

STRATEGIC SCHOOL PROFILE 2009-10**Somers School District**

MAYNARD M. SUFFREDINI, JR., Superintendent

Location: Ninth District Road

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Somers,
ConnecticutWebsite: 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.

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: 96.1%

*To view the Adult Education Program Profiles online, go to 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, 2009 1,650
 5-Year Enrollment Change -4.8%

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	96	5.8	6.7	32.6
K-12 Students Who Are Not Fluent in English	9	0.6	0.7	5.4
Students Identified as Gifted and/or Talented*	42	2.5	4.6	4.1
PK-12 Students Receiving Special Education Services in District	161	9.8	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	75	88.2	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	53	20.0	12.7	13.6

*31.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	1.5
Black	40	2.4
Hispanic	30	1.8
White	1,555	94.2
Total Minority	95	5.8

Percent of Minority Professional Staff: 2.0%

Open Choice:

21 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:

2.1% 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 11.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 participate in the Project Choice program with the Hartford Public Schools. This year, we had 21 Choice students in our district: 9 at the elementary school, 4 at the middle school and 8 at the high school. Through an additional grant, the Choice students had the opportunity to participate in afterschool and evening activities this year and then take a bus home to Hartford, instead of having to stay overnight in Somers or forego afterschool enrichment programs and community building experiences. Through the same grant, the Open Choice Academic and Social Support Grant, the district brought in two different African-American assembly programs for the students at the elementary school. The first program, Boogie Chillun', introduced students to the development of the rhythm and blues genre of music. The second, Eshu Bumpus, introduced students to African story telling. The Boogie Chillun' assembly was so successful that it was repeated for the middle school students and also became the headline concert for a town fundraiser for victims of the Haitian earthquake. In addition to our assembly programs, students at the elementary school had the opportunity to Skype with people in Mozambique and China, leading to the Snackrifice fundraiser to purchase 100 bed nets for people living in malaria stricken regions of Africa. They also constructed an Asian meditation garden in the school courtyard. Students at the middle school participated in Food Days, an activity sponsored by the World Language Department, which introduces students to the cuisine of different parts of the world. In addition, the 8th graders studied the Holocaust in an interdisciplinary Language Arts unit. Somers High School students participated in a long-standing partnership with students from Weaver High School in Hartford. Students from both schools exchange visits and communications that help our students broaden their perspectives and appreciate cultural, racial, and suburban/urban differences.

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	56.5	57.0	32.5
Writing	49.6	58.3	16.0
Mathematics	62.7	62.4	37.4
Grade 4 Reading	68.7	59.9	52.2
Writing	75.0	63.6	59.4
Mathematics	73.9	67.0	49.7
Grade 5 Reading	64.9	61.8	39.4
Writing	71.9	68.2	39.8
Mathematics	76.6	72.4	43.4
Science	75.4	59.4	61.4
Grade 6 Reading	79.7	74.9	43.6
Writing	75.2	65.9	56.1
Mathematics	81.5	70.7	59.5
Grade 7 Reading	89.6	77.4	68.8
Writing	70.1	61.2	51.9
Mathematics	83.7	68.5	68.2
Grade 8 Reading	86.3	73.3	71.3
Writing	78.5	62.6	73.9
Mathematics	83.5	67.3	73.2
Science	82.6	62.8	81.5

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.

To see the NCLB Report Card for this school, go to 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	71.2	45.9	85.6
Writing Across the Disciplines	83.6	59.6	86.5
Mathematics	77.0	48.7	89.4
Science	68.6	45.3	84.1

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	62.6	50.7	78.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.8	68.5	
Average Score	Mathematics	549	508	83.7
	Critical Reading	524	503	64.3
	Writing	536	506	75.2

