

**BOE Meeting Template**  
**Monday, April 25, 2011 7:00 PM**

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. APPROVAL OF MINUTES 2
4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
  1. Lunch Program Update  
An update regarding the district's lunch program will be presented to the board. Any questions may be answered at that time.
5. CORRESPONDENCE
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
  1. Approval of Bills 7
8. NEW BUSINESS
  1. Second Warning/Adoption of DBS Code: 4111/4211 - Recruitment and Selection 13  
The Policy Committee has reviewed this policy and incorporated language changes as recommended by CABE. This policy was first warned on the 4/11/11 agenda and is now ready for adoption.
  2. 2009-10 Strategic School Profile 15  
The CSDE has extended their sincere apologies for the delay in the release of the 2009-10 Strategic School Profile. Unanticipated challenges with the implementation of new technology to build a system that would improve the process for creating the SSPs was the reason for the delay. Under CT General Statute section 10-220(c) we are required to present the profile to the Board of Education. Dr. Suffredini will review the profile with the board and answer any questions members may have.
9. OLD BUSINESS
10. ADMINISTRATIVE REPORTS
  1. Transportation Update  
Mr. Boutwell, Director of Business Services will update the board on the district's transportation services. He will be available to answer any questions board members may have.
11. COMMITTEE REPORTS
  1. Budget
  2. Curriculum
  3. Policy
  4. Salary & Negotiations
  5. Planning
  6. Other Committees
12. OTHER
13. ADJOURNMENT 41

## SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

[www.somers.k12.ct.us](http://www.somers.k12.ct.us)

### MINUTES OF THE MEETING – April 11, 2011

**Members Present:** D.Palmer, J.Formeister, R.Lees, S. Bollinger (arrived at 7:49 p.m.), B.Devlin, J.Taylor (arrived at 7:04 p.m.), T.Potrikus  
**Members Absent:** A.Kirkpatrick, M.Marquardt  
**Administrators Present:** M.Suffredini, P.Collin, K.Pezza  
**Staff Present:**  
**Citizens Present:** M.Splain, D.Stone, G. Schober  
**Students Present:** K.Morin  
**Others:** M.Bard (*Patch.com*)

#### 1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:01 p.m. by Chairman Palmer in the Mabelle B. Avery Middle School Board of Education meeting room.

#### 2.0 PLEDGE OF ALLEGIANCE

#### 3.0 APPROVAL OF MINUTES – March 28, 2011

March 28, 2011 Regular Meeting – It was MOVED (B.Devlin) SECONDED (J.Formeister) to approve the March 28, 2011 Board of Education regular meeting minutes as presented. PASSED 5-0

#### 4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

##### **Citizens:**

Mr. George Schober addressed the Board regarding the March 28, 2011 Board of Education minutes referencing Item 10.4 that stated Mr. Schober filed sixteen Freedom of Information requests, three formal complaints to the FOI Commission and one Intent to Sue against the Somers Public Schools.

Mr. Schober stated that the minutes inferred that he, Mr. George Schober, had filed these requests and complaints on his own behalf which resulted in costing the school district over \$40,000 when, in fact, as a practicing attorney he was acting on behalf of his clients. Mr. Schober stated that the minutes were inflammatory and incorrect and demanded a retraction from the Board of Education.

Mr. Schober submitted a complaint to the Chairman of the Board of Education regarding the contents of the March 28, 2011 Board of Education minutes which addressed the number of Freedom of Information requests and complaints and the cost to the school district to respond to these actions. He demanded a retraction on the record stating that: “Attorney George Schober did this on behalf of his clients and not Mr. George Schober.”

##### **Staff:**

#### 4.1 Curriculum Presentations (Library/Media/Tech Ed/SES Reader’s Workshop)

Director of Curriculum, Kathleen Pezza, gave the following presentations and updates:

- Technology Education

Mrs. Pezza presented an overview of Technology Education in the middle and high schools. In the middle school, students in grade six start learning basic engineering and transportation by building bridges, mousetrap cars and balsa wood gliders. Seventh grade students begin to learn about basic drafting, mass production and simple machines. The students use Legos to build machines and learn about pneumatics. Students in grade eight continue their exploration of drafting by designing and building a simple woodworking project. All technology classes emphasize the application of both science and math.

The middle school has an after school technology club that is building a giant chess set for the Chess Club to use in the school courtyard in the spring.

At the high school level, the students are involved with building a hovercraft as a cross curricular activity within all the T.I.D.E. disciplines. The two-person hovercraft will be entered into a race with other high schools on the Connecticut River in Hartford on June 11<sup>th</sup>.

Two new classes, Graphic Design 3 and Digital Film and Photography, were offered at the high school this year. These classes introduced students to higher end applications. The CADD program is running at full capacity. The students are actively utilizing the new C.N.C. machines to take the theoretical world of CADD to the practical world of creating physical parts.

Mabelle B. Avery Middle School and Somers High School share a Technology Education teacher which helps the middle school students transition into the high school Tech Ed programs.

- Mrs. Pezza presented an overview of the K-12 Library and Media Curriculum. Students in grades K-2 visit the Media Center on a regular basis and select “just right” reading books that supplement the books available in their classroom. In grade three, students begin a formal Library Media program. They learn how to use the on-line catalog to search for books and locate them in the Media Center. Students in grades four and five are introduced to the Dewey Decimal system, learn how to use a table of contents, glossary and how to use print based reference material. The elementary Library Media Specialist also provides instruction in computer skills.

Students in the middle school learn a variety of Library Media skills, including basic citations, determining the reliability of websites, accessing on-line databases, finding primary source materials and using public access catalogs for both school and community libraries. Students work with programs like PowerPoint and podcasting software to create projects and share work. The Library Media Specialist assists students and teachers with the on-line aspects of the CBAS and the CMT administration.

The Library Media Specialist at the high school works extensively with the English, Social Studies and World Language departments to teach research and citation skills. Students learn about appropriate use and academic integrity through lessons on MLA, turnitin.com and easybib.com. Students learn how to do college level research. All library media skills are taught as integrated units with a content area teacher.

- Readers Workshop Update

Mrs. Pezza updated the Board on the latest Readers Workshop assessment results at the elementary school. The teachers are using MAZE as their assessment tool to test for

fluency and comprehension. Students are tested every two weeks. Intervention is provided for students who are at risk to help them reach grade level.

Students in grades three and four who were tested in March showed an average improvement of nine points since November. Grade five students showed an average improvement of 11.6 points for the same time period. Fifth grade students have, on average, increased two reading levels since the beginning of the school year.

Students in first and second grade have not only improved in reading, but have also shown improvements in writing, spelling and phonics.

Students will be assessed at the end of the year using CBAS and the results will be compared with the MAZE assessment results. Mrs. Pezza will provide the Board with a Readers Workshop year-end report.

Mrs. Pezza reported that first graders can now read for one half hour on their own and can write independently for forty-five minutes.

Several parent workshops have been held throughout the year to teach parents how they can help their child with reading.

The 2011 Summer Reading list for grades K-5 will indicate the reading level for each book.

## **5.0 CORRESPONDENCE**

Chairman Palmer reported receipt of an email from First Selectman, Lisa Pellegrini, regarding the upcoming lacrosse tournament.

