

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-21-01-06-0000
 Name: Somers Central School District
 Superintendent: Joanne Marien

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	241	248	268
First	251	260	259
Second	225	253	261
Third	229	234	265
Fourth	256	244	239
Fifth	218	258	249
Sixth	233	225	263
Ungraded Elementary	0	2	0
Seventh	236	244	234
Eighth	228	243	243
Ninth	192	224	245
Tenth	198	187	226
Eleventh	161	198	187
Twelfth	188	164	201
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2856	2984	3140

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	79	2.8%	88	2.9%	103	3.3%
Black (Not Hispanic)	26	0.9%	28	0.9%	37	1.2%
Hispanic	46	1.6%	66	2.2%	81	2.6%
White (Not Hispanic)	2705	94.7%	2802	93.9%	2919	93.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	22	24
Common Branch	23	22	23
English Grade 8	19	19	18
Mathematics Grade 8	18	18	18
Science Grade 8	19	19	20
Social Studies Grade 8	19	19	19
English Grade 10	18	19	20
Mathematics Grade 10	22	19	22
Science Grade 10	21	18	21
Social Studies Grade 10	20	21	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	18	0.6%	12	0.4%	42	1.3%
Eligible for Free Lunch	30	1.1%	64	2.1%	103	3.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		95.5%		95.6%
Student Suspensions	54	2.0%	49	1.7%	48	1.6%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	1.0%	0.3%	0.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	253
Total Other Professional Staff	36
Total Paraprofessionals	82
Teaching Out of Certification*	8

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	150	125	83%	148	134	91%	163	152	93%
Students with Disabilities	21	6	29%	16	5	31%	31	17	55%
All Students	171	131	77%	164	139	85%	194	169	87%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	144	33	1	0	14	2
Percent	74%	17%	1%	0%	7%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
31	17	0	31

