Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023−24
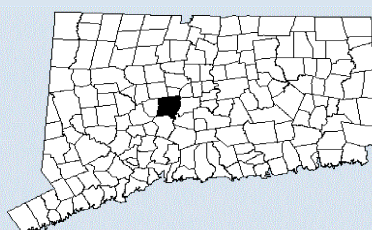
CONNECTICUT Education

Southington School District

Steven Madancy, Superintendent • 860-628-3202 • http://www.southingtonschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	6,242
Per Pupil Expenditures[1]	$17,952
Total Expenditures[1]	$114,534,898

[1] *Expenditure data reflect the 2022-23 school year.*

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2023-24 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. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

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

Students

October 1, 2023 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,077	49.3	48.3
Male	3,157	50.6	51.5
Non-Binary	8	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	303	4.9	5.2
Black or African American	155	2.5	12.5
Hispanic or Latino of any race	814	13.0	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	330	5.3	4.7
White	4,632	74.2	46.2
English Learners/Multilingual Learners	216	3.5	10.5
Eligible for Free or Reduced-Price Meals	1,656	26.5	44.0
Students with Disabilities[3]	1,035	16.6	17.9

[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	*	*	*	*
Male	338	11.0	227	7.0
Non-Binary	*	*	*	*
Black or African American	15	10.2	20	12.6
Hispanic or Latino of any race	151	19.2	72	8.5
White	429	9.4	206	4.4
English Learners/Multilingual Learners	38	16.7	10	4.3
Eligible for Free or Reduced-Price Meals	381	23.6	151	8.3
Students with Disabilities	213	20.8	118	9.8
District	679	11.1	331	5.2
State		17.7		7.0

Number of students qualified as truant under state statute: 147

Number of school-based arrests: Fewer than 6

[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	418.6
Paraprofessional Instructional Assistants	21.5
Special Education	
Teachers and Instructors	83.8
Paraprofessional Instructional Assistants	220.1
Administrators, Coordinators and Department Chairs	
District Central Office	11.3
School Level	24.7
Library/Media	
Specialists (Certified)	8.0
Support Staff	6.9
Instructional Specialists Who Support Teachers	22.8
Counselors, Social Workers and School Psychologists	42.0
School Nurses	19.1
Other Staff Providing Non-Instructional Services/Support	302.6

[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	4	0.7	1.4
Black or African American	4	0.7	4.8
Hispanic or Latino of any race	6	1.0	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	602	97.6	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	13.3

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	15	*	17	*
Hispanic or Latino of any race	63	95.5	55	96.5
White	373	99.5	377	99.0
English Learners/Multilingual Learners	8	*	*	*
Eligible for Free or Reduced-Price Meals	116	97.5	120	98.4
Students with Disabilities	68	98.6	90	94.7
District	485	98.6	494	98.8
State		88.4		94.6

[2] College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	68	52.7
Emotional Disability	39	47.6
Intellectual Disability	*	*
Learning Disability	228	61.6
Other Health Impairment	137	64.9
Other Disabilities	*	*
Speech/Language Impairment	64	91.4
District	554	59.8
State		66.8

[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	133	2.2	2.6
Emotional Disability	82	1.3	1.1
Intellectual Disability	25	0.4	0.6
Learning Disability	370	6.1	6.4
Other Health Impairment	213	3.5	3.5
Other Disabilities	60	1.0	1.2
Speech/Language Impairment	95	1.6	2.0
All Disabilities	978	16.0	17.3

[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	18	1.8	8.0
Private Schools or Other Settings	47	4.8	4.6

[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]: 2022-23

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$72,582,628	$11,377	$12,942
Support services - students	$11,144,934	$1,785	$1,724
Support services - instruction	$2,114,006	$339	$905
Support services - general administration	$4,628,245	$741	$520
Support services - school based administration	$6,388,599	$1,023	$1,207
Central and other support services	$1,132,110	$181	$771
Operation and maintenance of plant	$9,705,803	$1,554	$2,101
Student transportation services	$5,809,976	$1,575	$1,582
Food services	.	.	$8
Enterprise operations	$1,028,597	$165	$213
Total	$114,534,898	$17,952	$21,143

