

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



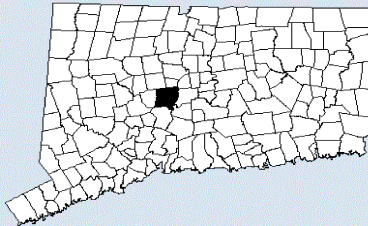
## Southington School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	6,626
Per Pupil Expenditures <sup>1</sup>	\$13,193
Total Expenditures <sup>1</sup>	\$90,295,129

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,252	49.1	48.3
Male	3,374	50.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	221	3.3	4.7
Black or African American	123	1.9	12.9
Hispanic or Latino	449	6.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	171	2.6	2.5
White	5,654	85.3	57.2
English Language Learners	102	1.5	6.3
Eligible for Free or Reduced-Price Meals	1,084	16.4	37.6
Students with Disabilities <sup>1</sup>	823	12.4	13.3

<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	197	6.1	60	1.8
Male	197	5.9	188	5.5
Black or African American	15	12.1	14	11.1
Hispanic or Latino	64	14.4	31	6.7
White	294	5.3	194	3.4
English Language Learners	8	10.5	*	*
Eligible for Free or Reduced-Price Meals	185	17.7	86	7.5
Students with Disabilities	109	13.7	78	8.4
District	394	6.0	248	3.7
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 8**

<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 2014-15

## Southington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	428.4
Paraprofessional Instructional Assistants	50.9
<b>Special Education</b>	
Teachers and Instructors	66.8
Paraprofessional Instructional Assistants	198.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	13.0
School Level	23.8
<b>Library/Media</b>	
Specialists (Certified)	6.6
Support Staff	6.8
Instructional Specialists Who Support Teachers	15.5
Counselors, Social Workers and School Psychologists	40.9
School Nurses	19.3
Other Staff Providing Non-Instructional Services/Support	240.2

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.5	0.1
Asian	2	0.3	1.0
Black or African American	4	0.7	3.5
Hispanic or Latino	5	0.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	594	97.7	91.8

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	27	81.8	27	90.0
White	403	94.6	434	95.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	80.0	70	94.6
Students with Disabilities	46	75.4	71	83.5
District	461	93.7	491	95.0
State		58.4		73.8

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	53	55.2
Emotional Disturbance	14	31.8
Intellectual Disability	0	0
Learning Disability	169	69.8
Other Health Impairment	133	70.0
Other Disabilities	12	23.5
Speech/Language Impairment	88	73.9
District	469	62.4
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Southington School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	96	1.4	1.5
Emotional Disturbance	44	0.7	1.0
Intellectual Disability	10	0.2	0.5
Learning Disability	243	3.6	4.4
Other Health Impairment	190	2.9	2.6
Other Disabilities	82	1.2	1.0
Speech/Language Impairment	128	1.9	1.9
All Disabilities	793	11.9	13.0

<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	42	5.3	8.1
Private Schools or Other Settings	35	4.4	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	53,487,675	8,023	9,134
Instructional Supplies and Equipment	1,279,768	192	334
Improvement of Instruction and Educational Media Services	1,455,039	218	498
Student Support Services	6,506,542	976	1,001
Administration and Support Services	9,606,217	1,441	1,694
Plant Operation and Maintenance	7,964,414	1,195	1,572
Transportation	3,786,048	538	813
Costs of Students Tuitioned Out	5,345,157	N/A	N/A
Other	864,269	130	186
<b>Total</b>	<b>90,295,129</b>	<b>13,193</b>	<b>15,289</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	25,029,313	3,754	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,043,402	29.1	35.1
Noncertified Personnel	4,532,944	18.7	14.2
Purchased Services	1,339,263	5.5	5.2
Tuition to Other Schools	4,836,314	20.0	22.0
Special Ed. Transportation	1,870,291	7.7	8.6
Other Expenditures	4,613,984	19.0	14.9
<b>Total Expenditures</b>	<b>24,236,198</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.7	70.1
State	39.3	26.2
Federal	1.9	2.4
Tuition & Other	1.1	1.3

