

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



Southington High School
 Southington School District

860-628-3229 • <http://www.southingtonschools.org>

School Information

Grade Range	9-12
Enrollment	1,920
Per Pupil Expenditures ¹	\$15,670
Total Expenditures ¹	\$30,477,873

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>

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Notes

Unless otherwise noted, all data are for 2023-24 and include all grades offered by the school.

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>

For district totals, please see the district profile.

* 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. 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	965	50.3	49.3
Male	948	49.4	50.6
Non-Binary	7	0.4	0.1
American Indian or Alaska Native	*	*	*
Asian	91	4.7	4.9
Black or African American	52	2.7	2.5
Hispanic or Latino of any race	234	12.2	13.0
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	68	3.5	5.3
White	1,471	76.6	74.2
English Learners/Multilingual Learners	40	2.1	3.5
Eligible for Free or Reduced-Price Meals	450	23.4	26.5
Students with Disabilities ²	257	13.4	16.6

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	119	12.4	*	*
Male	*	*	75	7.8
Non-Binary	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	49	21.9	25	10.5
White	145	9.9	72	4.8
English Learners/Multilingual Learners	11	26.8	*	*
Eligible for Free or Reduced-Price Meals	99	22.3	46	9.3
Students with Disabilities	48	19.5	37	13.6
School	219	11.5	107	5.5
District		11.1		5.2

Number of students qualified as truant under state statute: 11

Number of school-based arrests: Fewer than 6

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	125.2
Paraprofessional Instructional Assistants	4.6
Special Education	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	13.6
Administrators, Coordinators and Department Chairs	
School Level	10.7
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.3
Counselors, Social Workers and School Psychologists	13.7
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	41.5

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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	0.6	0.2
Asian	1	0.6	0.7
Black or African American	2	1.2	0.7
Hispanic or Latino of any race	4	2.3	1.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	164	95.3	97.6

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	13.1	12.5

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Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$19,932,758	\$10,248
Support Services - Students	\$3,797,109	\$1,952
Improvement of Instruction	\$35,920	\$18
Library and Media Services	.	.
Support Services - Instruction	\$525,875	\$270
Support Services - School-Based Administration	\$2,281,235	\$1,173
Operation and Maintenance of Plant	\$2,792,427	\$1,436
Transportation Other Than to/From Home	\$185,424	\$95
Enterprise Operations	\$927,125	\$477
Total	\$30,477,873	\$15,670

Total per pupil expenditures (PPE) including share of district central expenditures is \$17,556.

¹ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	16	72.7
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	85	56.3
Other Health Impairment	38	61.3
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	150	59.3
District		59.8

² This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	13	*	*	*
Hispanic or Latino of any race	57	95.0	49	100.0
White	360	99.7	343	99.7
English Learners/Multilingual Learners	8	*	*	*
Eligible for Free or Reduced-Price Meals	104	98.1	97	99.0
Students with Disabilities	52	100.0	55	100.0
School	462	98.7	446	99.8
District		98.6		98.8

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1140
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:37 AM
End Time	02:15 PM

³ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	22	66.7	22	64.3	22	69.3
Black or African American	13	*	13	*	13	*
Hispanic or Latino of any race	56	49.0	56	46.9	58	53.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	11	*
White	353	59.2	353	55.4	355	64.6
English Learners/Multilingual Learners	9	*	9	*	10	*
Non-English Learners/Non-Multilingual Learners	446	59.1	446	55.3	449	63.7
Eligible for Free or Reduced-Price Meals	98	53.4	98	47.5	101	54.5
Not Eligible for Free or Reduced-Price Meals	357	60.0	357	56.9	358	65.6
Students with Disabilities	45	36.3	45	31.6	48	36.6
Students without Disabilities	410	61.0	410	57.4	411	66.2
High Needs	127	49.8	127	44.4	132	50.7
Non-High Needs	328	61.9	328	59.0	327	68.2
School	455	58.6	455	54.9	459	63.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	79.2	467	79.2
Curl Up	N/A	N/A	N/A	92.7	464	92.7
Push Up	N/A	N/A	N/A	77.7	466	77.7
Mile Run/PACER	N/A	N/A	N/A	51.0	461	51.0
All Tests - School	N/A	N/A	N/A	39.6	455	39.6
All Tests - District	62.1	46.2	35.5	39.3		46.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	53	81.1
White	438	95.9
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	155	87.1
Students with Disabilities	84	84.5
School	542	94.5
District		93.5

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 Readiness³

	Count	Rate (%)
Female	296	63.0
Male	*	*
Non-Binary	*	*
Black or African American	13	44.8
Hispanic or Latino	44	40.4
White	445	63.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76	37.3
Students with Disabilities	20	18.7
School	554	60.5
District		56.0

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark 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	81.6	93.8
Male	75.6	86.2
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	66.7	76.9
White	80.2	92.1
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	59.8	80.5
Students with Disabilities	56.5	74.1
School	78.6	90.2
District	76.8	89.8

⁵College 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.

⁶College 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

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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	58.6	75	117.1	150	78.1	63.9
	High Needs Students	49.8	75	99.6	150	66.4	54.1
Math Performance Index	All Students	54.9	75	109.8	150	73.2	60.2
	High Needs Students	44.4	75	88.7	150	59.1	49.5
Science Performance Index	All Students	63.2	75	84.2	100	84.2	61.8
	High Needs Students	50.7	75	67.6	100	67.6	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	66.2%	100%	33.1	50	66.2	58.9%
	Oral	65.3%	100%	32.6	50	65.3	55.2%
Chronic Absenteeism	All Students	11.5%	<=5%	36.9	50	73.9	17.7%
	High Needs Students	21.0%	<=5%	17.9	50	35.9	25.5%
Preparation for CCR	% Taking Courses	99.2%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	60.5%	75%	40.4	50	80.7	44.3%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		94.5%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		98.1%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		78.6%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% 39.6%	75%	26.4	50	52.7	93.6% 47.2%
Arts Access		39.4%	60%	32.8	50	65.6	55.0%
Accountability Index				1187.2	1550	76.6	

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	61.9	49.8	12.1	17.3	
Math Performance Index Gap	59.0	44.4	14.6	18.5	
Science Performance Index Gap	68.2	50.7	17.5	18.4	
Graduation Rate Gap	94.0%	98.1%	0.0%	6.0%	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.

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	97.0
	High Needs Students	92.2
Math	All Students	97.0
	High Needs Students	92.2
Science	All Students	97.9
	High Needs Students	95.7

³Minimum participation standard is 95%.

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