

STRATEGIC SCHOOL PROFILE 2008-09**Somers School District**

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Location: Ninth District Road

Somers,
ConnecticutWebsite: 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: 96.0%

*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, 2008

1,716

5-Year Enrollment Change

-0.8%

DISTRICT GRADE RANGE

Grade Range

PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	92	5.4	5.5	30.3
K-12 Students Who Are Not Fluent in English	11	0.6	0.6	5.2
Students Identified as Gifted and/or Talented*	37	2.2	4.0	4.0
PK-12 Students Receiving Special Education Services in District	167	9.7	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	90.6	86.0	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	35	17.2	16.9	19.0

*35.1% 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	25	1.5
Black	41	2.4
Hispanic	32	1.9
White	1,618	94.3
Total Minority	98	5.7

Percent of Minority Professional Staff: 1.8%

Open Choice: 24 student(s) 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: 2.2% 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 13.

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 Jinen, China. In addition, students and teachers established a working connection with a school in Mozambique, Africa through teleconferencing using Skype. 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	60.4	54.6	47.2
Writing	56.6	62.5	23.9
Mathematics	70.5	62.8	51.6
Grade 4 Reading	65.8	60.7	44.8
Writing	64.9	64.2	37.6
Mathematics	69.4	63.6	48.2
Grade 5 Reading	71.8	66.0	46.6
Writing	55.9	66.5	18.5
Mathematics	74.2	68.8	47.5
Science	77.2	58.1	70.4
Grade 6 Reading	73.0	68.9	36.2
Writing	72.4	62.2	55.2
Mathematics	80.6	68.8	60.1
Grade 7 Reading	81.9	74.9	51.6
Writing	71.8	62.9	54.1
Mathematics	68.6	66.0	43.3
Grade 8 Reading	83.4	68.4	71.0
Writing	80.1	66.5	67.7
Mathematics	79.5	64.5	63.9
Science	77.5	60.6	67.1

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	62.6	47.4	67.4
Writing Across the Disciplines	75.5	55.0	80.2
Mathematics	71.2	47.8	83.2
Science	68.0	42.8	84.7

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	36.2	72.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.9	74.5	
Average Score	Mathematics	524	507	67.4
	Critical Reading	512	503	54.3
	Writing	515	506	55.8

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 2008	94.7	92.1	49.6
Cumulative Four-Year Dropout Rate for Class of 2008	4.5	6.6	48.2
2007-08 Annual Dropout Rate for Grade 9 through 12	0.9	2.5	59.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.6	84.1
% Employed (Civilian Employment and in Armed Services)	2.4	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	110.80
Paraprofessional Instructional Assistants	5.40
Special Education	
Teachers and Instructors	16.80
Paraprofessional Instructional Assistants	25.00
Library/Media Specialists and/or 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	7.48
School Nurses	3.60
Other Staff Providing Non-Instructional Services and Support	70.73

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	14.4	13.6
% with Master's Degree or Above	80.6	77.3	76.1

Average Class Size	District	DRG	State
Grade K	16.0	17.5	18.3
Grade 2	20.8	19.5	19.3
Grade 5	22.3	20.3	21.0
Grade 7	24.0	19.7	20.5
High School	16.5	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	993	988
Middle School	1,062	1,025	1,016
High School	1,031	1,011	1,007

*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	3.3
Middle School	2.4	2.4	2.6
High School	1.9	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$11,505	\$6,677	\$7,521	\$7,069	\$7,522
Instructional Supplies and Equipment	\$353	\$205	\$267	\$282	\$271
Improvement of Instruction and Educational Media Services	\$389	\$226	\$461	\$415	\$446
Student Support Services	\$1,047	\$608	\$808	\$769	\$806
Administration and Support Services	\$1,767	\$1,026	\$1,351	\$1,334	\$1,369
Plant Operation and Maintenance	\$1,913	\$1,110	\$1,382	\$1,357	\$1,377
Transportation	\$1,050	\$601	\$649	\$638	\$644
Costs for Students Tuitioned Out	\$791	N/A	N/A	N/A	N/A
Other	\$289	\$168	\$152	\$141	\$151
Total	\$19,104	\$11,049	\$12,869	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,389	\$1,387	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,831,076	20.1	19.7	20.5