## **6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**

### **7.0 CONSENT AGENDA**

#### **7.1 Approval of Bills 4/11/11 – (\$288,024.20)**

It was MOVED (J.Taylor) SECONDED (B.Devlin) to approve the 4/11/11 Bills in the amount of \$288,024.20 as presented. PASSED 6-0

#### **7.2 Resignation (T.Miller)**

It was MOVED (J.Taylor) SECONDED (B.Devlin) to accept the resignation submitted by Thoma Miller effective at the conclusion of the 2010-2011 school year. PASSED 6-0

## **8.0 NEW BUSINESS**

### **8.1 First Warning of DBS Code: 4111/4211 – Recruitment and Selection**

The Policy Committee reviewed this policy and incorporated language changes as recommended by C.A.B.E. Second Warning/Adoption of this policy will be on the April 25<sup>th</sup> BOE Meeting agenda. Questions should be directed to A.Kirkpatrick or Dr. Suffredini.

## **9.0 OLD BUSINESS - None**

## **10.0 ADMINISTRATIVE REPORTS**

**10.1** Dr. Suffredini reported that he has met with the Administrative Council to review this year's budget and plan for the end of the year wrap-up. The Administrative Council also reviewed the 2011-2012 budget and looked at areas where cuts could be made if it becomes necessary to take this action.

Dr. Suffredini reported that he is still waiting to hear back from the town regarding the Board's request for reimbursement for snow removal costs.

Dr. Suffredini reported that "Frequently Asked Questions" would be added to the district's web page in the near future.

## **11.0 COMMITTEE REPORTS**

### **Minutes will be taken at all subcommittee meetings.**

#### **11.1 Budget**

Dr. Suffredini stated that if CIP is not able to fund technology in the amount that the Board requested, cuts will be made from the 2011-2012 budget to provide funding for technology. Dr. Suffredini stated that he is committed to keeping technology current and up-to-date in the district and, if necessary, the funding will come directly from the Board of Education's budget.

The Board of Education has been directed by the Board of Finance to cut the Board's proposed 2011-2012 budget by \$75,000.

The Board once again discussed other revenue sources and will continue to review feasible options.

Dr. Suffredini reported that he has met with Todd Roland to work out how the sports playing fields will be maintained for both school and community use and what the cost factor is to take care of the playing fields. Dr. Suffredini suggested that the BOE appoint someone to attend Recreation Commission meetings to represent the Board of Education.

#### **11.2 Curriculum – No report**

#### **12.3 Policy – The Policy Committee will meet on April 28th at 6:00 p.m.**

#### **12.4 Salary & Negotiations**

An opening negotiations meeting has been scheduled for April 25<sup>th</sup> with the custodial union.

#### **12.5 Planning Committee**

#### **12.6 Other Committees**

##### **12.6.1 Technology Ad Hoc Committee**

Dr. Suffredini will contact the Director of Technology, Jim Morrow, regarding the status of the staff technology committee.

## **13.0 OTHER**

## **14.0 ADJOURNMENT**

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to adjourn the regular meeting of the Board of Education at 8:05 p.m. PASSED 7-0

Respectfully submitted,

Rick Lees, Jr., Secretary  
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.

# Somers Board of Education General Budget Treasury Warrant

Report # 11701

Check Batch: 4113  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP GB  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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**Approved by:**  **Date:** 4/20/11  


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 William B. Boutwell, Director of Business Services

4113	2758	04/25/2011	V58674	Administrator, Unemployment Compensation	0.00	76.00
	2759	04/25/2011	V52670	Amazon	0.00	49.50
	2760	04/25/2011	V60084	American Time & Signal Company	0.00	556.19
	2761	04/25/2011	V52029	Anytime Sewer & Drain Service	0.00	100.00
	2762	04/25/2011	V02141	Apple Inc.	0.00	87.00
	2763	04/25/2011	V00555	AT&T	0.00	986.80
	2764	04/25/2011	V00884	Avery Septic Service	0.00	350.00
	2765	04/25/2011	V02406	Billings Sports, Inc.	0.00	82.00
	2766	04/25/2011	E00025	Boutwell, Bill	0.00	25.50
	2767	04/25/2011	V00121	CABE	0.00	40.00
	2768	04/25/2011	V54342	Cassens PhD, Geraldine	0.00	1,000.00
	2769	04/25/2011	V51942	CBS	0.00	123.11
	2770	04/25/2011	V00159	Connecticut Light & Power	0.00	197.60
	2771	04/25/2011	V02198	The Connecticut Water Company	0.00	2,863.39
	2772	04/25/2011	V60205	CPI Qualified Plan Consultants, Inc.	0.00	78.00
	2773	04/25/2011	V00204	CREC	0.00	3,173.90
	2774	04/25/2011	V00290	Town of Enfield	0.00	6,826.00
	2775	04/25/2011	V54168	First Student, Inc	0.00	6,593.30
	2776	04/25/2011	V02186	Flinn Scientific, Inc.	0.00	111.50
	2777	04/25/2011	V60243	Futures, Inc	0.00	5,052.00

## Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	2778	04/25/2011	V60264	Gall Power Equipment	0.00	109.98
	2779	04/25/2011	V60035	Google, Inc.	0.00	14.03
	2780	04/25/2011	V54081	Graduate Pest Solutions, Inc.	0.00	403.00
	2781	04/25/2011	V53439	Group Dynamic	0.00	83.25
	2782	04/25/2011	V51232	Hartford Hospital	0.00	6,141.00
	2783	04/25/2011	V60090	High Grade Gas Service, Inc	0.00	1,065.32
	2784	04/25/2011	V54063	HSABank	0.00	11.25
	2785	04/25/2011	V52848	Intensive Education Academy, Inc.	0.00	8,289.04
	2786	04/25/2011	V02093	JCN Services	0.00	1,002.00
	2787	04/25/2011	V02625	K & S Distributors	0.00	1,139.95
	2788	04/25/2011	V60477	Laurie Carlson And Associates	0.00	126.50
	2789	04/25/2011	E00189	Levesque, Dana	0.00	88.76
	2790	04/25/2011	V00691	LOMAC, LTD.	0.00	301.19
	2791	04/25/2011	V52107	Major Electric Supply	0.00	1,388.80
	2792	04/25/2011	V60361	Marlin Leasing Corp	0.00	272.89
	2793	04/25/2011	V02321	Midstate Battery	0.00	94.40
	2794	04/25/2011	E00234	Morrow, Jim	0.00	26.54
	2795	04/25/2011	V60461	National Reading Styles Institute	0.00	94.95
	2796	04/25/2011	V02444	Nelson Jr PHD, W. J.	0.00	1,200.00
	2797	04/25/2011	V60104	Nixon Company Inc., The	0.00	520.00
	2798	04/25/2011	E00368	Ostergren, Kelly	0.00	10.91
	2799	04/25/2011	V60186	PC Mall Gov	0.00	97.90
	2800	04/25/2011	V60471	Polivision Productions, LLC	0.00	25.00
	2801	04/25/2011	E00267	Porter, Marjorie	0.00	15.01
	2802	04/25/2011	V60053	Premier Laboratory, Inc	0.00	64.00
	2803	04/25/2011	V53356	ProCom Telecommunications Corp	0.00	77.00
	2804	04/25/2011	E00285	Riola, Ralph	0.00	31.37
	2805	04/25/2011	V60056	Sexauer	0.00	1,398.15
	2806	04/25/2011	V51324	Sherwin-Williams Co., The	0.00	1,464.82
	2807	04/25/2011	V60253	Sign Factory	0.00	78.00
	2808	04/25/2011	E00312	Smith, Edna	0.00	19.89
	2809	04/25/2011	V02404	Somers Ace Hardware	0.00	265.65
	2810	04/25/2011	V00886	Somers Lunch Program	0.00	28.93
	2811	04/25/2011	V01591	Town of Somers	0.00	2,224.16
	2812	04/25/2011	E00322	Suffredini, Dr. Maynard	0.00	119.85
	2813	04/25/2011	V00547	Sullivan, Schoen, Campane & Connon, LLC	0.00	12,736.51
	2814	04/25/2011	V60374	Tecta America New England LLC	0.00	3,637.90

