

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



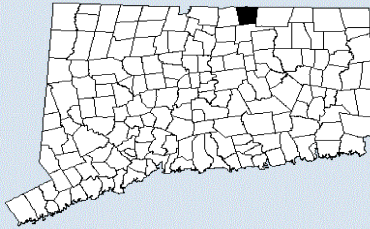
Somers School District

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	1,435
Per Pupil Expenditures ¹	\$14,533
Total Expenditures ¹	\$21,871,793

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	695	48.4	48.3
Male	740	51.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	22	1.5	4.9
Black or African American	29	2.0	12.8
Hispanic or Latino	57	4.0	23.0
Pacific Islander	*	*	0.0
Two or More Races	22	1.5	2.7
White	1,303	90.8	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	96	6.7	38.0
Students with Disabilities ¹	162	11.3	13.7

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	90	13.0	18	2.6
Male	65	8.9	37	4.9
Black or African American	*	*	*	*
Hispanic or Latino	11	19.6	*	*
White	138	10.7	47	3.6
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	22	19.8	8	7.1
Students with Disabilities	34	19.7	15	7.5
District	155	10.9	55	3.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 112

Number of school-based arrests: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	104.5
Paraprofessional Instructional Assistants	5.7
Special Education	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	29.6
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	6.0
Library/Media	
Specialists (Certified)	2.5
Support Staff	2.5
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	8.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	62.0

¹In 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	3.5
Hispanic or Latino	2	1.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	148	98.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	40	44.0	108	93.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	12	*
District	49	45.8	118	94.4
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	11	50.0
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	42	87.5
Other Health Impairment	36	90.0
Other Disabilities	*	*
Speech/Language Impairment	21	91.3
District	124	79.0
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	24	1.7	1.6
Emotional Disturbance	13	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	48	3.3	4.6
Other Health Impairment	40	2.8	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	25	1.7	1.9
All Disabilities	163	11.3	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,771,742	8,671	9,387
Instructional Supplies and Equipment	489,007	332	318
Improvement of Instruction and Educational Media Services	482,981	328	541
Student Support Services	1,448,317	983	1,048
Administration and Support Services	1,988,914	1,350	1,790
Plant Operation and Maintenance	2,367,489	1,607	1,608
Transportation	1,020,911	658	845
Costs of Students Tuitioned Out	999,245	N/A	N/A
Other	303,187	206	194
Total	21,871,793	14,533	15,762

Additional Expenditures

Land, Buildings, and Debt Service	774,592	526	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,760,942	38.7	35.1
Noncertified Personnel	771,839	17.0	14.5
Purchased Services	183,077	4.0	5.5
Tuition to Other Schools	863,782	19.0	21.6
Special Ed. Transportation	370,360	8.1	8.3
Other Expenditures	596,091	13.1	15.0
Total Expenditures	4,546,091	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	69.1	68.0
State	29.1	30.2
Federal	1.6	1.7
Tuition & Other	0.1	0.1

⁴Revenue 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).

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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	0	N/A	0	N/A
Asian	12	*	12	*	*	*
Black or African American	16	*	16	*	*	*
Hispanic or Latino	37	63.0	37	55.6	15	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	6	*
White	680	74.7	678	67.8	304	66.7
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	335	66.3
Eligible for Free or Reduced-Price Meals	65	60.8	65	52.0	25	51.3
Not Eligible for Free or Reduced-Price Meals	692	75.2	690	68.4	310	67.5
Students with Disabilities	102	55.6	102	47.9	43	49.8
Students without Disabilities	655	76.8	653	70.0	292	68.7
High Needs	149	58.4	149	51.1	61	50.6
Non-High Needs	608	77.7	606	70.9	274	69.7
District	757	73.9	755	67.0	335	66.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	76.2	87.0	93.5	100.0	421	89.1
Curl Up	46.5	85.2	93.5	94.9	421	80.3
Push Up	45.5	78.3	78.5	95.9	421	74.6
Mile Run/PACER	69.3	80.9	75.7	78.6	421	76.2
All Tests - District	8.9	60.0	64.5	71.4	421	51.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

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

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	130	93.8	94.0	No	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	58	55.2
Male	96.9	53	41.7
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.1	100	48.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	97.0	111	47.8
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.5	96.7
Male	76.6	95.5
Black or African American	*	*
Hispanic or Latino	*	*
White	81.5	97.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	79.3	96.2
State	71.9	88.3

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.9	75	49.3	50	98.6	67.7
	High Needs Students	58.4	75	38.9	50	77.9	56.7
Math Performance Index	All Students	67.0	75	44.7	50	89.3	61.4
	High Needs Students	51.1	75	34.1	50	68.1	49.9
Science Performance Index	All Students	66.3	75	44.2	50	88.3	57.5
	High Needs Students	50.6	75	33.8	50	67.5	47.0
ELA Academic Growth	All Students	66.6%	100%	66.6	100	66.6	63.8%
	High Needs Students	60.8%	100%	60.8	100	60.8	58.3%
Math Academic Growth	All Students	72.1%	100%	72.1	100	72.1	65.0%
	High Needs Students	52.6%	100%	52.6	100	52.6	57.4%
Chronic Absenteeism	All Students	10.9%	<=5%	38.2	50	76.4	9.6%
	High Needs Students	19.4%	<=5%	21.2	50	42.5	15.6%
Preparation for CCR	% Taking Courses	72.0%	75%	48.0	50	96.0	67.6%
	% Passing Exams	47.8%	75%	31.9	50	63.8	40.7%
On-track to High School Graduation		89.2%	94%	47.4	50	94.9	85.1%
4-year Graduation All Students (2015 Cohort)		93.8%	94%	99.8	100	99.8	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		92.3%	94%	98.2	100	98.2	78.6%
Postsecondary Entrance (Class of 2015)		79.3%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.1% 51.5%	75%	17.2	50	34.4	89.2% 50.5%
Arts Access		59.8%	60%	49.8	50	99.6	47.5%
Accountability Index				1048.8	1350	77.7	

