

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



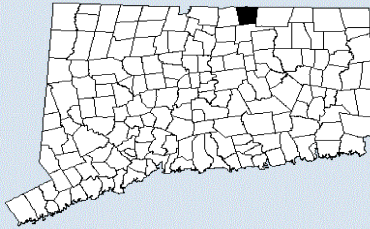
Somers School District

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	1,480
Per Pupil Expenditures ¹	\$14,025
Total Expenditures ¹	\$21,556,233

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	727	49.1	48.3
Male	753	50.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	25	1.7	4.7
Black or African American	33	2.2	12.9
Hispanic or Latino	51	3.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	22	1.5	2.5
White	1,347	91.0	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	101	6.8	37.6
Students with Disabilities ¹	161	10.9	13.3

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	97	13.6	21	2.9
Male	74	10.0	47	6.2
Black or African American	9	28.1	*	*
Hispanic or Latino	6	11.5	*	*
White	156	11.8	57	4.2
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	26	23.0	12	10.5
Students with Disabilities	26	17.2	15	8.5
District	171	11.8	68	4.5
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 120

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	105.5
Paraprofessional Instructional Assistants	5.7
Special Education	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	28.6
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	6.0
Library/Media	
Specialists (Certified)	3.3
Support Staff	2.5
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	9.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	58.9

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	1	0.7	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	0.0
White	151	98.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.2

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	35	31.8	109	97.3
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	10	*
District	41	33.9	122	96.8
State		58.4		73.8

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	8	*
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	43	84.3
Other Health Impairment	23	88.5
Other Disabilities	*	*
Speech/Language Impairment	21	77.8
District	111	73.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	18	1.2	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	52	3.5	4.4
Other Health Impairment	28	1.9	2.6
Other Disabilities	15	1.0	1.0
Speech/Language Impairment	29	2.0	1.9
All Disabilities	160	10.8	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	9	5.6	8.1
Private Schools or Other Settings	7	4.4	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,616,796	8,372	9,134
Instructional Supplies and Equipment	465,117	309	334
Improvement of Instruction and Educational Media Services	478,968	318	498
Student Support Services	1,321,352	877	1,001
Administration and Support Services	2,037,295	1,352	1,694
Plant Operation and Maintenance	2,166,865	1,438	1,572
Transportation	1,075,665	678	813
Costs of Students Tuitioned Out	1,114,802	N/A	N/A
Other	279,373	185	186
Total	21,556,233	14,025	15,289

Additional Expenditures

Land, Buildings, and Debt Service	774,592	514	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,691,048	36.2	35.1
Noncertified Personnel	751,151	16.1	14.2
Purchased Services	211,980	4.5	5.2
Tuition to Other Schools	1,023,086	21.9	22.0
Special Ed. Transportation	390,263	8.3	8.6
Other Expenditures	607,583	13.0	14.9
Total Expenditures	4,675,111	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.7	66.7
State	30.5	31.4
Federal	1.7	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	*	*	*	*	6	*
Black or African American	19	*	19	*	11	*
Hispanic or Latino	26	67.6	26	57.1	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	13	*	13	*	*	*
White	751	73.2	750	64.8	320	65.0
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	71	59.8	71	51.4	31	47.5
Not Eligible for Free or Reduced-Price Meals	751	74.3	750	65.5	324	65.6
Students with Disabilities	114	52.4	114	46.0	46	48.2
Students without Disabilities	708	76.3	707	67.3	309	66.4
High Needs	171	56.3	171	49.7	69	49.5
Non-High Needs	651	77.4	650	68.2	286	67.6
District	822	73.0	821	64.3	355	64.1

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	66.7	93.3	88.7	98.9	441	87.1
Curl Up	27.5	83.3	89.5	95.8	441	74.8
Push Up	28.4	66.7	79.8	97.9	441	68.3
Mile Run/PACER	75.5	74.2	83.1	89.5	441	80.3
All Tests - District	12.7	50.0	72.6	83.2	441	54.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	131	96.9	94.0	Yes	94.0
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	79.8	57	52.3
Male	65.2	50	36.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	72.5	100	45.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	71.7	107	43.3
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.4	95.2
Male	80.0	92.7
Black or African American	*	*
Hispanic or Latino	*	*
White	81.1	93.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.4	94.1
State	72.6	88.8

