschools.org

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	Per Capita Income in 2000: \$26,370
Town Population in 2000: 39,728	Percent of Adults without a High School Diploma in 2000*: 14.3%
1990-2000 Population Growth: 3.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%
Number of Public Schools: 11	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, 2008 6,826
5-Year Enrollment Change 1.7%

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	514	7.5	11.7	30.3
K-12 Students Who Are Not Fluent in English	103	1.5	2.3	5.2
Students Identified as Gifted and/or Talented*	345	5.1	4.9	4.0
PK-12 Students Receiving Special Education Services in District	722	10.6	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	438	87.6	85.8	79.7
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	147	19.3	22.8	19.0

*71.3% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	26	0.4
Asian American	220	3.2
Black	144	2.1
Hispanic	270	4.0
White	6,166	90.3
Total Minority	660	9.7

Percent of Minority Professional Staff: 1.5%

Open Choice: 10 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: 4.5% 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 29.

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, and music 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 with East Farms Elementary School in Waterbury. 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, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	67.6	54.6	63.5
Writing	73.4	62.5	62.3
Mathematics	85.1	62.8	89.9
Grade 4 Reading	74.6	60.7	68.7
Writing	78.6	64.2	73.9
Mathematics	90.2	63.6	97.0
Grade 5 Reading	74.7	66.0	54.7
Writing	68.8	66.5	40.7
Mathematics	88.5	68.8	91.4
Science	69	58.1	48.1
Grade 6 Reading	80.2	68.9	57.7
Writing	76.6	62.2	68.7
Mathematics	85.7	68.8	73.0
Grade 7 Reading	83.9	74.9	61.1
Writing	73.2	62.9	61.1
Mathematics	84.0	66.0	77.7
Grade 8 Reading	74.0	68.4	44.5
Writing	73.8	66.5	46.5
Mathematics	82.9	64.5	73.5
Science	70.1	60.6	43.9

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 scoreable 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	54.9	47.4	55.3
Writing Across the Disciplines	57.0	55.0	45.8
Mathematics	63.7	47.8	67.2
Science	49.4	42.8	51.9

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
	34.9	36.2	43.7

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.8	74.5	
Average Score	Mathematics	515	507	56.6
	Critical Reading	509	503	50.4
	Writing	511	506	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, Class of 2008	92.9	92.1	38.2
Cumulative Four-Year Dropout Rate for Class of 2008	6.3	6.6	35.0
2007-08 Annual Dropout Rate for Grade 9 through 12	1.5	2.5	40.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.2	84.1
% Employed (Civilian Employment and in Armed Services)	9.4	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	432.90
Paraprofessional Instructional Assistants	24.17
Special Education	
Teachers and Instructors	63.00
Paraprofessional Instructional Assistants	136.33
Library/Media Specialists and/or Assistants	13.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	23.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.20
Counselors, Social Workers, and School Psychologists	32.91
School Nurses	19.10
Other Staff Providing Non-Instructional Services and Support	260.43

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	14.3	14.1	13.6
% with Master's Degree or Above	69.9	75.1	76.1

Average Class Size	District	DRG	State
Grade K	17.8	17.5	18.3
Grade 2	19.2	19.0	19.3
Grade 5	20.6	20.9	21.0
Grade 7	21.3	20.7	20.5
High School	20.4	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	986	988
Middle School	1,025	1,026	1,016
High School	933	1,008	1,007

*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*	3.0	3.7	3.3
Middle School	4.6	3.0	2.6
High School	3.4	3.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$48,405	\$7,024	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$1,369	\$199	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$980	\$142	\$461	\$372	\$446
Student Support Services	\$5,398	\$783	\$808	\$754	\$806
Administration and Support Services	\$8,095	\$1,175	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$7,038	\$1,021	\$1,382	\$1,261	\$1,377
Transportation	\$3,223	\$446	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$3,482	N/A	N/A	N/A	N/A
Other	\$661	\$96	\$152	\$151	\$151
Total	\$78,652	\$11,332	\$12,869	\$12,042	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,989	\$434	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$18999404	24.2	20.6	20.5

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	65.5	27.9	2.6	4.1
Excluding School Construction	66.1	27.0	2.7	4.2

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.

Below is a description of how this district allocates resources to ensure 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. During the 2008-2009 school year, teachers were added at the elementary levels to reduce class size and address enrollment increases. Literacy Specialist positions at each elementary and middle school support literacy and provide in classroom coaching and training to staff. Class sizes at the elementary level are below the state average. 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	709
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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	64	0.9	1.0	0.8
Learning Disability	207	3.1	3.3	3.9
Intellectual Disability	18	0.3	0.4	0.5
Emotional Disturbance	58	0.9	0.9	1.0
Speech Impairment	157	2.3	2.5	2.3
Other Health Impairment*	150	2.2	2.2	2.1
Other Disabilities**	55	0.8	0.9	0.9
Total	709	10.5	11.2	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 2007-08 with a Standard Diploma	87.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	33.0	30.2	75.9	65.7
	Writing	24.3	19.5	74.1	64.1
	Mathematics	46.8	30.7	86.0	65.7
	Science	26.7	23.8	69.5	59.4
CAPT	Reading Across the Disciplines	26.8	14.1	54.9	47.4
	Writing Across the Disciplines	14.8	13.6	57.0	55.0
	Mathematics	25.0	15.4	63.7	47.8
	Science	12.7	10.6	49.4	42.8

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	12.0
	% With Accommodations	88.0
CAPT	% Without Accommodations	9.7
	% With Accommodations	90.3
% Assessed Using Skills Checklist		8.6

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	1	0.1
Private Schools or Other Settings	56	7.9

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	531	74.9	75.5	72.7
40.1 to 79.0 Percent of Time	116	16.4	15.2	16.1
0.0 to 40.0 Percent of Time	62	8.7	9.3	11.2

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 are the highest in years. Southington Public Schools' students scored higher (in many cases, significantly higher) than all state averages. Test scores are at or near the top of District Reference Group (DRG) D for grades 3, 4, and 5. Scores are in the top half of DRG D in grades 6, 7, and 8. 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 Understanding by Design.

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 85 % of graduates from Southington High School attend post-secondary institutions of higher education.

The Districtwide 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.
