

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



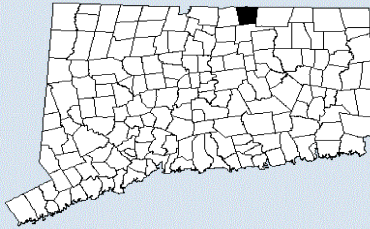
Somers School District

Mr. Maynard Suffredini Jr., Superintendent • 860-749-2270 • <http://www.somers.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	1,515
Per Pupil Expenditures ¹	\$13,151
Total Expenditures ¹	\$20,896,394

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	747	49.3	48.3
Male	768	50.7	51.6
American Indian	*	*	0.2
Asian	23	1.5	4.6
Black or African American	32	2.1	12.9
Hispanic or Latino	47	3.1	21.2
Pacific Islander	*	*	0.0
White	1,386	91.5	58.4
Two or More Races	24	1.6	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	125	8.3	37.3
Students with Disabilities ¹	173	11.4	12.8

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	84	11.4	12	1.5
Male	67	8.8	37	4.7
Black or African American	9	30.0	*	*
Hispanic or Latino	*	*	0	0.0
White	136	9.9	45	3.2
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	36	28.1	12	9.0
Students with Disabilities	28	17.7	12	6.3
District	151	10.1	49	3.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 105

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	103.3
Paraprofessional Instructional Assistants	5.7
Special Education	
Teachers and Instructors	17.5
Paraprofessional Instructional Assistants	28.6
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	6.0
Library/Media	
Specialists (Certified)	3.3
Support Staff	2.5
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.4
Other Staff Providing Non-Instructional Services/Support	63.2

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 (%)
Asian	1	0.7	1.0
Black or African American	1	0.7	3.5
Hispanic	2	1.3	3.6
Native American	0	0	0.1
White	148	97.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	*	*
District	*	*	26	19.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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	51	87.9
Other Health Impairment	19	95.0
Other Disabilities	*	*
Speech/Language Impairment	25	78.1
District	120	74.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	18	1.2	1.0
Intellectual Disability	*	*	0.4
Learning Disability	58	3.8	4.2
Other Health Impairment	20	1.3	2.5
Other Disabilities	20	1.3	1.0
Speech/Language Impairment	36	2.4	1.9
All Disabilities	171	11.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,125,872	7,689	8,769
Instructional Supplies and Equipment	554,807	352	275
Improvement of Instruction and Educational Media Services	474,356	301	487
Student Support Services	1,338,807	849	965
Administration and Support Services	1,973,207	1,251	1,600
Plant Operation and Maintenance	2,034,323	1,290	1,472
Transportation	1,033,428	633	786
Costs of Students Tuitioned Out	1,067,104	N/A	N/A
Other	294,490	187	178
Total	20,896,394	13,151	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,001,738	635	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,662,245	36.8	35.6
Noncertified Personnel	726,002	16.1	14.5
Purchased Services	165,843	3.7	5.0
Tuition to Other Schools	1,002,171	22.2	21.4
Special Ed. Transportation	375,981	8.3	8.5
Other Expenditures	583,999	12.9	14.9
Total Expenditures	4,516,241	100.0	100.0
PK-12 Expenditures Used for Special Education		21.6	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.8	66.2
State	31.5	32.1
Federal	1.6	1.7
Tuition & Other	0.0	0.0

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	72.0	68.4	.	.	.	.	.	.
Hispanic or Latino	.	86.7	92.4	83.1	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.1	72.5	77.0	71.7	.	.	.	.
Students with Disabilities	54.3	60.1	58.8	62.9	.	.	.	.
High Needs	61.1	65.4	65.0	66.7	.	.	.	.
District	85.2	87.0	87.8	87.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	.	.	60.7	.	.	.	.	.
District	90.7	85.9	83.0	84.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	52.8	89.9	90.5	90.4	456	81.6
Curl Up	*	72.5	80.2	80.8	456	65.4
Push Up	30.2	84.4	86.2	84.0	456	72.1
Mile Run/PACER	79.2	83.5	70.7	72.0	456	76.1
All Tests - District	*	61.5	64.7	63.2	456	49.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	146	96.6	94.0	Yes	94.0
State ⁴		85.5			

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 2012-13 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	80.8	60	46.2
Male	70.2	49	39.5
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	76.0	103	44.2
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	*	*	*
District	75.6	109	42.9
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.3	100.0
Male	73.3	89.6
Black or African American	*	*
Hispanic or Latino	*	*
White	82.0	95.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.9	95.4
State	72.7	88.5

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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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. In addition to weekly or monthly teacher newsletters, the school eblasts monthly newsletters home with information about education-related topics. Each year parents are invited to our Open House, as well as to Parent Teacher Conferences every fall and spring. We also invite parents to Curriculum Night where we explain how parents can support their children at home in Language Arts and Math. Our school PTA is very active and parents are encouraged to attend meetings and volunteer their time for the many activities that are sponsored by this group.

Mabelle Avery Middle School has a rich tradition of supporting the family's role education. We hold our annual Open House to help parents support the developmental changes seen in middle school. We invite parents to a monthly Principal Forum where climate, Common Core, assessment and technology are discussed. We help parents access resources in areas such as mental health, homework help, and drug and alcohol abuse through our school's counseling office. Information about programs, initiatives, activities, sports, and PTO functions are provided monthly. Parents can learn about their child's progress through team meetings, telephone calls, emails, the Parent Portal, report cards and conferences. All teachers have webpages that contain upcoming assignments and we continue to solicit parent involvement on school based committees.

Somers High School faculty and staff understand the value of the home-school partnership. Parents are encouraged to be involved in their children's education in many ways: through summer mailings, Open House, and College Night. Email and the Internet are used extensively to support home-school communication through the school website, teacher websites and the Parent Portal. School-wide parent-teacher conference evenings are held each year and a Principal's newsletter is sent out monthly in order to update parents on school events. The Parent Teacher Student Association (PTSA), Athletic Booster Clubs, the SHS Gazette (school newspaper) and the Drama Club also provide opportunities for parents to volunteer and be involved.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Given the predominantly homogenous make-up of our Somers Elementary 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 nine Hartford residents attending our school. In addition, our students continue to communicate with our sister school in Jinan City, China through artwork and letters. Our PTA sponsored several cultural enrichment performances and our afterschool program assists our Choice students as well as Somers students with homework and social skills.

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 participates in the Open Choice program, with many Choice students actively participating in a variety of clubs and sports. The Gay-Straight Alliance (GSA) continues to be an active club in our school community. GSA has sponsored a variety of events to promote awareness and the embracing of the diversity among us. The Diversity Club was also started during the 2013-2014 academic year. The students meet with their advisor on a regular basis. The first project from the Diversity Club was the "Spread the Word to End the Word" campaign, bringing awareness to all the harmful words that we can use to reference different groups of people.

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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.