

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



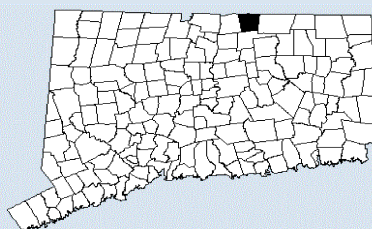
## Somers School District

Mr. Maynard Suffredini Jr., Superintendent • 860-749-2270 • <http://www.somers.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,431
Per Pupil Expenditures <sup>1</sup>	\$15,367
Total Expenditures <sup>1</sup>	\$22,420,640

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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.ct.gov](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	700	48.9	48.4
Male	731	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	28	2.0	5.1
Black or African American	28	2.0	12.9
Hispanic or Latino	56	3.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	19	1.3	2.9
White	1,297	90.6	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	71	5.0	35.9
Students with Disabilities <sup>1</sup>	192	13.4	14.3

<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> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	78	11.4	12	1.7
Male	76	10.7	52	7.1
Black or African American	11	35.5	7	22.6
Hispanic or Latino	6	11.1	*	*
White	133	10.5	55	4.2
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	33	29.2	19	16.4
Students with Disabilities	33	17.9	20	9.4
District	154	11.0	64	4.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 206

Number of school-based arrests: 12

<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 2016-17

## Somers School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	105.0
Paraprofessional Instructional Assistants	5.7
<b>Special Education</b>	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	30.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	8.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	63.6

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	1.3	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	152	98.7	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.6

### 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	*	*	9	*
White	62	57.9	91	93.8
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	7	*	6	*
Students with Disabilities	8	*	10	*
District	69	59.5	107	93.0
State		63.6		77.5

<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	13	59.1
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	48	85.7
Other Health Impairment	49	89.1
Other Disabilities	*	*
Speech/Language Impairment	19	86.4
District	139	79.4
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Somers School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	24	1.7	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	56	3.9	4.9
Other Health Impairment	55	3.9	2.9
Other Disabilities	10	0.7	1.1
Speech/Language Impairment	26	1.8	1.8
All Disabilities	184	12.9	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,835,478	8,982	9,663
Instructional Supplies and Equipment	770,633	539	321
Improvement of Instruction and Educational Media Services	599,400	419	578
Student Support Services	1,515,060	1,060	1,103
Administration and Support Services	1,987,041	1,391	1,861
Plant Operation and Maintenance	2,448,864	1,714	1,637
Transportation	1,014,835	683	877
Costs of Students Tuitioned Out	932,939	N/A	N/A
Other	316,390	221	201
Total	22,420,640	15,367	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,416,944	992	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,793,922	38.9	34.6
Noncertified Personnel	814,358	17.7	14.6
Purchased Services	195,045	4.2	5.8
Tuition to Other Schools	795,934	17.3	21.8
Special Ed. Transportation	397,137	8.6	8.5
Other Expenditures	613,532	13.3	14.7
Total Expenditures	4,609,928	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.0	68.8
State	32.5	29.5
Federal	1.5	1.6
Tuition & Other	0.1	0.1

<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 2016-17

## Somers 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	*	*	*	*	0	N/A
Asian	14	*	14	*	9	*
Black or African American	17	*	17	*	10	*
Hispanic or Latino	26	53.3	26	53.6	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	14	*	14	*	*	*
White	691	71.1	689	66.8	345	61.1
English Learners	*	*	*	*	*	*
Non-English Learners	760	70.3	758	66.0	379	60.5
Eligible for Free or Reduced-Price Meals	55	57.1	55	51.6	27	50.3
Not Eligible for Free or Reduced-Price Meals	710	71.4	708	67.2	356	61.3
Students with Disabilities	97	47.9	97	44.7	54	42.9
Students without Disabilities	668	73.6	666	69.2	329	63.4
High Needs	142	52.6	142	48.9	74	47.4
Non-High Needs	623	74.4	621	70.0	309	63.7
District	765	70.3	763	66.1	383	60.5

#### 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>			
Grade 4			
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	85.1	86.1	86.6	82.6	447	85.0
Curl Up	66.7	85.1	84.3	73.5	447	77.9
Push Up	43.7	75.2	81.9	67.4	447	68.7
Mile Run/PACER	87.4	80.2	71.7	66.7	447	75.2
All Tests - District	27.6	59.4	63.8	50.8	447	51.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Somers School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	125	92.8
State		87.4

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	98.3	68	58.1
Male	98.2	56	49.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.0	113	55.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	88.9	*	*
District	98.3	124	53.7
State	96.1		43.5

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

<sup>4</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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	78.4	95.7
Male	73.8	89.8
Black or African American	*	*
Hispanic or Latino	*	*
White	77.8	94.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	75.9	92.7
State	72.0	88.5

<sup>5</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>6</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 2016-17

## Somers School District

### 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	70.3	75	46.9	50	93.8	67.1
	High Needs Students	52.6	75	35.1	50	70.2	55.9
Math Performance Index	All Students	66.1	75	44.1	50	88.1	62.2
	High Needs Students	48.9	75	32.6	50	65.2	50.5
Science Performance	All Students	60.5	75	40.4	50	80.7	55.3
	High Needs Students	47.4	75	31.6	50	63.2	45.2
ELA Academic Growth	All Students	45.0%	100%	45.0	100	45.0	55.4%
	High Needs Students	34.6%	100%	34.6	100	34.6	49.8%
Math Academic Growth	All Students	56.0%	100%	56.0	100	56.0	61.7%
	High Needs Students	52.0%	100%	52.0	100	52.0	53.7%
Chronic Absenteeism	All Students	11.0%	<=5%	38.0	50	75.9	9.9%
	High Needs Students	21.2%	<=5%	17.5	50	35.1	15.8%
Preparation for CCR	% Taking Courses	76.2%	75%	50.0	50	100.0	70.7%
	% Passing Exams	53.7%	75%	35.8	50	71.6	43.5%
On-track to High School Graduation		94.9%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		92.8%	94%	98.7	100	98.7	87.4%
6-year Graduation - High Needs Students (2014)		92.0%	94%	97.9	100	97.9	82.0%
Postsecondary Entrance (Class of 2016)		75.9%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.9%   51.9%	75%	34.6	50	69.2	92.0%   51.6%
Arts Access		76.3%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>990.7</b>	<b>1350</b>	<b>73.4</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?					Y
ELA Performance Index Gap	74.4	52.6	21.7	16.7	
Math Performance Index Gap	70.0	48.9	21.1	18.7	
Science Performance Index Gap	63.7	47.4	16.3	16.6	
Graduation Rate Gap	94.0%	92.0%	2.0%	12.0%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.0
	High Needs Students	98.7
Math	All Students	98.7
	High Needs Students	98.7
Science	All Students	97.2
	High Needs Students	95.0

<sup>3</sup>Minimum participation standard is 95%.

### 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: \***      **State: 50.2**

#### 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 2016-17

## Somers School District

### **Narratives**

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#### **School District Improvement Plans and Parental Outreach Activities**

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2016-17

## Somers School District

### Equitable Allocation of Resources among District Schools