Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Somers School District

Mr. Brian Czapla, Superintendent • 860-749-2270 • http://www.somers.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,353
Per Pupil Expenditures[1]	$16,839
Total Expenditures[1]	$23,775,980

[1] Expenditure data reflect the 2018-19 school year.
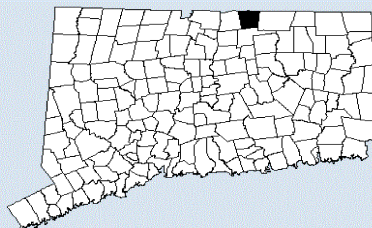
Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	662	48.9	48.4
Male	691	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	21	1.6	5.2
Black or African American	39	2.9	12.7
Hispanic or Latino of any race	67	5.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	18	1.3	3.8
White	1,205	89.1	51.1
English Learners	8	0.6	8.3
Eligible for Free or Reduced-Price Meals	139	10.3	43.3
Students with Disabilities[3]	199	14.7	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	44	6.8	*	*
Male	46	6.8	*	*
Black or African American	7	17.5	*	*
Hispanic or Latino of any race	6	9.2	*	*
White	73	6.2	37	3.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	19.0	12	7.5
Students with Disabilities	28	13.9	16	7.2
District	90	6.8	45	3.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 44

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	104.9
Paraprofessional Instructional Assistants	5.4
Special Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	32.6
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	5.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	4.4
Counselors, Social Workers and School Psychologists	10.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	67.6

[1] In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	1	0.7	4.0
Hispanic or Latino of any race	2	1.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	150	98.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	0	*	7	*
White	64	63.4	82	93.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	12	*
Students with Disabilities	11	55.0	8	*
District	70	59.8	98	93.3
State		75.8		84.8

[2] College-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 Peers[3]

	Count	Rate (%)
Autism	13	65.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	56	91.8
Other Health Impairment	56	83.6
Other Disabilities	*	*
Speech/Language Impairment	25	96.2
District	157	82.6
State		67.8

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	20	1.5	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	61	4.6	5.7
Other Health Impairment	68	5.1	3.3
Other Disabilities	9	0.7	1.1
Speech/Language Impairment	28	2.1	1.8
All Disabilities	197	14.7	15.6

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$15,312,752	$10,845	$10,923
Support services - students	$1,598,433	$1,163	$1,277
Support services - instruction	$557,738	$406	$682
Support services - general administration	$589,102	$429	$467
Support services - school based administration	$1,290,237	$939	$1,021
Central and other support services	$325,327	$237	$679
Operation and maintenance of plant	$2,542,494	$1,850	$1,718
Student transportation services	$1,189,897	$878	$1,288
Food services	.	.	$12
Enterprise operations	$361,596	$263	$163
Minor school construction	$8,403	$6	$59
Total	$23,775,980	$16,839	$17,629

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$1,631,588	34.1	28.5
Instructional Aide Salaries	$778,273	16.3	10.1
Other Salaries	$352,750	7.4	11.1
Employee Benefits	$568,049	11.9	13.0
Purchased Services Other Than Transportation	$145,951	3.1	5.7
Special Education Tuition	$811,229	17.0	22.5
Supplies	$41,114	0.9	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$445,047	9.3	8.0
Equipment	$7,352	0.2	0.2
All Other Expenditures	$200	0.0	0.1
Total	$4,781,552	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.1	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	71.9
State	26.2
Federal	1.6
Tuition & Other	0.3

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	26	69.2
District	131	92.4
State		88.5

[1] The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	83.9	100.0
Male	74.2	90.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.0	97.6
English Learners	81.0	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	42.9	*
District	79.0	95.7
State	71.5	87.5

[3] College 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.