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 first 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	73.0	75	97.4	100	97.4	67.9
	High Needs Students	56.3	75	75.0	100	75.0	56.7
Math Performance Index	All Students	64.3	75	85.7	100	85.7	59.3
	High Needs Students	49.7	75	66.3	100	66.3	47.8
Science Performance Index	All Students	64.1	75	85.4	100	85.4	56.5
	High Needs Students	49.5	75	66.0	100	66.0	45.9
Chronic Absenteeism	All Students	11.8%	<=5%	36.5	50	72.9	10.6%
	High Needs Students	18.8%	<=5%	22.3	50	44.7	17.3%
Preparation for CCR	% Taking Courses	66.0%	75%	44.0	50	88.0	66.1%
	% Passing Exams	43.3%	75%	28.9	50	57.8	37.3%
On-track to High School Graduation		6.6%	94%	3.5	50	7.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.9%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		95.2%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		81.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% 54.9%	75%	36.6	50	73.2	87.6% 51.0%
Arts Access		74.5%	60%	50.0	50	100.0	45.7%
Accountability Index				997.6	1250	79.8	

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	56.3	18.7	17.3	
Math Performance Index Gap	68.2	49.7	18.4	19.6	
Science Performance Index Gap	67.6	49.5	18.0	17.2	
Graduation Rate Gap	94.0%	95.2%	-1.2%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.3
	High Needs Students	98.9
Math	All Students	99.4
	High Needs Students	98.9
Science	All Students	98.9
	High Needs Students	100.0

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: 47.3 State: 50.1

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 Schools engages in a continuous cycle of reflection and improvement. Teachers and administrators continuously analyze student data and seek ways to improve learning. Through our curriculum development process, our instructional initiatives and our professional development work, we strive to provide a better learning experience for our students. Our goal is for all children to reach or exceed our grade-level benchmarks. We provide support to students through their regular classroom instruction, through the Intervention Program in each building and through our Special Education Department. 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. Through each of these initiatives, we are improving our ability to meet the needs of our disabled students and their families.

The Somers Elementary School staff prides itself on its communication with parents and families. Not only does our staff reply to emails and phone calls in a timely manner, but teachers send weekly or monthly newsletters to parents to update them on classroom learning and activities. In addition, the school eblasts monthly newsletters home with information about education related topics as well as information from our specialist, intervention and special education teachers sharing useful information with parents. We have introduced the Remind app that allows us to send alert messages to parents to keep them informed of school delays, cancellations, delayed buses, meetings and other important information.

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 keep parents informed. We also help parents access resources in areas such as mental health, homework help, and drug and alcohol abuse issues through our school's counseling office. The school safety and Climate Committee utilizes survey information from staff, parents and students, to monitor and implement positive change in the school. Information about programs, initiatives, activities, sports and PTO functions are communicated monthly through regular email blasts and a quarterly newsletter.

In 2014-15, Somers High School the advisory program finished its seventh year with a curriculum that continues to evolve and improve based on feedback. The alternative education (ASPIRE) program also completed its seventh 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. This year, Somers High School began its' self-study process for the school's NEASC accreditation visit in the spring of 2017.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Given the predominantly homogeneous make-up of our school, we strive to expose our students to a variety of different ethnic, racial and cultural groups. This year we have increased our participation in the Project Choice program with an increase to twenty-three Hartford residents attending our school. In addition our students at Somers Elementary continue to communicate with our sister school in Jinan City, China through artwork and letters. Our PTO sponsored several cultural enrichment performances focused on broadening our students' horizons. Furthermore we have been fortunate to have several authors and artists come share their craft with our students. Our After School Program that is held two days a week for an hour assists our Hartford residents and Somers residents to receive support in homework and social skills. This program runs from October through May.

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. During our annual "Free-To-Be" day, the whole school participates in activities designed to celebrate our differences in talents, interests, and unique abilities. Finally, 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 and dairy drives, each time donating collected items to a local food pantry.

Somers High School continues to participate in Project Choice. Activities brought together families from both communities for social activities beyond the school day. Grant money was 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.

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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 seven-year 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.

At the beginning of the budget cycle, each school presents budget and programmatic needs to the Superintendent and Director of Business Services. A budget is constructed based on the identified needs and the District's Strategic Plan. The Superintendent's proposed budget is then presented to the Board of Education for further refinement. The final budget provides equitable funding for the resources and materials needed to implement the curriculum, improve instruction, and maintain a safe and healthy environment in all three schools.