# Somers Board of Education General Budget Treasury Warrant

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	2815	04/25/2011	V60356	TPC Associates, Inc	0.00	516.60
	2816	04/25/2011	M53099	Tull Brothers, Inc.	0.00	1,221.00
	2817	04/25/2011	V21164	Unum Life Insurance Company of America	0.00	3,829.57
	2818	04/25/2011	V54059	Verizon Wireless	0.00	740.97
	2819	04/25/2011	V60360	Wheeler, Robert and Joanna	0.00	855.00
	2820	04/25/2011	V51145	Whip's Sporting Goods, Inc.	0.00	112.00
<b>Totals:</b>					0.00	\$80,314.83

63 Checks Listed.

# Somers Board of Education General Journal Register

Report # 11700  
Batch: 4078  
Transaction: N/A  
Show Summary Only: Yes

Batch # 4078	Control Total \$80,314.83	Status Posted	Created By lbergamini	Created On 04/18/2011	Last Updated By lbergamini	Last Updated On 04/20/2011
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General Ledger Distribution Summary						
Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits	
<b>April, 2011</b>						
<b>Generated Distributions</b>						
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			69,175.52	0.00	
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	69,175.52	
	Total Generated Distributions			<b>\$69,175.52</b>	<b>\$69,175.52</b>	
<b>User-Entered Distributions</b>						
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			140.78	0.00	
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	80,455.61	
10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			94.95	0.00	
10-100-2-3-16-242-611-01-5-00184	MA - LANGUAGE ARTS SUPPLIES			25.00	0.00	
10-100-2-3-28-242-611-01-5-00204	MA - SCIENCE SUPPLIES			126.51	0.00	
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			70.56	0.00	
10-120-9-9-98-251-580-05-5-00272	SP ED - TRAVEL/IN-SERVICE			10.91	0.00	
10-120-9-9-98-955-330-02-5-01117	SP ED-INDEPENDENT EVALUATIONS		Yes	1,200.00	0.00	
10-120-9-9-98-955-330-02-5-01142	SPED - CONSULTANT FEES		Yes	3,588.90	0.00	
10-214-2-3-56-242-611-07-5-01027	SW - SCHOOL PSYCHOL. SUPPLIES			49.50	0.00	
10-221-1-2-50-251-580-05-5-00259	K-5 - TRAVEL/IN-SERVICE			88.76	0.00	
10-221-1-2-50-251-580-05-5-00260	K-5 - PRINCIPAL'S TRAVEL			31.37	0.00	
10-221-1-4-50-251-580-05-5-00267	HS - TRAVEL/IN-SERVICE			29.89	0.00	
10-222-2-5-14-233-611-03-5-00150	SW - COMPUTER SOFTWARE			26.54	0.00	
10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES		Yes	12,814.51	0.00	
10-231-1-5-74-134-580-10-5-00046	B.O.E. - TRAVEL			20.00	0.00	
10-231-1-5-74-134-690-10-5-00047	B.O.E. - SUPPLIES			28.93	0.00	
10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE			155.35	0.00	
10-232-8-5-66-910-730-04-5-00614	CO - CAPITAL OUTLAY EQUIPMENT			2,224.16	0.00	
10-240-6-3-66-830-440-03-5-01012	MA - COPIER SUPPLIES			123.11	0.00	
10-260-1-5-64-642-530-04-5-01217	SW - COMMUNICATION SUPPLIES			140.00	0.00	
10-260-1-5-64-642-530-04-5-01217	SW - COMMUNICATION SUPPLIES			0.00	63.00	
10-260-5-2-64-642-530-04-5-00363	K-5 - TELEPHONE		Yes	375.45	0.00	
10-260-5-3-64-642-530-04-5-00365	MA - TELEPHONE		Yes	221.94	0.00	
10-260-5-4-64-642-530-04-5-00366	HS - TELEPHONE			482.50	0.00	
10-260-5-5-64-642-530-04-5-00367	CO - TELEPHONE		Yes	647.88	0.00	



# Somers Board of Education General Journal Register

Report # 11700

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
4078	\$80,314.83	Posted	lbergamini	04/18/2011	lbergamini	04/20/2011
Total for April, 2011					\$149,771.91	\$149,771.91
Grand Total for Batch # 4078					<u>\$149,771.91</u>	<u>\$149,771.91</u>

220 Transactions Listed.

PERSONNEL - CERTIFIED AND NONCERTIFIED:

Recruitment and Selection

It is the policy of the Board of Education to recruit, select and employ the best qualified personnel on the basis of their merit and effectiveness without discrimination as to their national origin, ancestry, race, color, sex, sexual orientation, age, marital status, physical disability or other applicable unlawful discriminatory standard.

It is the responsibility of the Superintendent of Schools and of persons designated by the Superintendent to determine the personnel needs of the school district and to locate suitable candidates to recommend for employee to the Board of Education. ~~An estimate of the cost of the recruitment and program will be made annually by the Superintendent and presented to the Board of Education for inclusion in the budget.~~

No inquiry in regard to an employee's race, color, religious creed, sex, sexual orientation or national origin shall be made of a person proposed for or seeking employment.

It shall be the duty of the Superintendent of Schools to see that persons nominated for employment shall meet all qualifications established by law and by the Board of Education for the type of position for which nomination is made.

Hiring of Retired Teachers

A **retired** teacher receiving benefits from the Teachers Retirement System (TRS) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such *reemployment* may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service. ~~Upon Board approval of such employment,~~ the retired teacher shall be eligible for the same health insurance benefits provided to active teachers employed by the District. No retirement benefits shall be paid during this period of reemployment.

A retired teacher rehired to fill a position that is not designated as a shortage area by the Commissioner and is receiving a salary that does not exceed 45% of the maximum pay for the position and working for any length of time would still be eligible to receive his/her TRS retirement benefits.

