

STRATEGIC SCHOOL PROFILE 2007-08**Somers School District**

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Location: Ninth District Road
Somers,
Connecticut

Website: 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	Per Capita Income in 2000: \$23,952
Town Population in 2000: 10,417	Percent of Adults without a High School Diploma in 2000*: 18.9%
1990-2000 Population Growth: 14.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.7%
Number of Public Schools: 3	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, 2007	1,724
5-Year Enrollment Change	1.2%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	75	4.4	4.7	28.7
K-12 Students Who Are Not Fluent in English	12	0.7	0.6	5.4
Students Identified as Gifted and/or Talented*	32	1.9	3.8	4.0
PK-12 Students Receiving Special Education Services in District	151	8.8	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	97	96.0	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	62	23.5	21.6	20.2

*65.6% 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	23	1.3
Black	40	2.3
Hispanic	31	1.8
White	1,630	94.5
Total Minority	94	5.5

Percent of Minority Professional Staff: 2.5%

Open Choice: 24 students 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: 2.3% 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 15.

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.

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Somers is a small town with very little racial or ethnic diversity. We work to reduce racial, ethnic, and economic isolation and to build appreciation of differences using different strategies in each of our three schools. We reach out to students in Hartford through Project Choice. Students from Hartford who attend our elementary, middle and high schools participate fully in our district's activities. We match up each student with a host family in Somers that can provide a place to stay after school on days when the student wishes to stay for evening events or an overnight when there is a need for children to be at school prior to when they might normally arrive for field trips, etc. We also include the students' families in a variety of other extra curricular activities so that families can meet our staff and each another. With these and other efforts, we assure that our Project Choice students are fully integrated into our school community.

Somers High School students also participate 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.

Other efforts to open our students' eyes to a more global perspective include a sister relationship between Somers Elementary School and a school in China. World language classes at the high school take trips to countries that speak the target language in order to immerse themselves in the language and culture of these native speakers. These international connections help expand our students' horizons beyond their local community and foster an understanding of other races and ethnicities. The visual and performing arts programs in all our schools also use their disciplines to expose children to the music and arts of other cultures. In March 2008, the Somers High School music department held their annual Prism Concert, which was focused on the music of other cultures. Students were able to learn more about countries from around the world through this performance opportunity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	57.5	52.0	44.8
Writing	62.8	63.4	31.3
Mathematics	69.0	60.0	55.8
Grade 4 Reading	56.1	55.9	35.4
Writing	48.5	62.9	8.8
Mathematics	61.2	60.3	39.6
Grade 5 Reading	74.6	62.2	59.9
Writing	67.7	64.5	37.0
Mathematics	67.2	65.9	37.0
Science	66.4	54.9	48.1
Grade 6 Reading	73.2	66.3	45.2
Writing	66.2	61.9	47.0
Mathematics	64.8	66.4	29.2
Grade 7 Reading	88.9	71.1	86.5
Writing	75.5	62.0	65.8
Mathematics	72.2	63.0	52.9
Grade 8 Reading	89.9	64.8	93.7
Writing	87.9	63.4	89.3
Mathematics	91.4	60.8	98.7
Science	87.1	58.6	95.0

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 scoreable 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	59.7	45.5	63.8
Writing Across the Disciplines	78.3	57.9	76.9
Mathematics	77.5	50.1	90.0
Science	72.7	46.3	86.2

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
	45.6	36.1	75.9

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.3	77.6	
Average Score	Mathematics	553	504	86.9
	Critical Reading	542	502	85.4
	Writing	541	503	83.8

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 2007	98.5	92.6	80.0
Cumulative Four-Year Dropout Rate for Class of 2007	1.3	6.2	77.4
2006-07 Annual Dropout Rate for Grade 9 through 12	1.0	1.7	52.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.0	83.4
% Employed (Civilian Employment and in Armed Services)	13.0	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	110.80
Paraprofessional Instructional Assistants	8.40
Special Education	
Teachers and Instructors	16.85
Paraprofessional Instructional Assistants	22.00
Library/Media Specialists and Assistants	6.50
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)	1.00
Counselors, Social Workers, and School Psychologists	7.50
School Nurses	3.60
Other Staff Providing Non-Instructional Services and Support	69.24

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	14.3	13.6
% with Master's Degree or Above	81.2	75.5	75.6

Average Class Size	District	DRG	State
Grade K	16.8	17.1	18.1
Grade 2	18.2	18.6	19.3
Grade 5	22.5	20.4	20.9
Grade 7	24.7	19.9	20.5
High School	19.7	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	993	987
Middle School	1,062	1,032	1,017
High School	1,048	1,021	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*	3.2	3.3	3.4
Middle School	2.7	2.2	2.7
High School	1.9	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$11,035	\$6,364	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$332	\$192	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$409	\$236	\$443	\$395	\$429
Student Support Services	\$929	\$536	\$764	\$713	\$761
Administration and Support Services	\$1,735	\$1,001	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,747	\$1,007	\$1,329	\$1,295	\$1,322
Transportation	\$886	\$503	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$635	N/A	N/A	N/A	N/A
Other	\$213	\$123	\$147	\$130	\$145
Total	\$17,922	\$10,312	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,664	\$2,113	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,360,574
Percent of Total PK-12 Expenditures Used for Special Education	18.8%

