

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



## Somers High School Somers School District

860-749-2270 • [http://www.somers.k12.ct.us/shs/shs\\_home.html](http://www.somers.k12.ct.us/shs/shs_home.html)

### School Information

Grade Range **9-12**  
Enrollment **475**

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

For district totals, please see the district profile.

\* 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, 2017 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	235	49.5	48.2
Male	240	50.5	51.8
American Indian or Alaska Native	0	0.0	*
Asian	9	1.9	1.7
Black or African American	13	2.7	2.6
Hispanic or Latino	16	3.4	3.7
Pacific Islander	0	0.0	*
Two or More Races	9	1.9	1.6
White	428	90.1	90.2
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	41	8.6	9.0
Students with Disabilities <sup>1</sup>	66	13.9	14.1

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	40	17.1	11	4.7
Male	27	11.6	33	13.9
Black or African American	*	*	*	*
Hispanic or Latino	*	*	0	*
White	62	14.8	39	9.2
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	13	29.5	12	26.1
Students with Disabilities	21	33.9	11	16.4
School	67	14.3	44	9.3
District		11.5		5.3

**Number of students in 2016-17 qualified as truant under state statute: 19**

**Number of school-based arrests: 0**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2017-18

## Somers High School

### Somers School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	42.3
Paraprofessional Instructional Assistants	1.5
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	7.5
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.5

<sup>1</sup>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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.0
Black or African American	0	0.0	0.0
Hispanic or Latino	2	3.6	1.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	54	96.4	98.7

### Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.7	9.9

## Instruction and Resources

### School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1039
Half/Extended Day Kindergarten	N/A

<b>School Hours for Students</b>	
Start Time	07:40 AM
End Time	02:15 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	62	54.9	105	94.6
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	8	*
Students with Disabilities	9	*	12	*
School	69	57.0	113	94.2
District		56.5		92.6

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	21	91.3
Other Health Impairment	16	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
School	55	83.3
District		85.5

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

<sup>3</sup>Ages 6-21

# School Profile and Performance Report for School Year 2017-18

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## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	113	59.7	113	58.4
English Language Learners	0	N/A	0	N/A
Non-English Language Learners	121	59.6	121	58.6
Eligible for Free or Reduced-Price Meals	10	*	10	*
Not Eligible for Free or Reduced-Price Meals	111	61.3	111	60.0
Students with Disabilities	15	*	15	*
Students without Disabilities	106	62.9	106	61.3
High Needs	19	*	19	*
Non-High Needs	102	63.3	102	61.6
School	121	59.6	121	58.6

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	73.7	99	73.7
Curl Up	N/A	N/A	N/A	81.8	99	81.8
Push Up	N/A	N/A	N/A	79.8	99	79.8
Mile Run/PACER	N/A	N/A	N/A	54.5	99	54.5
All Tests - School	N/A	N/A	N/A	36.4	99	36.4
All Tests - District	31.3	50.4	75.7	36.4		50.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2017-18

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#### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	10	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	12	*
Students with Disabilities	13	*
School	108	97.2
District		97.2

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.2	67	55.8
Male	97.5	62	51.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.2	120	53.6
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	90.6	*	*
School	98.3	129	53.5
District	98.4		52.4

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- 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

<sup>4</sup>Participation 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.5	100.0
Male	74.1	81.3
Black or African American	*	*
Hispanic or Latino	*	*
White	82.0	90.4
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
School	80.2	89.8
District	80.4	89.8

<sup>5</sup>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.

<sup>6</sup>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

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#### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.6	75	79.5	100	79.5	67.6
	High Needs Students	N/A	75	0.0	0	0.0	57.5
Math Performance Index	All Students	58.6	75	78.1	100	78.1	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	14.3%	<=5%	31.3	50	62.6	10.7%
	High Needs Students	28.4%	<=5%	3.2	50	6.4	16.6%
Preparation for CCR	% Taking Courses	75.5%	75%	50.0	50	100.0	74.8%
	% Passing Exams	53.5%	75%	35.7	50	71.4	44.8%
On-track to High School Graduation		72.4%	94%	38.5	50	77.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.2%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		80.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.2%   36.4%	75%	24.2	50	48.5	96.6%   50.1%
Arts Access		76.7%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>590.5</b>	<b>750</b>	<b>78.7</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.3	N/A	.	15.6	
Math Performance Index Gap	61.6	N/A	.	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	9.1%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	100.0
	High Needs Students	.
Math	All Students	100.0
	High Needs Students	.
Science	All Students	94.3
	High Needs Students	.

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

<sup>3</sup>Minimum participation standard is 95%.