<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 2014-15

## Southington School District

### 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	117	76.2	117	72.7	42	67.4
Black or African American	64	61.9	65	52.8	32	50.1
Hispanic or Latino	215	63.6	216	56.9	96	54.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	88	71.8	88	67.3	39	63.3
White	2997	73.8	2992	67.8	1260	64.7
English Language Learners	87	64.4	87	61.4	22	46.9
Non-English Language Learners	3400	73.2	3397	67.1	1449	64.0
Eligible for Free or Reduced-Price Meals	512	64.3	511	57.8	215	53.9
Not Eligible for Free or Reduced-Price Meals	2975	74.5	2973	68.6	1256	65.4
Students with Disabilities	481	52.6	481	47.0	224	48.7
Students without Disabilities	3006	76.3	3003	70.2	1247	66.4
High Needs	913	60.7	911	54.7	390	52.0
Non-High Needs	2574	77.4	2573	71.3	1081	68.0
District	3487	73.0	3484	67.0	1471	63.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.9	85.1	81.9	90.2	1,888	87.4
Curl Up	87.6	83.1	83.4	95.8	1,888	87.2
Push Up	83.6	77.7	78.0	90.4	1,888	82.2
Mile Run/PACER	69.5	78.1	59.0	80.4	1,888	71.6
All Tests - District	63.7	58.8	50.9	72.2	1,888	61.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Southington School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	29	93.1	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	82	81.7	83.5	No	84.6
Students with Disabilities	72	68.1	76.2	No	78.2
District	512	93.4	91.3	Yes	91.6
State <sup>4</sup>		87.0			

<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 2013-14 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	77.6	246	51.6
Male	67.7	230	43.2
Black or African American	*	*	*
Hispanic or Latino	57.1	19	30.2
White	73.9	430	48.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	44.4	38	26.4
Students with Disabilities	32.1	*	*
District	72.3	476	47.2
State	67.2		37.3

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.9	91.5
Male	73.6	86.1
Black or African American	*	*
Hispanic or Latino	65.5	*
White	78.9	89.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	57.7	69.7
Students with Disabilities	43.1	67.6
District	78.4	89.0
State	72.6	88.8

<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 2014-15

## Southington School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.0	75	97.4	100	97.4	67.9
	High Needs Students	60.7	75	80.9	100	80.9	56.7
Math Performance Index	All Students	67.0	75	89.3	100	89.3	59.3
	High Needs Students	54.7	75	72.9	100	72.9	47.8
Science Performance Index	All Students	63.7	75	85.0	100	85.0	56.5
	High Needs Students	52.0	75	69.3	100	69.3	45.9
Chronic Absenteeism	All Students	6.0%	<=5%	47.9	50	95.9	10.6%
	High Needs Students	14.9%	<=5%	30.3	50	60.6	17.3%
Preparation for CCR	% Taking Courses	94.4%	75%	50.0	50	100.0	66.1%
	% Passing Exams	47.2%	75%	31.5	50	62.9	37.3%
On-track to High School Graduation		93.9%	94%	50.0	50	99.9	85.6%
4-year Graduation All Students (2014 Cohort)		93.4%	94%	99.3	100	99.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		91.4%	94%	97.2	100	97.2	77.6%
Postsecondary Entrance (Class of 2014)		78.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.1%   61.1%	75%	40.7	50	81.4	87.6%   51.0%
Arts Access		33.9%	60%	28.2	50	56.5	45.7%
<b>Accountability Index</b>				<b>1069.8</b>	<b>1250</b>	<b>85.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.7	14.3	17.3	
Math Performance Index Gap	71.3	54.7	16.7	19.6	
Science Performance Index Gap	68.0	52.0	16.0	17.2	
Graduation Rate Gap	94.0%	91.4%	2.6%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	98.9
	High Needs Students	97.6
Math	All Students	98.9
	High Needs Students	97.4
Science	All Students	99.1
	High Needs Students	97.8

#### 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: 55.7**

**State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2014-15

## Southington School District

### Narratives

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#### **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. Furthermore, the use of a system wide holistic accountability model including district data teams, school data teams, and instructional data teams is in development to monitor progress of adopted district indicators across grade levels and within content areas. Finally, ongoing work with the SchoolNet learning platform allows teachers to run reports and administer assessments in order to further understand student growth and progress against these indicators. 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.

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 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. 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 of learning opportunities. Additionally, the use of the PowerSchool parent portal provides parents with regular and timely access to student performance.

#### **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 Rachel's Challenge 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. 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

# District Profile and Performance Report for School Year 2014-15

## 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 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