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	26		11		6	0.8%
	Entered GED Program*	2		0		3	0.4%
	Total Noncompleters	28		11		9	1.2%
Students with Disabilities	Dropped Out	2		2		1	0.8%
	Entered GED Program*	1		0		1	0.8%
	Total Noncompleters	3		2		2	1.6%
All Students	Dropped Out	28	3.8%	13	1.7%	7	0.8%
	Entered GED Program*	3	0.4%	0	0.0%	4	0.5%
	Total Noncompleters	31	4.2%	13	1.7%	11	1.3%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	470	402	427
	Number of Students with Disabilities	0	67	70
	Number of All Students	470	469	497
	Percent of Enrollment	67%	66%	67%
9-12	Number of General-Education Students	647	448	569
	Number of Students with Disabilities	92	98	101
	Number of All Students	739	546	670
	Percent of Enrollment	100%	71%	78%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	100%	41	98%	32	97%
German	0	0%	0	0%	0	0%
Italian	50	100%	59	98%	52	96%
Latin	0	0%	0	0%	0	0%
Spanish	101	95%	108	97%	114	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	4	#
Latin	0	0%	0	0%	0	0%
Spanish	9	100%	0	0%	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	9	100%	4	#
Science	0	0%	1	#	0	0%
Reading	1	#	5	100%	5	40%
Writing	1	#	2	#	6	83%
Global Studies	4	#	9	67%	9	33%
U.S. Hist & Gov't	1	#	2	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	167	197	187	16	32	25
Number Scoring 55-100	163	189	180	14	27	23
Number Scoring 65-100	161	181	175	13	24	20
Number Scoring 85-100	113	109	119	1	4	4
Percentage of Tested Scoring 55-100	98%	96%	96%	88%	84%	92%
Percentage of Tested Scoring 65-100	96%	92%	94%	81%	75%	80%
Percentage of Tested Scoring 85-100	68%	55%	64%	6%	12%	16%
Mathematics A						
Number Tested	10	224	246	0	27	35
Number Scoring 55-100	10	205	239	0	16	33
Number Scoring 65-100	10	193	235	0	15	30
Number Scoring 85-100	1	73	97	0	0	2
Percentage of Tested Scoring 55-100	100%	92%	97%	0%	59%	94%
Percentage of Tested Scoring 65-100	100%	86%	96%	0%	56%	86%
Percentage of Tested Scoring 85-100	10%	33%	39%	0%	0%	6%
Mathematics B						
Number Tested	0	0	139	0	0	0
Number Scoring 55-100	0	0	136	0	0	0
Number Scoring 65-100	0	0	129	0	0	0
Number Scoring 85-100	0	0	56	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	40%	0%	0%	0%
Global History and Geography						
Number Tested	207	186	232	35	28	30
Number Scoring 55-100	201	174	226	31	19	24
Number Scoring 65-100	190	169	221	29	17	21
Number Scoring 85-100	91	83	127	7	1	3
Percentage of Tested Scoring 55-100	97%	94%	97%	89%	68%	80%
Percentage of Tested Scoring 65-100	92%	91%	95%	83%	61%	70%
Percentage of Tested Scoring 85-100	44%	45%	55%	20%	4%	10%
U.S. History and Government						
Number Tested	158	199	188	12	32	31
Number Scoring 55-100	154	195	180	12	29	26
Number Scoring 65-100	133	190	177	7	28	24
Number Scoring 85-100	49	133	99	0	16	3
Percentage of Tested Scoring 55-100	97%	98%	96%	100%	91%	84%
Percentage of Tested Scoring 65-100	84%	95%	94%	58%	88%	77%
Percentage of Tested Scoring 85-100	31%	67%	53%	0%	50%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	202	202	227	38	25	28
Number Scoring 55-100	201	198	227	37	22	28
Number Scoring 65-100	201	196	225	37	20	26
Number Scoring 85-100	106	110	135	7	0	4
Percentage of Tested Scoring 55-100	100%	98%	100%	97%	88%	100%
Percentage of Tested Scoring 65-100	100%	97%	99%	97%	80%	93%
Percentage of Tested Scoring 85-100	52%	54%	59%	18%	0%	14%
Physical Setting/Earth Science						
Number Tested	212	231	247	33	10	31
Number Scoring 55-100	211	231	247	32	10	31
Number Scoring 65-100	210	231	246	31	10	30
Number Scoring 85-100	147	182	149	10	7	8
Percentage of Tested Scoring 55-100	100%	100%	100%	97%	100%	100%
Percentage of Tested Scoring 65-100	99%	100%	100%	94%	100%	97%
Percentage of Tested Scoring 85-100	69%	79%	60%	30%	70%	26%
Physical Setting/Chemistry						
Number Tested	134	141	165	7	11	5
Number Scoring 55-100	131	136	163	6	11	4
Number Scoring 65-100	116	126	153	5	9	4
Number Scoring 85-100	28	32	51	0	2	0
Percentage of Tested Scoring 55-100	98%	96%	99%	86%	100%	80%
Percentage of Tested Scoring 65-100	87%	89%	93%	71%	82%	80%
Percentage of Tested Scoring 85-100	21%	23%	31%	0%	18%	0%
Physical Setting/Physics						
Number Tested			99			4
Number Scoring 55-100			89			#
Number Scoring 65-100			73			#
Number Scoring 85-100			20			#
Percentage of Tested Scoring 55-100			90%			#
Percentage of Tested Scoring 65-100			74%			#
Percentage of Tested Scoring 85-100			20%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	36	20	47	0	1	0
Number Scoring 55-100	36	20	47	0	#	0
Number Scoring 65-100	36	20	47	0	#	0
Number Scoring 85-100	24	15	42	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	67%	75%	89%	0%	#	0%
Comprehensive Italian						
Number Tested	33	38	55	1	0	0
Number Scoring 55-100	32	38	55	#	0	0
Number Scoring 65-100	32	38	55	#	0	0
Number Scoring 85-100	22	34	44	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	67%	89%	80%	#	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	93	98	95	5	4	4
Number Scoring 55-100	93	96	94	5	#	#
Number Scoring 65-100	93	96	94	5	#	#
Number Scoring 85-100	60	67	62	2	#	#
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	#	#
Percentage of Tested Scoring 65-100	100%	98%	99%	100%	#	#
Percentage of Tested Scoring 85-100	65%	68%	65%	40%	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	161	164	18	11	19	4
Number Scoring 55-100	136	133	18	7	10	#
Number Scoring 65-100	125	121	11	7	8	#
Number Scoring 85-100	66	57	0	0	3	#
Percentage of Tested Scoring 55-100	84%	81%	100%	64%	53%	#
Percentage of Tested Scoring 65-100	78%	74%	61%	64%	42%	#
Percentage of Tested Scoring 85-100	41%	35%	0%	0%	16%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	100%	9	100%	8	100%
Students with Disabilities	7	100%	3	#	8	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	217	0%	2%	40%	58%
	Students with Disabilities	33	3%	9%	82%	6%
	All Students	250	0%	3%	46%	51%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	198	0%	18%	48%	33%
	Students with Disabilities	34	3%	29%	62%	6%
	All Students	232	0%	20%	50%	29%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	166	166	166	34	34	34	200	200	200
Number Scoring 55–64	4	3	0	1	2	0	5	5	0
Number Scoring 65–84	71	40	42	20	14	25	91	54	67
Number Scoring 85–100	86	120	122	7	13	7	93	133	129
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			19			0
Beginning (0-18)			1			0
Intermediate (19-31)			7			0
Advanced (32-36)			10			0
Proficient (37-39)			1			0
Reading and Writing (Grade K-1)						
Number Tested			19			0
Beginning (0-14)			4			0
Intermediate (15-24)			4			0
Advanced (25-32)			9			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 2-4)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
Reading and Writing (Grade 2-4)						
Number Tested			8			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			5			2
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			0			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
Number Tested			5			2
Beginning (0-14)			1			#
Intermediate (15-24)			0			#
Advanced (25-32)			2			#
Proficient (33-35)			2			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)