(cf. 0410 Affirmative Action)

Legal Reference: Connecticut General Statutes  
10-151 Employment of teachers. Notice and hearing on termination of contract  
10-153 Discrimination on account of marital status  
10-220 Duties of Boards of Education  
31-126 Unfair Employment Practices  
46a-60 Discriminatory employment practices prohibited  
Title IV Equal Employment Opportunities  
20 U.S.C. Section 1119 No Child Left Behind Act  
34 C.F.R. 200.55 Federal Regulations  
Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified” Teachers  
Circular Letter C-9, Series 2004-2005 “No Child Left Behind” and Districts’ High Objective Uniform Standard of Evaluation (HOUSSE) Plans  
Circular Letter C-7, Series 2007-2008, “Discontinued Use of Districts’ High Objective Uniform Standard of Evaluation and Five Areas of Exception  
Circular Letter C-13, Series 2007-2008, “Continuation of HOUSSE Plans for Highly Qualifying Veteran Teachers  
10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Adopted: March 23, 1981  
Revised: June 14, 1999  
Revised: April 27, 2009  
July 9, 2009



## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	1.5
Black	40	2.4
Hispanic	30	1.8
White	1,555	94.2
Total Minority	95	5.8

**Percent of Minority Professional Staff: 2.0%**

**Open Choice:**

21 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:**

2.1% 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 11.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Somers Public Schools participate in the Project Choice program with the Hartford Public Schools. This year, we had 21 Choice students in our district: 9 at the elementary school, 4 at the middle school and 8 at the high school. Through an additional grant, the Choice students had the opportunity to participate in afterschool and evening activities this year and then take a bus home to Hartford, instead of having to stay overnight in Somers or forego afterschool enrichment programs and community building experiences. Through the same grant, the Open Choice Academic and Social Support Grant, the district brought in two different African-American assembly programs for the students at the elementary school. The first program, Boogie Chillun', introduced students to the development of the rhythm and blues genre of music. The second, Eshu Bunnus, introduced students to African story telling. The Boogie Chillun' assembly was so successful that it was repeated for the middle school students and also became the headline concert for a town fundraiser for victims of the Haitian earthquake. In addition to our assembly programs, students at the elementary school had the opportunity to Skype with people in Mozambique and China, leading to the Snackrifice fundraiser to purchase 100 bed nets for people living in malaria stricken regions of Africa. They also constructed an Asian meditation garden in the school courtyard. Students at the middle school participated in Food Days, an activity sponsored by the World Language Department, which introduces students to the cuisine of different parts of the world. In addition, the 8th graders studied the Holocaust in an interdisciplinary Language Arts unit. Somers High School students participated 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.

### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	These results reflect the performance of students 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.
Grade 3 Reading	56.5	57.0	32.5	These results reflect the performance of students 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.
Writing	49.6	58.3	16.0	
Mathematics	62.7	62.4	37.4	For more detailed CMT results, go to <a href="http://www.ctreports">www.ctreports</a> .
Grade 4 Reading	68.7	59.9	52.2	
Writing	75.0	63.6	59.4	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Mathematics	73.9	67.0	49.7	
Grade 5 Reading	64.9	61.8	39.4	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Writing	71.9	68.2	39.8	
Mathematics	76.6	72.4	43.4	For more detailed CMT results, go to <a href="http://www.ctreports">www.ctreports</a> .
Science	75.4	59.4	61.4	
Grade 6 Reading	79.7	74.9	43.6	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Writing	75.2	65.9	56.1	
Mathematics	81.5	70.7	59.5	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Grade 7 Reading	89.6	77.4	68.8	
Writing	70.1	61.2	51.9	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Mathematics	83.7	68.5	68.2	
Grade 8 Reading	86.3	73.3	71.3	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Writing	78.5	62.6	73.9	
Mathematics	83.5	67.3	73.2	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Science	82.6	62.8	81.5	

**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 scorable 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	For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a> . To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Reading Across the Disciplines	71.2	45.9	85.6	For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a> . To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Writing Across the Disciplines	83.6	59.6	86.5	
Mathematics	77.0	48.7	89.4	For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a> . To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Science	68.6	45.3	84.1	

**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
	62.6	50.7	78.0

SAT® I: Reasoning Test Class of 2009	District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested	78.8	68.5	
Average Score	549	508	83.7
	Mathematics		
	Critical Reading	524	503
	Writing	536	506
			75.2

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 2009	95.6	91.3	60.0
2008-09 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	46.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.4	84.5
% Employed (Civilian Employment and in Armed Services)	2.6	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff			
General Education			
Teachers and Instructors	102.80		
Paraprofessional Instructional Assistants	5.40		
Special Education			
Teachers and Instructors	16.80		
Paraprofessional Instructional Assistants	25.00		
Library/Media Specialists and/or Assistants	6.00		
Staff Devoted to Adult Education	0.00		
Administrators, Coordinators, and Department Chairs	5.00		
District Central Office	6.00		
School Level	0.20		
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.50		
Counselors, Social Workers, and School Psychologists	3.60		
School Nurses	69.73		
Other Staff Providing Non-Instructional Services and Support			
Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.5	13.8
% with Master's Degree or Above	82.5	79.0	77.8
Average Class Size	District	DRG	State
Grade K	14.2	17.2	18.5
Grade 2	21.4	18.5	19.7
Grade 5	22.4	20.7	21.1
Grade 7	21.5	19.9	20.8
High School	17.8	19.0	19.6

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.

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	994	983
Middle School	1,062	1,034	1,018
High School	1,031	1,007	1,006

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.6	3.1	3.2
Middle School	2.4	2.2	2.5
High School	2.0	2.4	2.3

\*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.

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$12,072	\$7,035	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$297	\$173	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$397	\$232	\$474	\$406	\$459
Student Support Services	\$1,152	\$671	\$863	\$816	\$859
Administration and Support Services	\$1,860	\$1,084	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$1,983	\$1,155	\$1,469	\$1,468	\$1,462
Transportation	\$1,143	\$656	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$956	N/A	N/A	N/A	N/A
Other	\$230	\$134	\$163	\$148	\$162
<b>Total</b>	<b>\$20,090</b>	<b>\$11,646</b>	<b>\$13,458</b>	<b>\$13,077</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,125	\$1,238	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		DRG		
	\$4,090,388	20.4	20.2	20.7

**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	64.2	33.6	1.8	0.4
Excluding School Construction	63.8	33.7	2.0	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 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 and 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.

### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 167  
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 10.2%

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	11	0.7	1.0	1.0
Learning Disability	64	3.9	3.9	3.9
Intellectual Disability	6	0.4	0.4	0.5
Emotional Disturbance	9	0.5	0.7	1.0
Speech Impairment	52	3.2	2.1	2.2
Other Health Impairment*	15	0.9	1.9	2.1
Other Disabilities**	10	0.6	0.7	0.9
<b>Total</b>	<b>167</b>	<b>10.2</b>	<b>10.5</b>	<b>11.6</b>

\*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 2008-09 with a Standard Diploma	80.0	81.0	
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1	

## 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	29.6	31.6	74.8	67.5
Writing	21.3	19.6	70.2	63.3
Mathematics	41.9	32.9	77.2	68.1
Science	33.3	23.7	79.5	61.1
CAPT Reading Across the Disciplines	N/A	N/A	71.2	45.9
Writing Across the Disciplines	N/A	N/A	83.6	59.6
Mathematics	N/A	N/A	77.0	48.7
Science	N/A	N/A	68.6	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 1.1
	% With Accommodations 98.9
CAPT	% Without Accommodations 53.8
	% With Accommodations 46.2
% Assessed Using Skills Checklist 2.9	

