

**STRATEGIC SCHOOL PROFILE 2011-12****Somers School District**

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Location: Ninth District Road

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Somers,  
ConnecticutWebsite: [www.somers.k12.ct.us/](http://www.somers.k12.ct.us/)

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](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Tolland

Town Population in 2000: 10,417

1990-2000 Population Growth: 14.4%

Number of Public Schools: 3

Per Capita Income in 2000: \$23,952

Percent of Adults without a High School Diploma in 2000\*: 18.9%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.7%

District Enrollment as % of Estimated. Student Population: 95.7%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C 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, 2011      1,613  
5-Year Enrollment Change      -7.0%

**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	89	5.5	8.2	35.2
K-12 Students Who Are Not Fluent in English	9	0.6	0.7	5.6
Students Identified as Gifted and/or Talented*	70	4.3	4.5	4.0
PK-12 Students Receiving Special Education Services in District	155	9.6	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	85.3	86.7	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	43	16.7	13.4	13.0

\*54.3 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	25	1.5
Black	30	1.9
Hispanic	47	2.9
Pacific Islander	1	0.1
White	1,483	91.9
Two or more races	23	1.4
Total Minority	130	8.1

**Percent of Minority Professional Staff:** 2.6%

**Open Choice:**

12 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:**

2.6% 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 16.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

Somers Public Schools participates in the Project Choice program with the Hartford Public Schools. This year, we had 12 Choice students in our district: 3 at the elementary school, 4 at the middle school and 5 at the high school. Through an additional grant, the Choice students had the opportunity to participate in an afterschool mentor/tutoring program as well as some evening activities at the high school. The District provided bussing home to Hartford, so that students could participate more fully in afterschool enrichment programs and community building experiences. Somers High School's GSA students also organized a day of silence, to recognize the difficulties faced by LGBT students, while students in French IV and V were given the opportunity to learn about life in Quebec through a trip to Quebec City's Winter Carnival. At the middle school, students participated in a fund raiser to help inner city students, whose homes and schools had suffered damage during the June 2011 tornado in south-central Massachusetts. There was also wide spread involvement in the SAVE club, which held food drives for the local food pantry and raised money for local charities. Students at the elementary school had the opportunity to learn about the history of Hip Hop, listen to musical performances representing a variety of cultures and learn about world cultures through the work of a multi-cultural story teller. Several students also participated in an afterschool enrichment program designed to help diverse students socially integrate through games and social skill building activities.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	67.8	59.2	55.6
Writing	51.7	62.7	15.0
Mathematics	67.2	66.5	33.1
Grade 4 Reading	75.9	64.1	59.4
Writing	76.9	65.3	58.8
Mathematics	78.7	68.0	54.4
Grade 5 Reading	65.9	67.6	30.1
Writing	65.4	68.1	30.4
Mathematics	81.4	71.6	55.4
Science	77.7	63.9	57.1
Grade 6 Reading	78.8	74.1	41.0
Writing	77.7	67.4	61.4
Mathematics	75.4	69.3	47.0
Grade 7 Reading	89.7	79.8	64.2
Writing	82.1	65.6	75.2
Mathematics	81.7	68.1	66.9
Grade 8 Reading	87.2	76.8	62.9
Writing	85.5	68.3	78.8
Mathematics	87.3	67.2	80.5
Science	84.8	61.9	86.3

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scorable 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	53.6	47.5	51.9
Writing Across the Disciplines	74.3	63.0	57.5
Mathematics	61.2	49.2	62.4
Science	62.1	47.1	68.7

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	59.7	50.6	72.8

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.6	77.3	
Average Score	Mathematics	546	505	81.7
	Critical Reading	532	502	72.5
	Writing	531	506	70.2

**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, Adjusted Cohort Rate 2011	94.5	82.7	79.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.5	2.6	71.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.1	84.5
% Employed (Civilian Employment and in Armed Services)	2.2	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	102.40
Paraprofessional Instructional Assistants	6.20
Special Education	
Teachers and Instructors	17.80
Paraprofessional Instructional Assistants	27.50
Library/Media Specialists and/or Assistants	5.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.50
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	69.05

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	14.0	14.6	13.9
% with Master's Degree or Above	81.4	82.0	79.6

Average Class Size	District	DRG	State
Grade K	17.7	16.7	18.5
Grade 2	23.0	18.5	19.7
Grade 5	21.2	21.3	21.6
Grade 7	23.0	20.0	20.3
High School	16.7	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	994	993
Middle School	1,062	1,023	1,024
High School	1,034	1,022	1,024