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	63.0	34.7	1.9	0.4
Excluding School Construction	64.2	33.2	2.2	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	176
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

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	12	0.7	0.9	0.8
Learning Disability	69	4.0	4.1	3.9
Intellectual Disability	9	0.5	0.4	0.5
Emotional Disturbance	10	0.6	0.7	1.0
Speech Impairment	59	3.5	2.2	2.3
Other Health Impairment*	11	0.6	1.9	2.1
Other Disabilities**	6	0.4	0.6	0.9
Total	176	10.3	10.8	11.6

*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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	20.9	30.2	73.5	65.7
	Writing	14.3	19.5	67.6	64.1
	Mathematics	27.1	30.7	74.0	65.7
	Science	30.3	23.8	77.4	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	62.6	47.4
	Writing Across the Disciplines	N/A	N/A	75.5	55.0
	Mathematics	N/A	N/A	71.2	47.8
	Science	N/A	N/A	68.0	42.8

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	9.8
	% With Accommodations	90.2
CAPT	% Without Accommodations	43.8
	% With Accommodations	56.3
% Assessed Using Skills Checklist		5.9

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	16	9.1

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	145	82.4	74.3	72.7
40.1 to 79.0 Percent of Time	19	10.8	19.1	16.1
0.0 to 40.0 Percent of Time	12	6.8	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The latest round of CMT and CAPT test were administered in the spring of 2009. At both the Somers Elementary School and Mabelle B. Avery Middle School, students were tested in grades 3-8 in mathematics, reading and writing, with grades 5 and 8 being tested in Science as well. Overall, students performed well in all areas with a few exceptions. The percentage of grade 3 students who performed at or above proficiency have improved: mathematics, 88%; reading, 73%; and writing, 82.3%. Grade 4 student performance at or above proficiency has increased as well: mathematics, 69.4%; reading, 65.8%; and writing, 85.6%. Fifth grade students performed at higher levels with scores in the following areas; mathematics, 95.5%; reading, 83.2%; writing, 80.1%; and science, 93.4%.

At Mabelle Avery Middle School, grade 6 students increased in the percent that performed at or above proficiency: mathematics, 95.2%; reading, 89.7%; and writing, 90.6%. Grade 7 student performance at or above proficiency was as follows; mathematics, 91.4%; reading, 91.3%; and writing, 87.3%. Grade 8 students performed well also in the same categories: mathematics, 96.6%; reading, 95.2%; writing, 91.4% and science, 90.1%.

At Somers High School, the CAPT test was administered to all 10th graders. Students performed well across the spectrum of tests with those at or above proficiency as indicated: mathematics, 95.1%; science, 95.2%; reading, 92.4%; and writing, 93.8%. In addition, the SAT scores were recorded as follows; critical reading, 528; math, 549; and writing, 545. In each of these areas, our high school students outperformed state and national mean scores.

The district 5 year Strategic Plan is clearly linked to improving student performance. All assessments of student performance will be used to make decisions on curriculum and instruction for the district in an attempt to move the district ahead and improve overall student performance. A key component for addressing student results and making these decisions will be the district's professional development program which is keenly linked to each of these areas. Parents and community members also take an active role in many activities at each of the schools through Back-to-School nights, parent-teacher meetings, PTA and PTSA organizations and school events. The Title I program also provides an avenue for parent communications and involvement in the schools. Parents of all students will be invited to take part in these activities.

In addition to these activities, parents and community members may be involved in the various booster and patron organizations that help support and sponsor athletics and music programs for the schools. The Somers Education Foundation, a non-profit group of community business and civic leaders, raises funds as grants for teachers for innovative classroom projects to enhance student learning and expand cultural involvement.

To address the challenges faced by our special needs population, staff participated in training on Scientific-Based Response to Intervention. This training will continue for both the regular education staff, as well as for our SPED staff. Every effort will be made to ensure that we provide for a free and appropriate educational program for all students.