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	14	8.4	

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	118	70.7	76.7	73.4
40.1 to 79.0 Percent of Time	35	21.0	16.4	15.3
0.0 to 40.0 Percent of Time	14	8.4	6.9	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The district revised its Strategic Plan in 2008 to focus on three goals: student achievement, the integration of technology and the maintenance of facilities. At the start of the 2009-2010 school year, each school drafted a school improvement goal that tied to student achievement and/or the integration of technology. The elementary school focused their efforts on improving writing school-wide. The middle school and high school focused on improving their interventions for struggling students. To support these goals, the district has:

- Provided professional development to the elementary school staff on writing strategies, literacy instruction, differentiated instruction and reading and writing interventions;
- Provided the middle school staff with professional development related to screening students for intervention, monitoring student progress in intervention and developing intervention strategies;
- Provided professional development to the high school staff on the differentiation of instruction and the use of data to make informed instructional decision;
- Provided professional development to the teachers at all levels on the integration of technology into instruction including the use of programs like Garage Band and sites like Xtranormal;
- Revised the Mathematics and Social Studies curriculum to align with the State curriculum documents;
- Implemented the use of the Connecticut Benchmark Assessment System (CBAS) in grades 3-8 to help monitor student progress towards State curriculum goals;
- Convened a SRBI Ad-hoc Committee, with representation from each building, to streamline the intervention process K-12 and provide support to the buildings in the development of the intervention process;
- Developed an afterschool mentor-tutor program for struggling students in grades K-8 to assist in the development of academic and social skills;
- Provided at-home reading strategies to parents through a Title 1 parent workshop.

**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Somers Elementary School****Somers School District**

RALPH J. RIOLA, Principal  
 JENNIFER OLIVER, Principal  
 Telephone: (860) 749-2270

Location: Ninth District Road  
 Somers,  
 Connecticut

Website: [www.somers.k12.ct.us/ses/ses\\_home.html](http://www.somers.k12.ct.us/ses/ses_home.html)

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 664  
 5-Year Enrollment Change: -10.6%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	38	5.7	5.7	36.7
K-12 Students Who Are Not Fluent in English	3	0.5	0.5	7.4
Students with Disabilities	71	10.7	10.7	10.9
Students Identified as Gifted and/or Talented	13	2.0	2.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	75	88.2	88.2	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	532	94.5	94.5	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,010	983

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.2	14.2	18.5
Grade 2	21.4	21.4	19.7
Grade 5	22.4	22.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas			
Grade 5	School	District	State
Art	30		31
Computer Education	15		18
English Language Arts	450		422
Family and Consumer Science	0		1
Health	15		22
Library Media Skills	15		19
Mathematics	210		199
Music	30		33
Physical Education	30		41
Science	90		97
Social Studies	90		88
Technology Education	0		2
World Languages	35		14

**World Language**  
 Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10.1% of elementary and middle schools that serve Grade 3 start world language instruction by this grade.

**Lunch**  
 An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.5	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.3	80.3	80.9

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.icomm.org](http://www.icomm.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.6	2.6	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	74.8	74.8	89.9
# of Print Volumes Per Student*	17.4	17.4	28.9
# of Print Periodical Subscriptions	5	5	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	38.30
	Paraprofessional Instructional Assistants	2.40
Special Education:	Teachers and Instructors	7.80
	Paraprofessional Instructional Assistants	14.00
Library/Media Specialists and/or Assistants		1.50
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.20
Counselors, Social Workers, and School Psychologists		1.00
School Nurses		1.60
Other Staff Providing Non-Instructional Services and Support		14.98

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.9	12.0	13.6
% with Master's Degree or Above	84.3	84.3	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.5	9.5	8.2
% Assigned to Same School the Previous Year	96.1	96.1	86.9

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The faculty at Somers Elementary school keeps in close contact with the parents and guardians of our children. Our teachers not only respond quickly to the voice mails and emails that they receive on a daily basis but also keep families abreast of classroom activities through teacher-maintained websites that are updated by 5 p.m. each school day. Our school district instituted a revamped website during the 2009-2010 school year. Each school on our campus, including Somers Elementary School (SES) posts upcoming events on its individual link from the district's website. In addition to our Back to School night, and parent conferences that occur in both the fall and spring, we hold Kindergarten Orientation during the summer and sponsor reading nights for the parents of our Title I students. The Somers Parent/Teacher Association, SPTA, works in conjunction with the SES administration and faculty throughout the school year. From supplying gifts and refreshments at Kindergarten Orientation to providing funds for reading incentives - from sponsoring the cultural enrichment presentations described above - to overseeing our school store, the SPTA is an integral part of the fabric which is SES. Many parents volunteer to work in SES classrooms. Guardians, parents, and grandparents are frequent spectators at our writing celebrations and assemblies.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	11	1.7
Black	15	2.3
Hispanic	9	1.4
White	629	94.7
Total Minority	35	5.3

**Percent of Minority Professional Staff:** 1.7%

**Open Choice:**

7 student(s) attended this school 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 :**

1.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

### 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.

Because of the homogeneous nature of the predominantly Caucasian Somers community, each year our elementary school strives to provide all students with opportunities to expand their awareness of different ethnic, cultural, and racial groups. In addition to having seven Hartford residents attending our school for the 2009-2010 school year, our students have participated in cultural enrichment activities designed to reach this end as well. Eshu Bumpis mesmerized students with African Folklore; a band known as Boogie Chillun' taught music history with an emphasis on African-American composers and performers. In a dramatic performance entitled Four Score, students learned of the travails of an African-American soldier during the Civil War. Magic Jim blended sleight of hand with his informative talk that covered a wide range of holiday celebrations, including Hanukkah, Kwanzaa, and Ramadan. With the help of a grant, we were able to renew our ties to our sister school located in Jinan City, China by constructing a Chinese garden in our school's courtyard. Most importantly, we began an after school mentoring program focused upon improving academics and social skills. Our seven students who reside in Hartford interacted with 14 students who are residents of Somers for one hour twice each week from 3:30 until 4:30 p.m..

## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	46.8	46.8	50.3	42.8
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	56.5	56.5	57.0	48.6
Writing	50.0	49.6	58.3	35.7
Mathematics	62.7	62.7	62.4	48.8
Grade 4 Reading	69.9	68.7	59.9	65.1
Writing	76.3	75.0	63.6	71.8
Mathematics	74.3	73.9	67.0	60.0
Grade 5 Reading	64.9	64.9	61.8	54.0
Writing	71.9	71.9	68.2	53.4
Mathematics	76.6	76.6	72.4	54.9
Science	75.4	75.4	59.4	74.5
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.ctresults.com](http://www.ctresults.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.2	95.2	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 2 students were responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Offense Category*	Number of Incidents by Disciplinary Offense Category, 2008-09	
	School	Location of Incident
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	3	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Our school emphasized the need to keep food out of classroom celebrations, such as student birthdays. Instead, cupcakes have been replaced by celebratory bookmarks, pencils, or a read aloud conducted by a family member. To meet the special dietary needs of our students, peanut-free tables are designated in each classroom, as well as in the cafeteria. In the area of language arts, we now deploy tutors to different classrooms throughout the school day to provide teacher support. While the tutors are providing some extra help to students, the classroom teacher applies research-based intervention strategies with the students who struggle most in the classroom. Our student assistance team, known as the Somers Support Team, SST, has been revamped and trained in the scientifically research-based intervention, SRBI, model. The SST meets regularly to make certain that our school is doing its utmost to meet the learning needs of our children. The Indoor Air Quality, IAQ, Team continued to monitor the school's physical condition through inspections and surveys. The media center's carpeting was removed and replaced, as a result.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The physical education teachers in our school have spear-headed a new recess activity for our students known as the Mileage Club. Students walk a pre-determined course during their recess time and have their laps logged by an adult volunteer. After the students have completed the required number of laps, they receive a miniature plastic running shoe which may be displayed on a shoe lace or key ring. In this fashion, our school is underscoring the importance of physical activity.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Middle and Junior High School Edition

