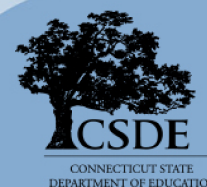# Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

Southington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	6,190
Per Pupil Expenditures[1]	$15,706
Total Expenditures[1]	$101,540,682

[1] *Expenditure data reflect the 2019-20 school year.*
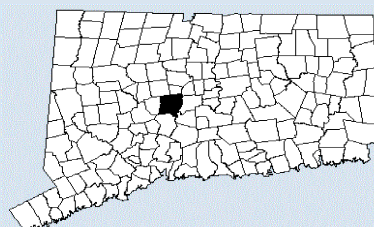
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2020-21 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 https://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, 2020 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,065	49.5	48.4
Male	3,125	50.5	51.5
American Indian or Alaska Native	*	*	0.3
Asian	233	3.8	5.2
Black or African American	145	2.3	12.7
Hispanic or Latino of any race	650	10.5	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	273	4.4	4.0
White	4,877	78.8	49.9
English Learners	144	2.3	8.3
Eligible for Free or Reduced-Price Meals	1,488	24.0	42.7
Students with Disabilities[3]	940	15.2	16.3

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	198	6.5	23	0.7
Male	210	6.8	82	2.6
Black or African American	19	12.0	*	*
Hispanic or Latino of any race	109	16.7	21	3.1
White	234	4.9	74	1.5
English Learners	21	13.9	*	*
Eligible for Free or Reduced-Price Meals	244	17.5	49	3.0
Students with Disabilities	188	20.0	36	3.3
District	408	6.7	105	1.7
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 45

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays 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	419.0
Paraprofessional Instructional Assistants	21.3
Special Education	
Teachers and Instructors	76.0
Paraprofessional Instructional Assistants	230.6
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	24.3
Library/Media	
Specialists (Certified)	8.0
Support Staff	6.3
Instructional Specialists Who Support Teachers	23.8
Counselors, Social Workers and School Psychologists	39.0
School Nurses	20.6
Other Staff Providing Non-Instructional Services/Support	279.3

[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 Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	3	0.5	1.3
Black or African American	4	0.7	4.1
Hispanic or Latino of any race	5	0.8	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	595	97.7	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	44	91.7	53	96.4
White	389	96.0	407	98.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	100	92.6	104	94.5
Students with Disabilities	77	87.5	87	90.6
District	486	95.7	512	97.5
State		75.9		85.6

[2] 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[3]

	Count	Rate (%)
Autism	62	54.4
Emotional Disturbance	23	41.1
Intellectual Disability	*	*
Learning Disability	223	70.6
Other Health Impairment	152	70.7
Other Disabilities	*	*
Speech/Language Impairment	60	82.2
District	536	63.4
State		67.9

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	119	1.9	2.1
Emotional Disturbance	57	0.9	1.1
Intellectual Disability	24	0.4	0.5
Learning Disability	316	5.2	5.8
Other Health Impairment	218	3.6	3.3
Other Disabilities	69	1.1	1.2
Speech/Language Impairment	93	1.5	1.9
All Disabilities	896	14.7	15.9

[1] This 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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	27	3.0	8.3
Private Schools or Other Settings	38	4.2	4.8

[2] This 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]: 2019-20

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$67,209,671	$10,396	$11,205
Support services - students	$7,938,374	$1,260	$1,346
Support services - instruction	$1,500,211	$238	$698
Support services - general administration	$3,991,649	$634	$464
Support services - school based administration	$6,166,904	$979	$1,037
Central and other support services	$555,806	$88	$691
Operation and maintenance of plant	$8,940,218	$1,420	$1,692
Student transportation services	$4,330,531	$1,067	$1,159
Food services	$1,596	$0	$21
Enterprise operations	$905,722	$144	$151
Total	$101,540,682	$15,706	$17,838