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	75.0	58.4	16.6	16.5	
Math Performance Index Gap	70.9	51.1	19.8	18.9	
Science Performance Index Gap	69.7	50.6	19.1	17.2	
Graduation Rate Gap	94.0%	92.3%	1.7%	15.3%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.5
	High Needs Students	98.1
Math	All Students	96.2
	High Needs Students	98.1
Science	All Students	98.8
	High Needs Students	96.8

³Minimum 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: 64.3

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Somers Public School engages in a continuous cycle of reflection and improvement. Through our curriculum development process, our instructional initiative and our professional development work, we strive to provide a better learning experience for our students. Our Pupil Services Department is constantly striving to improve programs and services by: staying current on trends in special education through professional development, streamlining the PPT process by ensuring that all stakeholders have the relevant information in a timely fashion, and reorganizing the caseloads of related services providers to improve our responsiveness. New to the 15-16 school year, is the implementation of NWEA (MAP) universal screen testing for grades K-8, 10 and any high student utilizing intervention services.

The Somers Elementary School staff prides itself on its communication with parents and families. In addition to classroom and school newsletters sent out monthly, we continue to utilize the Remind app to keep our parents informed about everything from meeting reminders to school delays and closings. In an effort to have a more casual conversation with parents, last year we introduced Coffee and Conversation dates. Parents are able to meet with building administrators and ask questions or share concerns. Administrators also meet with the parents of students with food allergies to discuss ways to further improve upon what we currently do to keep students safe. As always, we begin our year with Meet and Greet. Students and parents come in the day before school begins to meet their teachers and see their classrooms. Parents are also encouraged to utilize the Home and School Communication link on the school webpage as well as our Devos electronic signage at the entrance of the school for further information about school events and policies.

Mabelle Avery Middle School has a rich tradition of supporting the family's role in education. The team leader council meets bimonthly to discuss climate, Common Core, assessment, budget and technology. We hold our annual Open House to help parents support the developmental changes seen in middle school. In addition the school has implemented a parental iPad workshop and a 6th grade orientation program in order to increase parental understanding of expectations in a middle school and to assure a smooth transition for 6th grade students.

In 2015-16, Somers High School the advisory program finished its eighth year with a curriculum that continues to evolve and improve based on feedback. The alternative education (ASPIRE) program also completed its eighth year addressing the needs of students who were not experiencing success in the traditional high school. The ASPIRE program utilizes the use of Odysseyware, which is an on-line learning program and caters to students' specific learning needs. Somers High School is in the process of completing their self-study for the school's NEASC accreditation visit in the spring of 2017. The school also finished the second year of the State Personnel Development Grant (SPDG), which improves systems of academic and behavioral intervention. Somers High School continues to implement a formal Scientifically Research-Based Intervention (SRBI) program during the 2015-16 school year, which serves over 40 students as identified by our team.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Given the predominantly homogenous make-up of our school, we strive to expose our students to a variety of different ethnic, racial and cultural groups. This year we continue our participation in the Project Choice program district-wide with students from Hartford attending. In addition, we had several cultural arts programs to increase cultural awareness. In an effort to increase students' awareness of others' economic needs, SES school participates in the Grade 3 food drive donating food to the Somers Food pantry, the Grade 5 Giving Tree event with proceeds being donated to a local charity and the Mitten Tree where hats and mittens are brought in and donated to local children in need. With all three events, students learn the importance of community service to others.

To help reduce racial and ethnic isolation at Mabelle Avery Middle School, we continue to participate in the Open Choice Program. MBA students are also required to take a World Language each year. Students learn about the cultures of French or Spanish speaking countries in each of these programs through international food days, celebration of national holidays, and cultural activities. One of our school's most popular after school program is the Service and Volunteer Effort (S.A.V.E.) club. Each year, club members help to raise money and perform volunteer work for local charities. The club conducts annual food drives; each time donating collected items to a local food pantry. A West African Music Dance and Culture assembly has been planned for the school.

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 with need were compensated for participation fees. After hours transportation was also provided so these students were not dependent upon private vehicles to get them home.

The Gay-Straight Alliance (GSA) and The Diversity Club continue to be active clubs in our community. It has sponsored a variety of events to promote awareness and the embracing of the diversity among us. The students' meet with their advisor on a regular basis and the advisor sits on the Safe School Climate Committee.

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Equitable Allocation of Resources among District Schools

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 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. In addition, all schools have intervention teams to streamline the intervention process and assessments. Students have been identified for groups and 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 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