**Mabelle B. Avery Middle School**  
**Somers School District**

NANCY A. BARRY, Principal  
 SUSAN MURHEAD, Asst. Principal  
 Telephone: (860) 749-2270  
 Website: [www.somers.k12.ct.us/sms/sms\\_home.html](http://www.somers.k12.ct.us/sms/sms_home.html)

Location: Ninth District Road  
 Somers,  
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 6 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 414  
 5-Year Enrollment Change: -3.0%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	27	6.5	6.5	27.1
Students Who Are Not Fluent in English	2	0.5	0.5	3.7
Students with Disabilities	49	11.8	11.8	11.7
Students Identified as Gifted and/or Talented	29	7.0	7.0	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	266	97.1	97.1	93.7

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,062	1,018

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	21.5	21.5	20.8	Mathematics	49.7	49.7	37.8
				World Language	60.0	60.0	48.6

Required Hours of Instruction Per Year in Selected Subject Areas			
Grade 8	School	State	
Art	44	36	
Computer Education **	0	20	
English Language Arts	210	235	
Family and Consumer Science	0	9	
Health	44	26	
Library Media Skills	0	10	
Mathematics	132	152	
Music	0	35	
Physical Education	44	58	
Science	132	145	
Social Studies	132	142	
Technology Education	44	26	
World Languages	132	89	

\*\* Interdisciplinary approach

**World Language**  
 Formal instruction (at least 1 hour per week) in French and starts in Grade 6 in this school. Instruction in another language starts in a later grade. Statewide, 13.3% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

**Lunch**  
 An average of 23 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	0.5	3.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.8	89.8	77.9

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.icomn.org](http://www.icomn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.4	2.4	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	85.0	85.0	95.4
# of Print Volumes Per Student*	20.0	20.0	21.3
# of Print Periodical Subscriptions	17	17	27

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF****Full-Time Equivalent Count of School Staff**

General Education: Teachers and Instructors	24.80	In the full-time equivalent count,
Paraprofessional Instructional Assistants	1.80	staff members
Special Education: Teachers and Instructors	4.00	working part-time in the school are
Paraprofessional Instructional Assistants	6.00	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.
Library/Media Specialists and/or Assistants	1.50	
Administrators, Coordinators, and Department Chairs	2.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	1.83	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	9.75	

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	19.9	19.0	14.1
% with Master's Degree or Above	87.1	87.1	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.7	6.7	9.0
% Assigned to Same School the Previous Year	90.3	90.3	89.8

**HOME AND SCHOOL COMMUNICATION AND SUPPORT****Teacher E-Mail Addresses:**

All teachers at this school have been issued e-mail addresses.

**Online Homework Information:**

A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

MBA is a learning community in which each member is expected to maintain high standards of citizenship, cooperation and responsibility. The students, parents, faculty and staff work together to create a positive school climate built on respect and consideration for others. Communication involving school programs, initiatives, activities, sports, PTA functions and more is provided weekly throughout the school year. Further, at Open House parents learn the best way to access teachers for on-going discussion about their children's education. Meaningful dialogue about student progress is provided through team meetings, telephone calls, emails, report cards and evening conferences. We maintain an open door policy encouraging parent participation in our school. Parents are encouraged to sign up as volunteers. Volunteers are utilized at MBA at varying times throughout the school year, on field trips, and at evening events such as book talks, Family Fun Night and school dances. A primary way in which parents emphasize the importance of school is through the monitoring of schoolwork and providing assistance as needed. We have had a highly successful implementation of the Power School Grade Book. It has allowed for more open communication between home and school; self-improvement for the student; and close monitoring for the parent. MBA has a very active and supportive PTA as well as the Somers Education Foundation which reviews and grants requests for special projects such as advanced technology equipment for teachers.

## SCHOOL DIVERSITY

**Percent of Minority Professional Staff: 0.0%**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	5	1.2
Black	12	2.9
Hispanic	7	1.7
White	390	94.2
Total Minority	24	5.8

**Open Choice:**

5 student(s) attended this school 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:**

1.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

### 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.

Our school supports the reduction of racial, ethnic, and economic isolation through classroom themes, units, and building programs. Students attended two cultural enrichment activities sponsored by the PTA each year. The programs for this year were: Four Score and Seven Years Ago and Boogie Chillun. As a school project, we raised \$1,152.00 for the relief efforts in Haiti. The money was sent to Haitian Ministries for the Diocese of Norwich, partners for Haiti. Other related topics included the history of The Supreme Court, The Civil War, immigration, and the Holocaust. Additionally, all students are required to take a World Language each year. Activities from these classes include scheduled international food days, celebration of national holidays, cultural activities, and the study of diversity. Our school's most popular after school program is the Service and Volunteer Effort (S.A.V.E.) Club where students raised money and/or volunteered throughout the year for local charities, held our 6th Annual Food Drive. To reduce racial and ethnic isolation MBA is a receiving member of the CREC Choice Program. During this school year MBA had six Project Choice students who are embedded in our school community.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	61.6	61.6	51.4	71.9
Grade 8	60.1	60.1	50.6	72.0

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % 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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	79.7	79.7	74.9	55.2
Writing	75.2	75.2	65.9	66.5
Mathematics	81.5	81.5	70.7	67.2
Grade 7 Reading	89.6	89.6	77.4	75.6
Writing	70.1	70.1	61.2	65.8
Mathematics	83.7	83.7	68.5	73.7
Grade 8 Reading	87.0	86.3	73.3	79.2
Writing	79.0	78.5	62.6	79.9
Mathematics	84.1	83.5	67.3	80.1
Science	83.2	82.6	62.8	85.1

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.6	97.6	96.7

#### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 20 students were responsible for these incidents. These students represent 4.7% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Offense Category	Number of Incidents by Disciplinary Offense Category, 2008-09	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	5	0
Theft	3	0
Physical/Verbal Confrontation	9	0
Fighting/Battery	7	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	7	1
Total	34	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