[4] College 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

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	6.8%	<=5%	12.2%
	High Needs Students	14.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	75.7%	75%	80.4%
On-track to High School Graduation		53.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		81.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		79.0%	75%	71.5%
Arts Access		74.4%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	81.8%	12.2%	10.9%	Y

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Somers Public Schools engages in a continuous cycle of reflection and improvement. The curriculum development process, instructional initiatives, and professional development support the development of effective learning environments. The Pupil Services Department is continuously improving programs and services by staying current on trends, streamlining the PPT process, ensuring all stakeholders have the relevant information in a timely fashion, and reorganizing the caseloads of related services providers to improve our responsiveness. Student progress is assessed via NWEA (MAP) universal screen testing for grades 1-8, 10, and any high school students utilizing intervention services. Primary students are also assessed using a variety of universal assessments. The Somers Elementary School (SES) staff prides itself on its communication with parents and families. In addition to classroom and school newsletters sent out monthly, teachers utilize email. SchoolMessenger is used district-wide to keep parents informed. Parents can meet with building administrators to ask questions or share concerns. Each school year starts with Meet and Greet. Students and parents come in the day before school begins to meet their teachers and see their classrooms. Parents are encouraged to utilize the Home and School Communication link on the school web page and electronic signage at the school entrance for information about school events and policies. Somers Elementary School also conducts an annual Open House, Curriculum Night, and Grade 5 Technology Night. Mabelle B. Avery Middle School (MBA) has a rich tradition of supporting the family's role in education. The Team Leader Council meets bi-monthly to discuss climate, Common Core, assessment, budget, and technology. The annual Open House helps parents support the developmental changes seen in middle school. The school has implemented a parental iPad workshop and a 6th-grade orientation program to increase parental understanding of expectations in a middle school and assure a smooth transition for 6th-grade students. Somers High School (SHS) advisory program finished its tenth year. The program continues to evolve and improve based on feedback and student needs. The alternative education (ASPIRE) program addresses the needs of students who are not experiencing success in traditional high school. The ASPIRE program utilizes Odysseyware, an online learning program that supports students' specific learning needs. During the 2017-2018 school year, Somers High School continued to improve its academic intervention program. English and Math Intervention were approved by the Board of Education to grant credit to students in these classes. Members of the PBIS Leadership Team attended a conference to increase sustainability and efficiency. We celebrated with a Spartan Code Rally in January. Over 100 students were recognized for going above and beyond with Respect, Responsibility, Integrity, and Kindness during our bi-weekly Spartan Code drawings.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Somers participates in and is committed to the Project Choice program. Also, we had several cultural arts programs to increase cultural awareness. To raise students' understanding of diverse economic needs, SES participated in the Grade 3 food drive donating to the Somers Food Pantry. The Grade 5 Giving Tree event donated proceeds to a local charity, and the Mitten Tree donates hats and mittens to local children in need. Students learn the importance of community service to others through these charitable events. Mabelle B. Avery students are required to take a World Language each year. Students learn about French or Spanish speaking countries' cultures through international food days, a celebration of national holidays, and cultural activities. One of the school's most popular after-school programs is the Service and Volunteer Effort Club. The club members raised money and performed volunteer work for local charities. The club conducted annual food drives, donating collected items to a local food pantry. A West African Music Dance and Culture workshop for 7th grade continued to be an integral part of the school year. Somers High School's participation in Project Choice assures funds are available to support participation in activities such as prom, senior banquet, senior outing, athletics, and drama. Project Choice students and local students received assistance with participation fees. The Gay-Straight Alliance and The Diversity Club continued to be active clubs. They sponsored various events to promote awareness and the embracing of the diversity among the SHS community. The students' met with their advisor regularly, and the advisor is a member of the Safe School Climate Committee.   A full report on diversity programming can be found on the district website.

Equitable Allocation of Resources among District Schools

The Somers Board of Education provides equitable funding to meet the needs of the students. The district is comprised of three schools: one elementary (K-5), one middle (6-8), and one high school (9-12). Enrollment figures at each building are monitored to ensure adequate staffing and resources. The curriculum revision cycle provides each content area an opportunity to purchase updated curriculum materials regularly. The administrative team also meets regularly to develop and revise long-range plans to ensure equitable allocation of resources among schools. All schools have intervention teams to streamline the intervention process and assessments. Students are identified for work with intervention teachers or tutors to support their learning needs. At the beginning of the budget cycle, budget requests and programmatic needs are presented to the Superintendent. 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.