

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



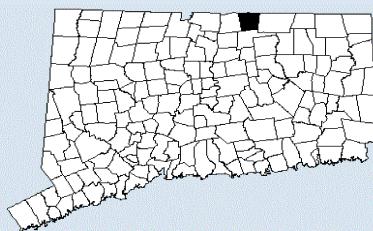
## Somers School District

Mr. Brian Czapla, Superintendent • 860-749-2270 • <http://www.somers.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,439
Per Pupil Expenditures <sup>1</sup>	\$16,032
Total Expenditures <sup>1</sup>	\$23,214,586

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	693	48.2	48.4
Male	746	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	25	1.7	5.1
Black or African American	37	2.6	12.8
Hispanic or Latino	53	3.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	23	1.6	3.3
White	1,298	90.2	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	130	9.0	36.7
Students with Disabilities <sup>1</sup>	203	14.1	14.8

<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>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	87	12.6	19	2.7
Male	75	10.5	58	7.8
Black or African American	9	23.1	7	17.9
Hispanic or Latino	12	20.3	*	*
White	137	10.9	65	5.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	27.5	27	16.0
Students with Disabilities	45	23.4	22	9.8
District	162	11.5	77	5.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 145

Number of school-based arrests: 0

<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 2017-18

## Somers School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	109.4
Paraprofessional Instructional Assistants	5.7
<b>Special Education</b>	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	32.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	2.5
Support Staff	2.5
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	7.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	61.8

<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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	1.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	150	98.7	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	63	54.3	105	93.8
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	*	8	*
Students with Disabilities	9	*	12	*
District	70	56.5	113	92.6
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	14	58.3
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	55	96.5
Other Health Impairment	59	98.3
Other Disabilities	*	*
Speech/Language Impairment	22	81.5
District	159	85.5
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Somers School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	25	1.7	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	57	4.0	5.2
Other Health Impairment	60	4.2	3.1
Other Disabilities	14	1.0	1.1
Speech/Language Impairment	29	2.0	1.8
All Disabilities	196	13.7	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	6	3.1	8.3
Private Schools or Other Settings	7	3.6	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,425,601	9,435	9,847
Instructional Supplies and Equipment	551,285	387	287
Improvement of Instruction and Educational Media Services	592,816	417	589
Student Support Services	1,425,439	1,002	1,120
Administration and Support Services	2,116,199	1,487	1,905
Plant Operation and Maintenance	2,685,868	1,887	1,648
Transportation	1,062,255	716	904
Costs of Students Tuitioned Out	1,047,586	N/A	N/A
Other	307,537	216	208
Total	23,214,586	16,032	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	293,455	206	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,842,565	37.6	33.8
Noncertified Personnel	834,062	17.0	14.5
Purchased Services	207,049	4.2	5.5
Tuition to Other Schools	938,176	19.2	23.4
Special Ed. Transportation	434,240	8.9	8.7
Other Expenditures	640,231	13.1	14.1
Total Expenditures	4,896,323	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.5	71.4
State	26.6	26.7
Federal	1.7	1.7
Tuition & Other	0.2	0.2

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	13	*	13	*
Black or African American	15	*	15	*
Hispanic or Latino	29	53.9	29	56.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	8	*	8	*
White	692	68.7	688	65.2
English Learners	*	*	*	*
Non-English Learners	758	68.1	754	64.9
Eligible for Free or Reduced-Price Meals	84	53.6	84	52.0
Not Eligible for Free or Reduced-Price Meals	675	69.9	671	66.6
Students with Disabilities	93	45.8	93	44.8
Students without Disabilities	666	71.3	662	67.8
High Needs	154	51.7	154	49.9
Non-High Needs	605	72.3	601	68.8
District	759	68.1	755	64.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	53.0	89.1	96.4	73.7	412	80.1
Curl Up	59.0	70.6	93.7	81.8	412	77.2
Push Up	81.9	56.3	80.2	79.8	412	73.5
Mile Run/PACER	83.1	71.4	83.8	54.5	412	73.1
All Tests - District	31.3	50.4	75.7	36.4	412	50.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Somers School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	12	*
Students with Disabilities	13	*
District	109	97.2
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.2	67	54.5
Male	97.6	62	50.4
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.2	120	52.6
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	91.7	*	*
District	98.4	129	52.4
State	96.3		44.8

<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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.8	100.0
Male	74.1	81.3
Black or African American	*	*
Hispanic or Latino	*	*
White	82.2	90.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.4	89.8
State	70.9	88.3

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.1	75	45.4	50	90.9	67.6
	High Needs Students	51.7	75	34.4	50	68.9	57.5
Math Performance Index	All Students	64.9	75	43.3	50	86.6	62.7
	High Needs Students	49.9	75	33.3	50	66.5	52.0
ELA Academic Growth	All Students	52.0%	100%	52.0	100	52.0	60.7%
	High Needs Students	41.7%	100%	41.7	100	41.7	55.6%
Math Academic Growth	All Students	62.6%	100%	62.6	100	62.6	61.9%
	High Needs Students	56.0%	100%	56.0	100	56.0	55.4%
Chronic Absenteeism	All Students	11.5%	<=5%	37.0	50	73.9	10.7%
	High Needs Students	22.4%	<=5%	15.3	50	30.5	16.6%
Preparation for CCR	% Taking Courses	74.4%	75%	49.6	50	99.2	74.8%
	% Passing Exams	52.4%	75%	35.0	50	69.9	44.8%
On-track to High School Graduation		72.9%	94%	38.8	50	77.6	87.5%
4-year Graduation All Students (2017 Cohort)		97.2%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		76.2%	94%	81.1	100	81.1	81.8%
Postsecondary Entrance (Class of 2017)		80.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.0%   50.0%	75%	33.3	50	66.7	96.6%   50.1%
Arts Access		76.2%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>908.7</b>	<b>1250</b>	<b>72.7</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	72.3	51.7	20.7	15.9	
Math Performance Index Gap	68.8	49.9	18.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	76.2%	17.8%	12.7%	Y