We have had many academic initiatives and school programs/achievements this school year. We are especially proud of our students and staff. Our goal at the middle school is to blend the rigor of academic achievement with appropriate social interaction and extra curricular opportunities. Some of our accomplishments include: Universal Screens - required by all content teachers to create and implement in the Fall, Winter and Spring. Work done in faculty meetings. CBAS – All Math and Language Arts teachers participated in these assessments. Data collection of CMT strands as well as individual student skills were analyzed and used to implement curriculum, improve instruction and improve student performance. SRBI and Behavior – MBA has researched and initiated the behavior side of SRBI. Following the state guidelines and research of many programs, we have begun the initial design and implementation of the Positive Behavior Interventions and Support (PBIS) system created by Dr. George Sugai. SST - Numerous changes have been implemented to align with SRBI including the tiered approach to interventions, behaviorally and academically. This required a shift in thinking of staff members from recommendations for special education to scaffolding of services to improve student behavior or academic performance. Intervention – Intervention has become more focused this year in its approach to student support. It continues to target specific SMART goals for students.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The school enrolls approximately 422 students in grade 6, 7 and 8 in Somers, Connecticut. MBA Middle School features a unique and academically sound rotating schedule that includes a double Language Arts block, two days of Physical Education, and a trimester each of Unified Arts (Art, Life Skills, and Technology). We also offer three classes of advanced standing: Algebra, Spanish, and French. Chorus and Band are offered to interested students. Title I services are also offered for those students not in special education but who fall below proficiency on the CMT in writing, reading, and math. This year we are more closely aligning our intervention program with the Response to Intervention initiative. The alternative education program helps students who are at risk academically and/or socially to achieve success. The program is open to all students, not just those enrolled in special education. The program, run by a special education teacher, offers support in the mainstream classes; additionally, all the students have a mentor study with the teacher each day. Students are mainstreamed for all subjects with expectations that support personal responsibility and success.

**STRATEGIC SCHOOL PROFILE 2009-10**

High School Edition

**Somers High School****Somers School District**

GARY M. COTZIN, Principal

Location: Ninth District Road

ROBERT J. KAPNER, Asst. Principal

Somers,

Telephone: (860) 749-2270

Connecticut

Website: [www.somers.k12.ct.us/shs/shs\\_home.html](http://www.somers.k12.ct.us/shs/shs_home.html)

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 572  
 5-Year Enrollment Change: 1.6%

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.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	31	5.4	6.5	27.9
Students Who Are Not Fluent in English	4	0.7	0.3	3.6
Students Identified as Gifted and/or Talented	0	0.0	5.0	5.1
Students with Disabilities	41	7.2	10.1	10.6
Juniors and Seniors Working 16 or More Hours Per Week	53	20.0	12.7	13.6

**PROGRAM AND INSTRUCTION****Average Class Size**

Average Class Size	School	DRG	State
Algebra I	13.4	17.9	18.9
Biology I	17.4	19.1	19.6
English, Grade 10	18.4	19.5	19.7
American History	19.2	19.3	20.1

**Language Instruction:**

Instruction was offered in the following language(s):  
 French, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,031	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**Lunch**  
An average of 21 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit During the 2008-09 School Year	School	State
	39.0	31.9

**Minimum Graduation Credits**  
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation Required for Class of 2009	School	DRG	State
	22.0	23.8	23.6

% of Class of 2009 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	91.5
Chemistry	56.3	72.9
4 or More Credits in Mathematics	55.6	65.2
3 or More Credits in Science	100.0	89.5
4 or More Credits in Social Studies	38.4	53.2
Credit for Level 3 or Higher in a World Language	47.7	60.9
2 or More Credits in Vocational Education	17.2	56.4
2 or More Credits in the Arts	71.5	40.5

**Class of 2009**  
This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	0.3	3.4
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	53.7	74.7	73.5

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.lconn.org](http://www.lconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.0	2.4	2.3
% of Computers with Internet Access	100.0	96.2	98.5
% of Computers that are High or Moderate Power	72.7	96.6	97.1
# of Print Volumes Per Student*	15.0	19.4	16.6
# of Print Periodical Subscriptions	20	50	39

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:**

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 32% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	39.70
	Paraprofessional Instructional Assistants	1.20
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	5.00
	Library/Media Specialists and/or Assistants	3.00
	Administrators, Coordinators, and Department Chairs	2.00
	Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
	Counselors, Social Workers, and School Psychologists	3.67
	School Nurses	1.00
	Other Staff Providing Non-Instructional Services and Support	14.25

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	15.4	14.5	14.0
% with Master's Degree or Above	78.7	75.0	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	10.3	5.8	8.1
% Assigned to Same School the Previous Year	97.9	91.8	89.6

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

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. This message is reinforced through summer mailings, at our back to school open house, the start of the new school year, student assemblies, and through all parent communications. The administration actively promotes parent involvement and communication at conferences and meetings. Teachers and parents are strongly encouraged to be proactive with their communication. Email and the Internet are used extensively to support home-school communication. All teachers maintain web sites where homework and other class information are posted. Somers High School opened a "Parent Portal" at the start of the 2009-2010 school year. This enabled parents to access student grades online. On average, over 80 percent of the students' parents accessed the portal each month thereby showing regular involvement in supporting academics. Increased communication regarding attendance was also initiated with regular warnings being sent at prescribed data points. Email communication is encouraged with faculty and staff email addresses being made available on the school website. The newly overhauled school website also posts a wide variety of information of interest to parents and students. In addition, the school uses an active communication system whereby information is sent to a parent email list. School-wide parent-teacher conference evenings were held once in each semester. The Parent Teacher Student Association (PTSA) and Athletic Booster Clubs, and a Drama Club actively support school activities and provide opportunities for parents to volunteer and be involved in the life of the school.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	9	1.6
Black	13	2.3
Hispanic	14	2.4
White	536	93.7
Total Minority	36	6.3

**Percent of Minority Professional Staff :3.6**

**Open Choice:**

9 student(s) attended this school 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:**

2.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 9

### 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.

Somers High School continues to participate in Project Choice. This year 8 students from Hartford attended our school. 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. The Gay-Straight Alliance (GSA) continues to be an active club in our community. It has sponsored a variety of events such as a day of silence and pledge-signing to promote awareness and the embracing of the diversity among us.

## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	81.9	50.4	99.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2008-09			
Number of Courses for which Students were Tested	School	State High Schools	
% of Grade 12 Students Tested	7	9.5	
% of Exams Scored 3 or More*	34.0	22.3	
	37.3	71.3	

\*A score of three or higher is generally required for earning college credit.

**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. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	71.2	45.9	88.9
Writing Across the Disciplines	83.6	59.6	89.5
Mathematics	77.0	48.7	92.6
Science	68.6	45.3	88.9

To see the NCLB Report Card for this school, go to [www.state.ct.gov](http://www.state.ct.gov) and click on "No Child Left Behind."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	549	508	87.1
Critical Reading	524	503	72.5
Writing	536	506	80.9
% of Graduates Tested	78.8	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	95.6	91.3	57.8
2008-09 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	48.4

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	89.4	84.5	% Present on October 1	96.0	94.6
% Employed, Civilian and Military	2.6	10.4			

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 66 students were responsible for these incidents. These students represent 11.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Offense Category	Number of Incidents by Disciplinary Offense Category, 2008-09	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	12	0
Theft	1	0
Physical/Verbal Confrontation	29	0
Fighting/Battery	3	0
Property Damage	2	0
Weapons	1	0
Drugs/Alcohol/Tobacco	11	0
School Policy Violations	116	0
Total	176	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