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

Special Education Expenditures: 2022-23

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$10,188,726	29.3	27.6
Instructional Aide Salaries	$6,532,148	18.8	10.2
Other Salaries	$1,851,330	5.3	10.5
Employee Benefits	$6,107,732	17.6	13.2
Purchased Services Other Than Transportation	$1,435,612	4.1	6.4
Special Education Tuition	$5,411,827	15.6	22.2
Supplies	$146,263	0.4	0.7
Property Services	$92,255	0.3	0.4
Purchased Services For Transportation	$2,932,463	8.4	8.4
Equipment	$80,777	0.2	0.3
All Other Expenditures	.	.	0.1
Total	$34,779,133	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.4	25.0

Expenditures by Revenue Source[4]: 2022-23

	Percent of Total (%) Excluding School Construction
Local	73.2
State	21.5
Federal	3.6
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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	155	78.2	155	80.0	68	76.0
Black or African American	86	63.3	85	58.9	39	60.2
Hispanic or Latino of any race	414	63.7	413	60.7	197	60.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	181	74.1	181	71.1	70	72.6
White	2,353	72.1	2,346	71.2	995	70.8
English Learners/Multilingual Learners	152	63.6	151	65.9	54	62.6
Non-English Learners/Non-Multilingual Learners	3,041	71.5	3,033	70.2	1,318	69.6
Eligible for Free or Reduced-Price Meals	828	63.6	824	60.6	358	60.6
Not Eligible for Free or Reduced-Price Meals	2,365	73.8	2,360	73.2	1,014	72.4
Students with Disabilities	514	50.9	507	47.1	193	48.0
Students without Disabilities	2,679	75.0	2,677	74.3	1,179	72.8
High Needs	1,159	61.3	1,151	58.8	478	59.2
Non-High Needs	2,034	76.8	2,033	76.3	894	74.8
District	3,193	71.2	3,184	69.9	1,372	69.3

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

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.7	76.4	77.7	78.8	1,837	79.8
Curl Up	86.7	78.7	73.4	92.5	1,833	83.1
Push Up	86.3	79.4	75.3	77.5	1,833	79.8
Mile Run/PACER	78.2	65.0	46.1	50.9	1,832	60.3
All Tests - District	62.1	46.2	35.5	39.3	1,817	46.1
All Tests - State	53.6	48.4	44.6	42.3		47.2

[2] The 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.

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

Cohort Graduation: Four-Year[1]

	2022-23	
	Cohort Count[2]	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	54	79.6
White	444	94.8
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	160	84.4
Students with Disabilities	89	79.8
District	550	93.5
State		88.4

[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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness[3]

	Count	Rate (%)
Female	297	59.3
Male	*	*
Non-Binary	*	*
Black or African American	13	40.6
Hispanic or Latino	45	36.6
White	446	59.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76	31.5
Students with Disabilities	21	12.8
District	556	56.0
State		44.3

[3]Students demonstrate postsecondary readiness through at least one of the following:
- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	80.4	93.3
Male	73.4	85.8
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	66.7	74.1
White	77.8	91.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	57.1	79.5
Students with Disabilities	50.0	72.4
District	76.8	89.8
State	68.4	87.2

[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	71.2	75	47.4	50	94.9	63.9
	High Needs Students	61.3	75	40.9	50	81.8	54.1
Math Performance Index	All Students	69.9	75	46.6	50	93.3	60.2
	High Needs Students	58.8	75	39.2	50	78.4	49.5
Science Performance Index	All Students	69.3	75	46.2	50	92.5	61.8
	High Needs Students	59.2	75	39.5	50	78.9	51.4
ELA Academic Growth	All Students	60.8%	100%	60.8	100	60.8	58.7%
	High Needs Students	54.0%	100%	54.0	100	54.0	54.2%
Math Academic Growth	All Students	67.1%	100%	67.1	100	67.1	61.4%
	High Needs Students	58.6%	100%	58.6	100	58.6	55.1%
Progress Toward English Proficiency	Literacy	66.3%	100%	33.2	50	66.3	58.9%
	Oral	65.9%	100%	32.9	50	65.9	55.2%
Chronic Absenteeism	All Students	11.1%	<=5%	37.8	50	75.6	17.7%
	High Needs Students	20.6%	<=5%	18.7	50	37.4	25.5%
Preparation for CCR	% Taking Courses	98.7%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	56.0%	75%	37.4	50	74.7	44.3%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		93.5%	94%	99.4	100	99.4	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		92.2%	94%	98.1	100	98.1	86.6%
Postsecondary Entrance (Class of 2023)		76.8%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		96.1%	46.1%	75%	30.7	50	61.5	93.6% | 47.2%
Arts Access		38.9%	60%	32.4	50	64.9	55.0%
Accountability Index				**1121.0**	**1450**	**77.3**	