<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	98.8
Math	All Students	98.3
	High Needs Students	98.8
Science	All Students	96.9
	High Needs Students	94.3

<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: 51.5**

#### 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 2017-18

## Somers School District

### Narratives

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

The Somers Public Schools engages in a continuous cycle of reflection and improvement. The curriculum development process, instructional initiatives, and professional development support the development of effective learning environments. The Pupil Services Department is constantly improving programs and services by staying current on trends, streamlining the PPT process, ensuring all stakeholders have the relevant information in a timely fashion and reorganizing the caseloads of related services providers to improve our responsiveness. Student progress is assessed via NWEA (MAP) universal screen testing for grades 1-8, 10 and any high school student utilizing intervention services. Primary students are also assessed using a variety of universal assessments.

The Somers Elementary School (SES) staff prides itself on its communication with parents and families. In addition to classroom and school newsletters sent out monthly, teachers utilize the Remind app and SchoolMessenger is used district-wide to keep parents informed. Parents can meet with building administrators to ask questions or share concerns. Each school year starts with Meet and Greet. Students and parents come in the day before school begins to meet their teachers and see their classrooms. Parents are encouraged to utilize the Home and School Communication link on the school webpage and electronic signage at the entrance of the school for information about school events and policies. Somers Elementary School also conducts an annual Open House, Curriculum Night, and Grade 5 Technology Night.

Mabelle B. Avery Middle School (MBA) has a rich tradition of supporting the family's role in education. The Team Leader Council meets bi-monthly to discuss climate, Common Core, assessment, budget, and technology. The annual Open House helps parents support the developmental changes seen in middle school. The school has implemented a parental iPad workshop and a 6th-grade orientation program to increase parental understanding of expectations in a middle school and assure a smooth transition for 6th-grade students.

Somers High School (SHS) advisory program finished its tenth year. The program continues to evolve and improve based on feedback and student needs. The alternative education (ASPIRE) program addresses the needs of students who are not experiencing success in the traditional high school. The ASPIRE program utilizes Odysseyware, an online learning program that supports students' specific learning needs. During the 2017-2018 school year, Somers High School continued to improve its academic intervention program. English and Math Intervention were approved by the Board of Education to grant credit to students in these classes. This year also marked the second full year of implementation of the -æSpartan Code- (PBIS). Members of the PBIS Leadership Team attended a conference to increase sustainability and efficiency. We celebrated with a Spartan Code Rally in January. Over 100 students were recognized for going above and beyond with Respect, Responsibility, Integrity, and Kindness during our bi-weekly Spartan Code drawings.

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

Somers participates in and is committed to the Project Choice program. Also, we had several cultural arts programs to increase cultural awareness. In an effort to increase students' awareness of diverse economic needs, SES participated in the Grade 3 food drive donating to the Somers Food Pantry. The Grade 5 Giving Tree event donated proceeds to a local charity and the Mitten Tree donates hats and mittens to local children in need. Students learn the importance of community service to others through these charitable events.

Mabelle B. Avery students are required to take a World Language each year. Students learn about the cultures of French or Spanish speaking countries through international food days, a celebration of national holidays, and cultural activities. One of the school's most popular after-school programs is the Service and Volunteer Effort Club. The club members raised money and performed volunteer work for local charities. The club conducted annual food drives, donating collected items to a local food pantry. A West African Music Dance and Culture workshop for 7th grade continued to be an integral part of the school year.

Somers High School's participation in Project Choice assures funds are secured to support participation in activities such as prom, senior banquet, senior outing, athletics, and drama. Project Choice students and local students received assistance with participation fees. After hours transportation was also provided so students were not dependent upon private vehicles to get them home. The Gay-Straight Alliance and The Diversity Club continued to be active clubs. They sponsored a variety of events to promote awareness and the embracing of the diversity among the SHS community. The students' met with their advisor on a regular basis and the advisor is a member of the Safe School Climate Committee.

# District Profile and Performance Report for School Year 2017-18

## Somers School District

### **Equitable Allocation of Resources among District Schools**

The Somers Board of Education provides equitable funding to meet the needs of the students. The district is comprised of three schools: one elementary (K-5), one middle (6-8), and one high school (9-12). Enrollment figures at each building are monitored to ensure adequate staffing and resources. The 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 to ensure the equitable allocation of resources among schools. All schools have intervention teams to streamline the intervention process and assessments. Students are identified for work with intervention teachers or tutors to support their learning needs.

At the beginning of the budget cycle, each school presents budget and programmatic needs to the Superintendent. 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.