

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



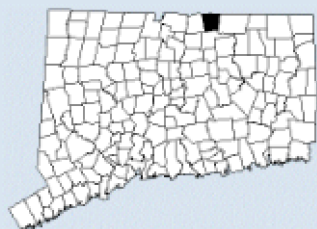
Somers School District

Samuel Galloway Sr., Superintendent • 860-749-2270 • <http://www.somers.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,347
Per Pupil Expenditures	\$21,032
Total Expenditures	\$28,982,269

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	681	50.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	33	2.4	12.4
Hispanic or Latino of any race	101	7.5	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	29	2.2	4.8
White	1,169	86.8	45.1
English Learners/Multilingual Learners	19	1.4	11.3
Eligible for Free or Reduced-Price Meals	78	5.8	44.8
Students with Disabilities	206	15.3	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	59	9.1	15	2.2
Male	55	8.4	31	4.5
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	14.1	*	*
White	86	7.6	36	3.0
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	24	24.7	10	9.5
Students with Disabilities	29	14.9	20	8.5
All Students - District	114	8.7	46	3.4
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 98
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	109.3
General Education Paraprofessionals	12.1
Special Education Teachers and Instructors	19.0
Special Education Paraprofessionals	40.9
District Central Office Administrators	5.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	2.5
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	10.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	68.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	16.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	2	1.2	4.9
Hispanic or Latino of any race	2	1.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	159	97.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	14	8.6	6.8
Teachers	10	7.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	50	79.4	82	93.2
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	8	*	12	*
All Students - District	57	78.1	93	93.9
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	9	45.0
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	63	88.7
Other Health Impairment	50	82.0
Other Disabilities	*	*
Speech/Language Impairment	14	*
All Disabilities - District	147	77.8
All Disabilities - State		68.0

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

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	22	1.7	2.9
Emotional Disability	8	0.6	1.1
Intellectual Disability	7	0.5	0.6
Learning Disability	71	5.4	6.5
Other Health Impairment	61	4.6	3.6
Other Disabilities	9	0.7	1.1
Speech/Language Impairment	17	1.3	2.0
All Disabilities	195	14.8	17.8

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

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	6	3.1	8.2
Private Schools or Other Settings	8	4.1	4.5

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

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$15,444,427	\$11,208	\$13,471
Support services - students	\$2,549,985	\$1,892	\$1,826
Support services - instruction	\$2,425,305	\$1,799	\$972
Support services - general administration	\$1,171,167	\$869	\$568
Support services - school based administration	\$1,587,142	\$1,177	\$1,274
Central and other support services	\$832,496	\$618	\$761
Operation and maintenance of plant	\$2,830,475	\$2,100	\$2,125
Student transportation services	\$1,710,976	\$1,274	\$1,695
Food services	.	.	\$10
Enterprise operations	\$430,295	\$319	\$219
Total	\$28,982,269	\$21,032	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,244,914	33.0	26.4
Instructional Aide Salaries	\$1,322,262	19.4	10.1
Other Salaries	\$492,153	7.2	10.5
Employee Benefits	\$1,139,022	16.7	13.3
Purchased Services Other Than Transportation	\$213,747	3.1	6.8
Special Education Tuition	\$805,335	11.8	22.8
Supplies	\$34,716	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$558,155	8.2	8.7
Equipment	\$451	0.0	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$6,811,003	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	23.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	76.3
State	21.1
Federal	2.5
Tuition & Other	0.1

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

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	22	56.6	22	51.4	9	*
Hispanic or Latino of any race	52	59.0	52	50.7	23	57.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	621	70.9	621	66.5	243	70.1
English Learners/Multilingual Learners	16	*	16	*	*	*
Non-English Learners/Non-Multilingual Learners	701	69.9	701	65.1	*	*
Eligible for Free or Reduced-Price Meals	58	59.3	58	56.6	25	59.7
Not Eligible for Free or Reduced-Price Meals	659	70.5	659	65.6	257	69.6
Students with Disabilities	114	51.5	114	46.0	47	52.5
Students without Disabilities	603	73.0	603	68.4	235	72.0
High Needs	165	55.1	165	50.9	67	55.2
Non-High Needs	552	73.9	552	69.0	215	73.0
All Students - District	717	69.6	717	64.9	282	68.8

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	96.9	93.5	93.1	87.2	407	92.9
Curl Up	75.3	91.7	95.7	84.9	407	87.5
Push Up	74.2	78.7	82.6	83.7	406	79.8
Mile Run/PACER	89.7	81.5	76.1	75.6	404	80.7
All Tests - District	55.7	73.1	69.9	60.5	404	65.3
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	100	92.0
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	*
Students with Disabilities	17	*
All Students - District	114	92.1
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	50	55.6
Male	47	57.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87	57.6
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	97	56.4
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	86.2	90.5
Male	63.0	89.5
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	77.2	90.7
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	75.2	90.0
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

