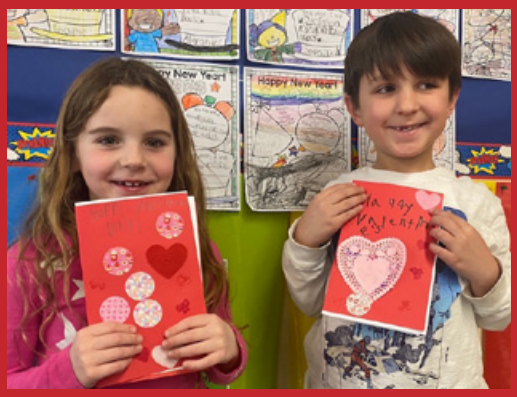
Scan here for the interactive version.

2023-24

FORWARD IN EXCELLENCE REPORT



Somers Central School District Comprehensive Report

SOMERS
Central School District
Forward in Excellence

SOMERS CENTRAL SCHOOL DISTRICT
250 ROUTE 202, SOMERS, NEW YORK 10589

WWW.SOMERSSCHOOLS.ORG

MISSION

Somers Central School District will ignite a passion in each student by engaging all learners at a personal level to ensure success in a global society.

Table of Contents

4 A Message to Our Community

5 About the Report

6 About Somers Schools

ELEMENTS OF EXCELLENCE

Professional Learning Communities

Social, Emotional & Physical Wellness

21st Century Knowledge & Skills

Global Citizenship

Fiscal Stewardship
April 2024

Family and Community Engagement
May 2024

A Message to Our Community

Welcome to the Somers Central School District. We are a community that strives to ignite a passion in all students and to instill a lifelong love of learning. It matters deeply to us that all children feel that they belong in our schools and we invest in their education and well-being in hopes of providing a better future for all. We focus on educating the whole child by equipping each with 21st century knowledge and skills, emphasizing social, emotional, and physical wellness, and modeling a spirit of global citizenship.

This past year we engaged in a community-wide effort to evaluate our mission, vision, and collective commitments, to ensure that we have consensus on how we are moving forward in excellence in Somers schools. You can read more about the results of the process in the following pages.

I am grateful for the tireless efforts of teachers, parents, students, staff, and community members who work to prepare our children for success in a global society.

In partnership,

Ray

SUPERINTENDENT OF SCHOOLS
Dr. Raymond H. Blanch

2023-24

About the Report

The annual Somers Central School District Forward in Excellence Report is a comprehensive overview of the accomplishments related to the mission of the Somers Central School District. The district uses the Elements of Excellence, clearly defined below, as the framework to guide decision-making to ensure the development of the Whole Child.

At different times during the year, the data and information about an individual Element will be presented to the community at Board of Education meetings. Some Elements were presented this year before the creation of this overall report. Links to those presentations are in the table of contents.

ELEMENTS OF EXCELLENCE

Professional Learning Communities
SCSD will cultivate a community of professional learners focused on advancing student success.

Social, Emotional & Physical Wellness
SCSD will advance social, emotional, and physical wellness in all learners to successfully navigate current and future experiences.

21st Century Knowledge & Skills
SCSD will ensure the intellectual growth and development of critical skills so that all learners can thrive in an ever-changing world.

Global Citizenship
SCSD will nurture a sense of responsibility, belonging, and acceptance in all students and foster a respectful understanding of broader perspectives.

Fiscal Stewardship
SCSD is committed to responsible financial planning and allocation of resources to ensure a safe learning environment where all students achieve excellence.

Family and Community Engagement
SCSD will strengthen and nurture connections across the Somers community through engagement, constructive partnerships, and the inclusion of all voices.

FORWARD IN EXCELLENCE

About Somers CSD

Somers is a suburban community located in Westchester County about 45 miles north of New York City. It is home to some of the finest schools in New York State. Our two campuses are the hub of activity in the town of Somers and foster collaboration between the school district and the community.

Our district is committed to the development of the whole child, encompassing three fundamental areas:

- 21st Century Knowledge & Skills
- Social, Emotional, & Physical Wellness
- Global Citizenship

The programs and teaching methods are designed to meet the needs of each individual learner, focusing on the knowledge and skills necessary to solve problems, think critically and creatively, and work collaboratively and cooperatively with others.