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	60.0	37.8	1.9	0.3
Excluding School Construction	66.9	30.4	2.3	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 School students. In our small district, which includes three schools (1 each: elementary, middle, and high school), the administrative team meets regularly to plan together and ensure equitable allocation of resources between schools. Each school's administrator presents budget and programmatic needs to the Administrative Council, which collaboratively constructs a district budget for presentation to the Board of Education. Further refining of the budget occurs through board budget workshops, PTA meetings, and public presentations. The final proposed budget provides equitable funding for necessary resources and materials 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	153
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.0%

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	8	0.5	0.8	0.7
Learning Disability	50	2.9	4.1	4.0
Intellectual Disability	9	0.5	0.4	0.5
Emotional Disturbance	7	0.4	0.7	1.0
Speech Impairment	59	3.5	2.2	2.4
Other Health Impairment*	11	0.6	1.9	2.1
Other Disabilities**	9	0.5	0.6	0.9
Total	153	9.0	10.7	11.5

*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 2006-07 with a Standard Diploma	92.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	4.5	2.8

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	13.7	20.4	74.1	62.1
	Writing	13.9	19.3	68.5	63.0
	Mathematics	14.7	22.6	71.1	62.7
	Science	26.1	22.2	77.0	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	59.7	45.5
	Writing Across the Disciplines	N/A	N/A	78.3	57.9
	Mathematics	N/A	N/A	77.5	50.1
	Science	N/A	N/A	72.7	46.3

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	-1.3
	% With Accommodations	101.3
CAPT	% Without Accommodations	8.3
	% With Accommodations	91.7
% Assessed Using Skills Checklist		6.5

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	9.2

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	110	71.9	71.7	71.6
40.1 to 79.0 Percent of Time	28	18.3	21.8	16.6
0.0 to 40.0 Percent of Time	15	9.8	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The spring 2008 CAPT administration was the second of the third generation of this test. At Somers High School, students performed well in all content areas. In mathematics and science, 96% of the students scored at the proficient level or higher. Reading and writing performance levels were also high: 95% of the students performed at the proficient level or higher in reading and 96% achieved the proficient or higher levels in writing. These performance levels showed growth from the 2007 administration of the CAPT. The average 2008 SAT scores for Somers High School are: critical reading, 512; mathematics, 524; and writing, 515. Our students scored above the state and national averages in all areas.

The third administration of the CMT, fourth generation, was given in the spring of 2008. At Somers Elementary School, grade three students performed well in all areas with percentages at the proficient level or higher: mathematics, 82%; reading, 72%; and writing, 82%. Fourth graders performed well across the board with percentages of students scoring at proficient or higher: mathematics, 87%; reading, 72%; and writing, 78%. Fifth graders showed increased growth with results at proficient or higher: mathematics, 86%; reading, 85%; and writing, 89%. The students at Mabelle B. Avery Middle School showed significant strength in all content areas: 90-99% of the students scored at the proficient level or higher all areas. Between 88 and 91% of our eighth graders scored in the goal or advanced levels in mathematics, reading, and writing.

The Somers Public Schools continue to use these results to inform our practice. We will be examining the data for trends in each of the strands by content area to determine further curriculum work, ways to enhance student time on task, and implement best instructional practices designed to increase student achievement at all levels. The data analyses are the impetus for a professional development focus on instruction and assessment strategies to improve student achievement.

Parents and community members also take an active role in many activities at each school from attendance at Back-to-School Nights and parent-teacher conferences, to membership in PTA and PTSA organizations, and communication with teachers regarding their children's progress via our web site. Parent workshops on how to partner with us to ensure their children's success in school have been and will continue to be offered through our Title I grant. Parents of all students will be invited to take advantage of these opportunities.

The broader community also participates in a variety of ways to strengthen our educational program, such as: Somers Booster Club (supporting our athletic programs), Somers Music Patrons (supporting and promoting music in the Somers education system), and the Somers Education Foundation. The Somers Education Foundation is a non-profit organization comprised of businesses, parents, and the broader community, which raises funds to for innovative projects and programs to enhance student learning in the form of grants to deserving applicants.

In order to address the challenges faced by our special needs students, staff participated in training on Scientifically-Based Response to Intervention. We will continue to train regular and special education staff as we implement this philosophy district-wide in an effort to provide appropriate educational supports to our special education students in the regular classroom. Our preschool program received full accreditation from the National Association for the Education of Young Children (NAEYC) and was commended by NAEYC for having met their new standards, which have increased significantly in rigor over the original standards. The program received commendations in all areas, particularly for the ways in which partnerships are formed between school and home.
