Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,379
Per Pupil Expenditures[1]	$16,007
Total Expenditures[1]	$23,514,177

[1]*Expenditure data reflect the 2017-18 school year.*
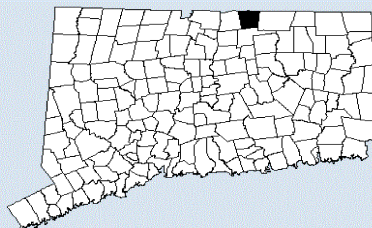
Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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.

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 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.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	673	48.8	48.4
Male	706	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	24	1.7	5.2
Black or African American	38	2.8	12.8
Hispanic or Latino of any race	59	4.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	18	1.3	3.6
White	1,237	89.7	52.4
English Learners	7	0.5	7.6
Eligible for Free or Reduced-Price Meals	134	9.7	42.1
Students with Disabilities[3]	192	13.9	15.4

[2]This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3]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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	87	13.3	25	3.6
Male	82	11.9	63	8.6
Black or African American	15	34.9	7	15.6
Hispanic or Latino of any race	8	13.3	8	12.3
White	141	11.8	68	5.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	29.0	23	14.4
Students with Disabilities	46	23.2	24	10.3
District	169	12.6	88	6.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 37

Number of school-based arrests: Fewer than 6

[4]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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	107.9
Paraprofessional Instructional Assistants	5.7
Special Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	31.6
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	5.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	3.4
Counselors, Social Workers and School Psychologists	9.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	67.6

[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

	District 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	1	0.6	3.8
Hispanic or Latino of any race	2	1.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	152	97.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	52	58.4	112	94.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*	9	*
Students with Disabilities	*	*	18	85.7
District	60	56.6	120	95.2
State		74.5		85.2

[2]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[3]

	Count	Rate (%)
Autism	12	57.1
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	52	94.5
Other Health Impairment	55	90.2
Other Disabilities	*	*
Speech/Language Impairment	28	100.0
District	152	84.4
State		67.6

[3]This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	24	1.8	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	56	4.1	5.5
Other Health Impairment	61	4.5	3.2
Other Disabilities	13	0.9	1.1
Speech/Language Impairment	28	2.0	1.8
All Disabilities	191	14.0	15.0

[1]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

[2]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$15,359,660	$10,456	$10,545
Support services - students	$1,382,771	$966	$1,373
Support services - instruction	$536,086	$374	$644
Support services - general administration	$588,131	$411	$462
Support services - school based administration	$1,263,498	$882	$1,007
Central and other support services	$297,537	$208	$671
Operation and maintenance of plant	$2,644,480	$1,847	$1,629
Student transportation services	$1,136,360	$803	$1,231
Food services	.	.	$13
Enterprise operations	$305,655	$213	$157
Minor school construction	.	.	$65
Total	$23,514,177	$16,007	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$1,578,257	33.0	29.7
Instructional Aide Salaries	$777,090	16.2	9.6
Other Salaries	$269,494	5.6	10.4
Employee Benefits	$567,912	11.9	13.0
Purchased Services Other Than Transportation	$226,653	4.7	5.5
Special Education Tuition	$861,314	18.0	22.6
Supplies	$40,693	0.9	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$449,049	9.4	8.0
Equipment	$16,242	0.3	0.2
All Other Expenditures	$115	0.0	0.1
Total	$4,786,819	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.4	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	74.4
State	23.3
Federal	2.1
Tuition & Other	0.3

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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	*	*	*	*	*	*
Asian	13	*	13	*	*	*
Black or African American	13	*	14	*	*	*
Hispanic or Latino of any race	33	60.6	33	57.6	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	605	70.2	603	66.8	241	66.8
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	268	66.4
Eligible for Free or Reduced-Price Meals	72	58.8	72	54.2	25	60.6
Not Eligible for Free or Reduced-Price Meals	598	71.0	597	67.6	243	67.0
Students with Disabilities	93	48.7	94	47.7	34	51.8
Students without Disabilities	577	73.1	575	69.2	234	68.5
High Needs	142	55.0	143	52.4	52	56.7
Non-High Needs	528	73.6	526	69.9	216	68.7
District	670	69.7	669	66.1	268	66.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.3	85.6	92.5	86.4	417	87.1
Curl Up	67.7	84.5	84.0	78.0	417	78.7
Push Up	56.3	68.0	81.1	90.7	417	75.1
Mile Run/PACER	77.1	91.8	72.6	58.5	417	74.1
All Tests - District	38.5	55.7	65.1	57.6	417	54.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	9	*
Students with Disabilities	12	*
District	117	96.6
State		88.3

[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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	43	37.7
Male	97.5	66	55.9
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	97.6	100	48.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.7	*	*
Students with Disabilities	86.7	*	*
District	97.4	109	47.0
State	95.9		42.6

[3]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

[4]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 percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	93.1	91.3
Male	71.9	90.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.1	91.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	82.6	90.7
State	71.0	87.8

[5]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.

[6]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

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	69.7	75	46.4	50	92.9	67.7
	High Needs Students	55.0	75	36.7	50	73.4	58.1
Math Performance Index	All Students	66.1	75	44.1	50	88.2	63.1
	High Needs Students	52.4	75	34.9	50	69.8	52.7
Science Performance Index	All Students	66.4	75	44.2	50	88.5	63.8
	High Needs Students	56.7	75	37.8	50	75.6	54.2
ELA Academic Growth	All Students	59.4%	100%	59.4	100	59.4	59.9%
	High Needs Students	53.3%	100%	53.3	100	53.3	55.1%
Math Academic Growth	All Students	69.8%	100%	69.8	100	69.8	62.5%
	High Needs Students	67.9%	100%	67.9	100	67.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	12.6%	<=5%	34.8	50	69.6	10.4%
	High Needs Students	22.2%	<=5%	15.6	50	31.1	16.1%
Preparation for CCR	% Taking Courses	77.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	47.0%	75%	31.3	50	62.6	42.6%
On-track to High School Graduation		57.2%	94%	30.4	50	60.9	88.0%
4-year Graduation All Students (2018 Cohort)		96.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		87.1%	94%	92.7	100	92.7	83.3%
Postsecondary Entrance (Class of 2018)		82.6%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.2% | 54.7%	75%	36.5	50	72.9	96.4% | 52.9%
Arts Access		77.2%	60%	50.0	50	100.0	51.9%
Accountability Index				**1035.8**	**1350**	**76.7**	

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?					Y
ELA Performance Index Gap	73.6	55.0	18.6	15.4	
Math Performance Index Gap	69.9	52.4	17.5	17.6	
Science Performance Index Gap	68.7	56.7	12.0	16.1	
Graduation Rate Gap	94.0%	87.1%	6.9%	11.1%	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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	96.2
	High Needs Students	95.0
Math	All Students	95.9
	High Needs Students	95.0
Science	All Students	91.1
	High Needs Students	86.2

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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

Narratives

School District Improvement Plans and Parental Outreach Activities

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 continuously 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 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 Spartan 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. To raise 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 regularly, and the advisor is a member of the Safe School Climate Committee.

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 regularly. Also, 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 the 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.