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, Class of 2009	95.6	91.3	60.0
2008-09 Annual Dropout Rate for Grade 9 through 12	1.0	3.0	55.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.4	84.5
% Employed (Civilian Employment and in Armed Services)	2.6	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	102.80
Paraprofessional Instructional Assistants	5.40
Special Education	
Teachers and Instructors	16.80
Paraprofessional Instructional Assistants	25.00
Library/Media Specialists and/or Assistants	6.00
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)	0.20
Counselors, Social Workers, and School Psychologists	7.50
School Nurses	3.60
Other Staff Providing Non-Instructional Services and Support	69.73

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	15.0	14.5	13.8
% with Master's Degree or Above	82.5	79.0	77.8

Average Class Size	District	DRG	State
Grade K	14.2	17.2	18.5
Grade 2	21.4	18.5	19.7
Grade 5	22.4	20.7	21.1
Grade 7	21.5	19.9	20.8
High School	17.8	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	994	992
Middle School	1,062	1,034	1,018
High School	1,031	1,007	1,006

*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*	2.6	3.1	3.2
Middle School	2.4	2.2	2.5
High School	2.0	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$12,072	\$7,035	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$297	\$173	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$397	\$232	\$474	\$406	\$459
Student Support Services	\$1,152	\$671	\$863	\$816	\$859
Administration and Support Services	\$1,860	\$1,084	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$1,983	\$1,155	\$1,469	\$1,468	\$1,462
Transportation	\$1,143	\$656	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$956	N/A	N/A	N/A	N/A
Other	\$230	\$134	\$163	\$148	\$162
Total	\$20,090	\$11,646	\$13,458	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,125	\$1,238	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,090,388	20.4	20.2	20.7

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	64.2	33.6	1.8	0.4
Excluding School Construction	63.8	33.7	2.0	0.4

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 updated curriculum materials on a regular basis. In addition, the administrative team meets regularly to develop and revise long range plans and 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	167
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	11	0.7	1.0	1.0
Learning Disability	64	3.9	3.9	3.9
Intellectual Disability	6	0.4	0.4	0.5
Emotional Disturbance	9	0.5	0.7	1.0
Speech Impairment	52	3.2	2.1	2.2
Other Health Impairment*	15	0.9	1.9	2.1
Other Disabilities**	10	0.6	0.7	0.9
Total	167	10.2	10.5	11.6

*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 2008-09 with a Standard Diploma	80.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	29.6	31.6	74.8	67.5
	Writing	21.3	19.6	70.2	63.3
	Mathematics	41.9	32.9	77.2	68.1
	Science	33.3	23.7	79.5	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	71.2	45.9
	Writing Across the Disciplines	N/A	N/A	83.6	59.6
	Mathematics	N/A	N/A	77.0	48.7
	Science	N/A	N/A	68.6	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	1.1
	% With Accommodations	98.9
CAPT	% Without Accommodations	53.8
	% With Accommodations	46.2
% Assessed Using Skills Checklist		2.9

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	8.4

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	118	70.7	76.7	73.4
40.1 to 79.0 Percent of Time	35	21.0	16.4	15.3
0.0 to 40.0 Percent of Time	14	8.4	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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 2009-2010 school year, each school drafted a school improvement goal that tied to student achievement and/or the integration of technology. The elementary school focused their efforts on improving writing school-wide. The middle school and high school focused on improving their interventions for struggling students. To support these goals, the district has:

- Provided professional development to the elementary school staff on writing strategies, literacy instruction, differentiated instruction and reading and writing interventions;
- Provided the middle school staff with professional development related to screening students for intervention, monitoring student progress in intervention and developing intervention strategies;
- Provided professional development to the high school staff on the differentiation of instruction and the use of data to make informed instructional decision;
- Provided professional development to the teachers at all levels on the integration of technology into instruction including the use of programs like Garage Band and sites like Xtranormal;
- Revised the Mathematics and Social Studies curriculum to align with the State curriculum documents;
- Implemented the use of the Connecticut Benchmark Assessment System (CBAS) in grades 3-8 to help monitor student progress towards State curriculum goals;
- Convened a SRBI Ad-hoc Committee, with representation from each building, to streamline the intervention process K-12 and provide support to the buildings in the development of the intervention process;
- Developed 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.