In 2009-10 Somers High School continued to push ahead in its efforts to improve support for its students. The advisory program linking students to adult mentor/advisors finished its second year with a curriculum that continues to evolve and improve based on feedback. The alternative education program also completed its second year addressing the needs of students who were not experiencing success in the traditional high school. This year a math/science specialist and a reading/language arts specialist worked together with the program coordinator to develop and deliver an enriched curriculum. Eleven students participated in this program working to meet their graduation requirements. This year also marked the start of school-wide expectations being implemented at Somers High School. Students and parents were informed about the expectations that apply to all students. Students are evaluated on the expectations with reports being sent home annually. Somers High School initiated a formal Scientifically Research-Based Intervention (SRBI) program during the 2009-10 academic year. A team was assembled and met regularly to identify students in need of extra academic support, review their cases, and prescribe intervention strategies. Faculty members were trained in the SRBI process, the foundation of which is effective differentiated instruction (D/I) in the classroom. Teachers received additional professional development in the area of D/I to support this effort. The on-staff intervention tutors supported an average of over thirty students who received academic support during the school day. This program will continue to evolve as Somers High School refines its practice and works to be as proactive as possible in identifying students who need additional support.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

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**SOMERS BOARD OF EDUCATION**

1 Vision Boulevard  
Somers, CT 06071

[www.somers.k12.ct.us](http://www.somers.k12.ct.us)

**MINUTES OF THE MEETING – April 25, 2011**

- Members Present:** J.Formeister, R.Lees, B.Devlin, J.Taylor, T.Potrikus, A.Kirkpatrick, S. Bollinger (arrived at 7:04 p.m.), M.Marquardt (arrived at 7:03)
- Members Absent:** D.Palmer
- Administrators Present:** M.Suffredini, B.Boutwell, P.Collin, K.Pezza
- Staff Present:**
- Citizens Present:** G. Schober
- Students Present:**
- Others:** E.Quinlan (*Patch.com* Editor)

**1.0 CALL TO ORDER**

The regular meeting of the Board of Education was called to order at 7:00 p.m. by Vice Chairman Formeister in the Mabelle B. Avery Middle School Board of Education meeting room.

**2.0 PLEDGE OF ALLEGIANCE**

**3.0 APPROVAL OF MINUTES – April 11, 2011**

April 11, 2011 Regular Meeting – It was MOVED (B.Devlin) SECONDED (T.Potrikus) to approve the April 11, 2011 Board of Education regular meeting minutes as presented. PASSED 6-0

**4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS**

**Citizens:**

George Schober addressed the Board in regards to the April 11, 2011 Board of Education Minutes. Mr. Schober told the Board that the minutes did not accurately report what he said at the meeting. Mr. Schober requested that the minutes be corrected.

Mr. Schober stated that he is still waiting for a retraction of the statements made by Dr. Suffredini at the March 28, 2011 Board of Education meeting.

Mr. Schober distributed an article to the Board regarding Freedom of Information training.

**Staff:**

**4.1 Lunch Program Update**

The Director of the Somers Lunch Program was unable to attend the meeting.

**5.0 CORRESPONDENCE**

No correspondence was reported.

**6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**

**6.1** Due to the absence of the Director of the Somers Lunch Program, the Lunch Program Update will be rescheduled to the May 9<sup>th</sup> BOE meeting.

**7.0 CONSENT AGENDA**

**7.1 Approval of Bills 4/25/11 – (\$80,314.83)**

It was MOVED (T.Potrikus) SECONDED (J.Taylor) to approve the 4/25/11 Bills in the amount of \$80,314.83 as presented. PASSED 8-0

**8.0 NEW BUSINESS**

**8.1 Second Warning/Adoption of DBS Code: 4111/4211 – Recruitment and Selection**

It was MOVED (A.Kirkpatrick) SECONDED (B.Devlin) to Adopt DBS Code: 4111/4211 – Recruitment and Selection as presented. PASSED 8-0

**8.2 2009-2010 Strategic School Profile**

Dr. Suffredini reviewed the profile with the Board and highlighted the following:

- The district’s overall enrollment is down 4.8% over the past 5 years. The elementary school is down by 10.6 percent and the middle school is down by 3 percent; the high school is up by 1.6 percent for the same period of time.
- The district’s percent of students identified as Gifted and/or Talented is half what it is in our DRG and across the State. Gifted and/or Talented students were not reported on the high school profile. Dr. Suffredini will look into why these students were not reported.
- The percentage of Juniors and Seniors working 16 or more hours per week is higher in Somers than it is in our DRG and State.
- Somers per pupil expenditure is lower than it is in our DRG and across the State.
- Our computer ratio to staff and students is improving.
- Our class size averages are slightly higher in most areas when compared within our DRG and across the State. Our amount of instructional time is above the average.
- The percentage of Advanced Placement Exams scored at 3 or more is substantially lower than reported for the State. Dr. Suffredini stated that this is an area of concern and he will look into it further.

**9.0 OLD BUSINESS - None**

**10.0 ADMINISTRATIVE REPORTS**

**10.1 Transportation Update**

Director of Business Services, Bill Boutwell, updated the Board on the district’s transportation services. Mr. Boutwell reported that he attended a meeting at CREC regarding creating a regional interdistrict transportation collaborative with towns north of Hartford. CREC is looking for towns that are interested in a collaborative approach in an attempt to lower transportation costs. Currently nine towns have contracts with First Student. Five towns have contracts that will expire in 2012 and Somers is one of those towns. Mr. Boutwell stated that he will meet with CREC again before the end of the year.

Mr. Boutwell reported that there are no current transportation issues; however, should the Board receive any complaints, Mr. Boutwell requested that they be forwarded directly to him.

**11.0 COMMITTEE REPORTS**

**Minutes will be taken at all subcommittee meetings.**

**11.1 Budget**

The Public Hearing on the 2011-2012 Budget will be held on April 26<sup>th</sup>.

Mr. Boutwell reported that he will have a better handle on this year’s budget within the next few weeks. There is still a 75% spending cap and a budget freeze was put in place in December. Only critical items are being purchased.

The town has agreed to appropriate \$30,000 to the schools for snow removal costs; however, this appropriation needs to be approved at the May 10<sup>th</sup> Town Meeting.

Mr. Boutwell reported that he still does not know what funding the district will receive from the State's Excess Cost Sharing grant.

**11.2 Curriculum**

The high school English Department is requesting new books. A BOE Curriculum Subcommittee meeting may need to be scheduled.

**12.3 Policy**

The Policy Committee will meet on April 28th at 6:00 p.m.

**12.4 Salary & Negotiations**

An initial negotiations meeting was held today with the custodial union. Future meetings are being scheduled.

Dates are being scheduled to begin negotiations with the nurses union.

**12.5 Planning Committee**

**12.6 Other Committees**

**12.6.1 Technology Ad Hoc Committee**

Dr. Suffredini reported that Jim Morrow has contacted the SEA and discussed the criteria and format for creating a staff technology committee.

**13.0 OTHER**

Vice Chairman Formeister stated that the matter referred to under Audience to Citizens/Staff/Students has been referred to the Board's attorney.

**14.0 ADJOURNMENT**

It was MOVED (B.Devlin) SECONDED (J.Taylor) to adjourn the regular meeting of the Board of Education at 8:20 p.m. PASSED 8-0

Respectfully submitted,

Rick Lees, Jr., Secretary  
Joan Jaquith, Recording Secretary

These minutes are not official until approved at a subsequent meeting.