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	61.3	13.7	16.9	
Math Performance Index Gap	75.0	58.8	16.2	18.2	
Science Performance Index Gap	74.8	59.2	15.6	17.9	
Graduation Rate Gap	94.0%	92.2%	1.8%	9.9%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.8
	High Needs Students	97.6
Math	All Students	98.5
	High Needs Students	97.0
Science	All Students	98.2
	High Needs Students	95.9

[3]Minimum 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: 55.5   **State: 49.7**

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

Family engagement in student learning is a district wide goal for all teachers and administrators. Individual schools employ strategies to invite family participation within the learning process. Family workshops are held to introduce curricular topics including literacy nights, math workshops and school readiness. Guest readers, PTO monthly presentations on curriculum and instruction topics are strategies in which Southington partners with homes.

Four Kindergarten screening sessions occurred on a variety of Saturdays to accommodate working families. A total of 69 children received waivers while seven were granted the gift of time and the potential to participate in a new PreK Five program.

Transitions from the elementary to middle level as well as middle to high school feature events for both students and families. Incoming kindergarten families attend an event titled "A Day in the Life of a Kindergartener". Rising kindergarten students also receive a "Welcome" packet which includes numeracy and literacy information with activities for home. The sixth grade transition is eased with multiple events and opportunities such as sessions at the local YMCA Camp Sloper. The ninth-grade transition is aided with various informational evening and day programs and visits.

Southington's special education department held evening events for families of identified students on topics ranging from transition programming for our 18-21 population to preschool programming available to students identified via the birth to three. The overarching goal is to make the transition into school as smooth as possible, regardless of the level.

Technology allows for easy communication with families. Staff connect with families using websites, apps, and regular correspondence such as newsletters, to engage and inform the community.

Celebrations are routinely held within all schools to honor students who become authors, artists, and athletes. Monthly Board of Education meetings provide time to honor and acknowledge the efforts of all students who achieve personal and or team goals. This designated time is listed on each respective agenda as "the Celebration of Excellence".

The superintendent's adopted goals informs administrators and teachers alike, and ensures focus and coherence of district priorities. Student growth goals are utilized to monitor progress across levels and within disciplines district wide. Every school schedules an intervention block to honor SRBI processes. This provides timely intervention and assistance for students when necessary.

Early release professional development allows for vertical articulation meetings amongst staff from various schools, grade levels, and content areas. This scheduled collaboration time focuses on best practices, student needs, and ensures fidelity of the curriculum. The district is proud of the efforts to develop, implement, and sustain programs for parents, families, and students that promote wellness and academic achievement for all.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Southington's effort to reduce racial, ethnic, and economic isolation are critical to every aspect of the organization. Ethnic and cultural customs are embedded in the language arts, social studies, history, music, and art curricula, Pre-K to grade 12. Instructional and cultural arts programs focus on the appreciation of world diversity.

STEPS (Southington's Town-wide Effort to Promote Success) support students within our community by analyzing survey data administered every two years and then facilitating specialized programs based on identified needs. One of the focus areas of the survey is cultural responsiveness.

Additionally, the district is combining the efforts of STEPS with emotional intelligence. This initiative recognizes and values differences amongst us, promotes an awareness of our own dispositions, and promotes self-regulation. The district also employs Paul Vivian and Audley Donaldson, two gentlemen from different backgrounds with a depth of experience and knowledge around implicit and explicit bias, stereotypes, and gender equity. Their sessions provide cultural competence education to our 3rd, 5th, 6th, and 8th graders across all schools.

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.

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, paraeducators, literacy, and numeracy staff are assigned based on student need. The special education department used a recently completed audit to guide systemic organizational changes.