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

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.6	75	46.4	50	92.8	64.7
ELA Performance Index	High Needs Students	55.1	75	36.7	50	73.4	54.9
Math Performance Index	All Students	64.9	75	43.3	50	86.5	61.1
Math Performance Index	High Needs Students	50.9	75	34.0	50	67.9	50.6
Science Performance Index	All Students	68.8	75	45.8	50	91.7	62.6
Science Performance Index	High Needs Students	55.2	75	36.8	50	73.5	52.1
ELA Academic Growth	All Students	61.5%	100%	61.5	100	61.5	60.6%
ELA Academic Growth	High Needs Students	54.7%	100%	54.7	100	54.7	55.7%
Math Academic Growth	All Students	62.3%	100%	62.3	100	62.3	62.3%
Math Academic Growth	High Needs Students	52.6%	100%	52.6	100	52.6	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	8.7%	<=5%	42.6	50	85.1	17.2%
Chronic Absenteeism	High Needs Students	16.2%	<=5%	27.5	50	55.0	24.8%
% Taking CCR Courses	All Students	87.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	56.4%	75%	37.6	50	75.2	47.2%
On-track to High School Graduation	All Students	98.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	92.1%	94%	98.0	100	98.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	95.8%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	75.2%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	65.3%	75%	43.6	50	87.1	49.0%
Arts Access	All Students	66.8%	60%	50.0	50	100.0	55.1%
Accountability Index				1073.3	1350	79.5	

Physical Fitness Estimated Participation Rate - District: 99.3% | State: 95.6%

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

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.9	55.1	18.9	16.9	Y
Math Performance Index Gap	69.0	50.9	18.1	18.4	N
Science Performance Index Gap	73.0	55.2	17.8	18.2	N
Graduation Rate Gap	94.0%	95.8%	0.0%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

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

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

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.6
ELA	High Needs Students	97.1
Math	All Students	98.6
Math	High Needs Students	97.1
Science	All Students	98.0
Science	High Needs Students	94.6

Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Somers Public School District strives to be an exceptional and innovative educational community with a mission to prepare each student to contribute and succeed in an ever-changing global society.

We continue to ensure a strong home-school communication through the streamlined use of digital platforms such as SeeSaw (K-5), Google Classroom (6-12) and SchoolMessenger (district-wide). The district website has been updated to include additional parent resources to support social emotional learning, special education, academics- including a new high school course "HUB" and digital registration. Further, administration provided families with frequent email communication highlighting curriculum as well as district and community events. Additionally, we utilize GoogleMeet to virtually hold events such parent-teacher conferences and special education meetings which allows many families to participate in events they may otherwise have not been able to.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Somers Public Schools is committed to cultivating a just and fair learning community characterized by culturally responsive learners and staff who embrace, accept and respect differences and perspectives. We endeavor to create opportunities for engagement, education, and discourse related to issues of equity, diversity and inclusion. We participate in and are committed to the Project Choice program. Participation in Project Choice in part, assures funds are secured to support student participation in activities such as prom, senior banquet, outings/field trips, athletics and drama.

Faculty and staff participate in on-going professional development focused on diversity, equity and inclusion. These professional development workshops in part, have focused on understanding bias, cultural consciousness and responsiveness as well as building and establishing trust.

Somers Public Schools has developed and applied school-wide, and classroom positive behavior support systems (PBIS). Additionally, across the district, we utilize a framework for social emotional learning based on the five competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Further, the district has a variety of other activities and services focused on addressing race, ethnic and economic isolation including but not limited to assemblies, field trips, activities, and clubs.

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Equitable Allocation of Resources among District Schools

The Somers Board of Education continues to support their commitment to provide equitable funding to meet the needs of all students in the district. The Somers Public School District comprises three schools: one elementary (K-5), one middle (6-8), and one high school (9-12). To ensure adequate staffing and resources are allocated, enrollment figures at each building are frequently monitored and long-range plans are reviewed and revised regularly to ensure adequate staffing and resources are allocated. At the beginning of the budget cycle, each school presents budget and programmatic needs to the Superintendent. A budget is constructed based on the identified needs and their alignment to the District's Strategic Plan. The Superintendent's proposed budget is then presented to the Board of Education for further refinement.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	1	9.1	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	9.1	6.7
Position Eliminated or Expired	3	27.3	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	9.1	32.0
Retired	3	27.3	23.7
Teach/Admin in Other CT Dist	2	18.2	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	11		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.