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

Special Education Expenditures: 2019-20

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$8,612,433	29.8	29.6
Instructional Aide Salaries	$5,485,444	19.0	11.1
Other Salaries	$1,547,577	5.4	9.5
Employee Benefits	$5,629,958	19.5	13.5
Purchased Services Other Than Transportation	$722,773	2.5	5.4
Special Education Tuition	$4,862,422	16.8	22.5
Supplies	$98,463	0.3	0.5
Property Services	$36,865	0.1	0.3
Purchased Services For Transportation	$1,842,674	6.4	7.2
Equipment	$33,665	0.1	0.2
All Other Expenditures	.	.	0.1
Total	$28,872,273	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.4	25.1

Expenditures by Revenue Source[4]: 2019-20

	Percent of Total (%) Excluding School Construction
Local	73.2
State	22.9
Federal	2.1
Tuition & Other	1.7

[4] Revenue 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).

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Cohort Graduation: Four-Year[1]

	2019-20	
	Cohort Count[2]	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	28	92.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	128	85.2
Students with Disabilities	75	72.0
District	542	94.1
State		88.8

[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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	77.3	230	44.6
Male	77.6	215	41.6
Black or African American	*	*	*
Hispanic or Latino	64.1	17	16.5
White	79.0	387	47.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	66.5	40	18.3
Students with Disabilities	56.0	11	6.0
District	77.4	445	43.1
State	85.0		36.0

[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

[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 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.

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	86.8	90.6
Male	71.3	87.9
Black or African American	*	*
Hispanic or Latino of any race	61.5	75.0
White	79.9	90.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.1	85.1
Students with Disabilities	50.0	83.3
District	79.2	89.4
State	67.4	84.9

[3] 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.

[4] 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	6.7%	<=5%	19.0%
	High Needs Students	15.8%	<=5%	30.2%
Preparation for CCR	% Taking Courses	96.6%	75%	80.6%
	% Passing Exams	43.1%	75%	36.0%
On-track to High School Graduation		90.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		94.1%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		92.2%	94%	85.2%
Postsecondary Entrance (Class of 2020)		79.2%	75%	67.4%
Arts Access		34.9%	60%	50.7%

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]
Graduation Rate Gap	94.0%	92.2%	1.8%	9.8%	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.

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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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. Early release Tuesday time and after school professional development allows for vertical articulation meetings allowing staff from various schools, grade levels, and content areas to regularly collaborate around best practices, student needs, and ensuring fidelity to the curriculum. 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 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. Parents/Families of incoming kindergarten children receive a "Welcome" packet including numeracy and literacy information with engaging activities that can be done at home. The special education department held several evening events for families of identified students on topics ranging from transition programming for our 18-21 year old's to preschool programming available to students identified through the birth to 3 program 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. Lastly, our District Truancy Team which includes faculty members and community support agencies work closely to engage families and provide the appropriate resources and support for student with truancy concerns.

Technology allows for easy communication with families and for those with limited access, a system of telephone "all-calls" is used to ensure that information is shared about relevant topics. Teachers use technology to connect with families using 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. 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 been a leader across the state in its adoption of 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 continues to partner with Paul Vivian and Audley Donaldson, two gentlemen from varied backgrounds with a depth of experience and knowledge around implicit bias, stereotypes, being an "upstander" and immigration. Additionally, this past year the high school administrative team partnered with SERC to participate in a series of sessions designed to help reflect on the school's practices and strategies towards promoting a more inclusive school. 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.

The Southington Public Schools Coalition for Social Justice continues to be a statewide model comprised of students, parents, staff, administration, community members, RESC partners, appointed and elected officials. The Coalition formed a subcommittee with the goals of ensuring fair and equitable hiring practices, promoting minority teacher recruitment, and fostering talent development of staff.

Lastly, the district has taken steps to adopt software that makes all messaging accessible to all families in their native language through the use of Weglot for our website and ParentSquare as our mass messaging notification system which allows families to choose from one of 122 different languages to receive school notifications.

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 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.