\*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*	2.7	2.8	2.8
Middle School	2.6	2.1	2.2
High School	1.7	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$12,551	\$7,700	\$8,464	\$7,839	\$8,469
Instructional Supplies and Equipment	\$370	\$227	\$267	\$244	\$271
Improvement of Instruction and Educational Media Services	\$440	\$270	\$487	\$393	\$482
Student Support Services	\$1,275	\$782	\$901	\$940	\$901
Administration and Support Services	\$1,978	\$1,214	\$1,468	\$1,430	\$1,490
Plant Operation and Maintenance	\$1,819	\$1,116	\$1,471	\$1,407	\$1,463
Transportation	\$1,079	\$648	\$735	\$707	\$724
Costs for Students Tuitioned Out	\$1,046	N/A	N/A	N/A	N/A
Other	\$264	\$162	\$165	\$183	\$165
<b>Total</b>	<b>\$20,823</b>	<b>\$12,689</b>	<b>\$14,238</b>	<b>\$13,684</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,975	\$1,212	\$1,290	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,569,915	21.9	21.2	21.7

**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	64.9	28.9	6.2	0.1
Excluding School Construction	64.6	28.6	6.7	0.1

## 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.

The Somers Board of Education provides equitable funding to meet the needs of the Somers Public Schools' students. Our district is comprised of three schools: one elementary (K-5), one middle (6-8), and one high school (9-12). We monitor the enrollment figures at each building to ensure the provision of adequate staffing and resources. Our seven-year curriculum revision cycle provides each content area an opportunity to purchase up-dated curriculum materials on a regular basis. In addition, the administrative team meets regularly to develop and revise long range plans to ensure the equitable allocation of resources between schools. At the beginning of the budget cycle, each school presents budget and programmatic needs to the Superintendent and Director of Business Services. A budget is constructed based on the identified needs and the District's Strategic Plan. The Superintendent's proposed budget is then presented to the Board of Education for further refinement. The final budget provides equitable funding for the resources and materials needed to implement the curriculum, improve instruction, and maintain a safe and healthy environment in all three schools.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	164
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

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	17	1.1	1.2	1.2
Learning Disability	57	3.5	3.9	3.9
Intellectual Disability	6	0.4	0.4	0.4
Emotional Disturbance	11	0.7	0.7	1.0
Speech Impairment	39	2.4	1.8	2.1
Other Health Impairment*	21	1.3	2.2	2.2
Other Disabilities**	13	0.8	0.7	1.0
<b>Total</b>	<b>164</b>	<b>10.2</b>	<b>10.9</b>	<b>11.7</b>

\*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 2010-11 with a Standard Diploma	78.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

## 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	28.6	36.0	77.6	70.4
	Writing	25.9	21.5	73.4	66.3
	Mathematics	38.9	31.8	78.9	68.4
	Science	40.0	23.0	81.3	62.9
CAPT	Reading Across the Disciplines	13.3	14.5	53.6	47.5
	Writing Across the Disciplines	25.0	18.2	74.3	63.0
	Mathematics	6.7	15.4	61.2	49.2
	Science	12.5	13.6	62.1	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	21.8
	% With Accommodations	78.2
CAPT	% Without Accommodations	6.3
	% With Accommodations	93.8
% Assessed Using Skills Checklist		2.6

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	0	0.0
Private Schools or Other Settings	14	8.5

### 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	130	79.3	75.0	72.1
40.1 to 79.0 Percent of Time	22	13.4	17.9	16.3
0.0 to 40.0 Percent of Time	12	7.3	7.1	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The District revised its Strategic Plan in 2008 to focus on three goals: student achievement, the integration of technology and the maintenance of facilities. At the start of the 2011-2012 school year, each school drafted a school improvement goal that tied to student achievement and developed an action plan to achieve it. The elementary school focused its efforts on improving reading school-wide. The middle school focused on improving student reading and math skills. The high school developed departmental goals related to areas of the CAPT in where they were weak. To support these goals, the district has:

- Provided professional development to the elementary school staff on Reader's Workshop, DIBELS and Maze Fluency tests;
- Provided the middle school staff with professional development related to adolescent literacy;
- Provided professional development to the high school staff on adolescent literacy, math strategies aligned to the CCSS and Data Based Decision Making;
- Provided professional development to the teachers at all levels on the integration of technology into instruction, including the use of programs like Googledoc, iPods/iPad in the classroom, AIMSweb, IXL, mobile apps, Wikispaces, Mimio and Quia.
- Continued the introduction of the Common Core State Standards in English-Language Arts and Mathematics and started the curriculum revision process;
- Supported the use of the Connecticut Benchmark Assessment System (CBAS) in grades 3-8 to help monitor student progress towards State curriculum goals;
- Expanded an afterschool mentor-tutor program for struggling students in grades K-8 to assist in the development of academic and social skills;
- Provided at-home reading strategies to parents through a Title 1 parent workshop.

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