4 Schools

2,600* Students

285 Teachers

183 (Full time) **71** (Part time) Support Staff

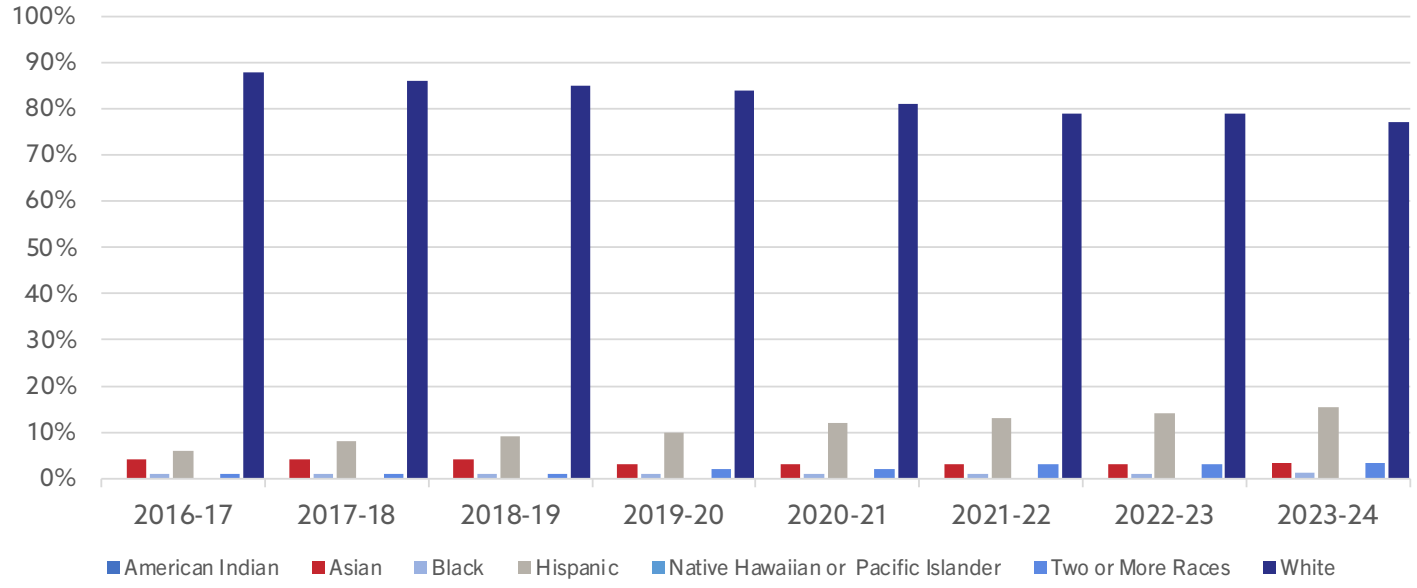
17 Administrators

*Excludes out of district enrollment
**Employee data for 2023-24 school year

SCSD Demographics

Somers Central School District is an increasingly diverse district. In the year 2022-2023, at least seven languages were spoken in district homes.

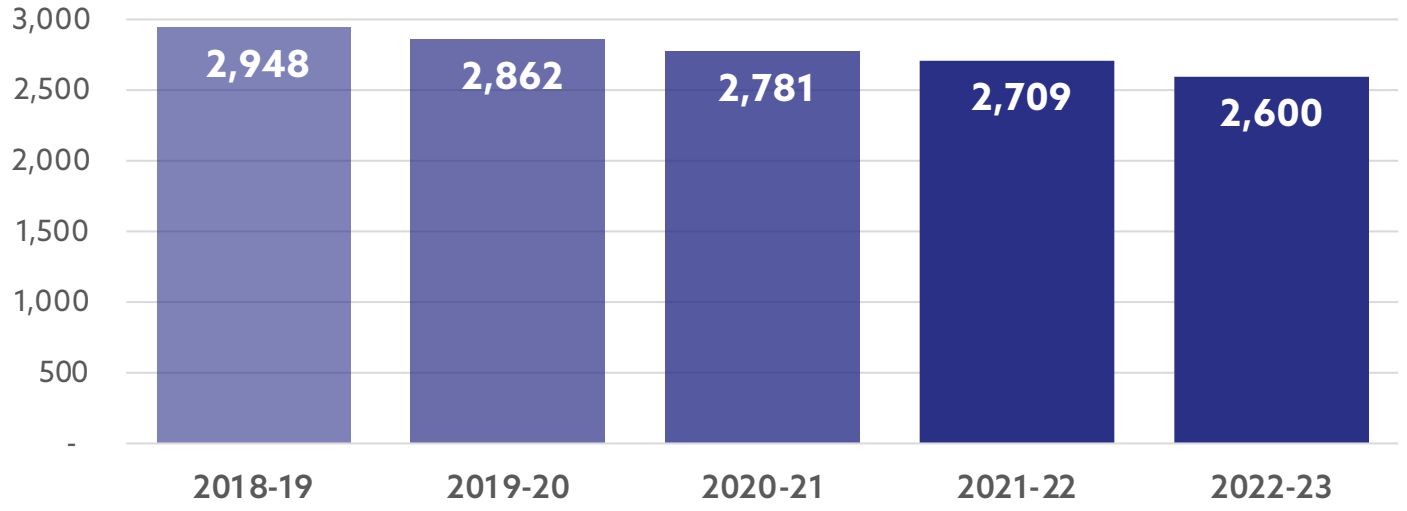
In the last 11 years, the number of students in the district identifying as non-white increased from 8% to 23%. By 2030, that number is projected to increase to 25%.



Building Enrollment

The number of students enrolled in Somers public schools has been decreasing since 2012, due to declining birth rates. At the elementary and middle schools, enrollment has reached the lowest projected level of 175-200 students per grade, where it is expected to remain. As those smaller classes progress through the high school, total enrollment at the high school will level out at approximately 800 students. As enrollment decreases, SCSD is reducing staffing through attrition.

Total Enrollment Over a 5-Year Period



Information based on latest data available from the New York Basic Education Data System

ELEMENTS OF EXCELLENCE

Professional Learning Communities

SCSD will cultivate a community of professional learners focused on advancing student success.

SCSD strategically engages adult learners in being active contributors to a professional learning community (PLC) by continuously engaging the following questions:

"What do we want our students to know, be able to do, and understand?"

"How do we know what our students know, are able to do, and can understand?"

"What do we do when students don't know, aren't able to do, or can't understand?"

"What do we do when they already know, are able to do, and understand?"

Stakeholder Engagement

The Learning Office provides professional learning for faculty and staff, including teaching assistants and aides, clerical workers, monitors, bus drivers, and food service workers. We also ensure that families, community members, and students are engaged in learning throughout the year.

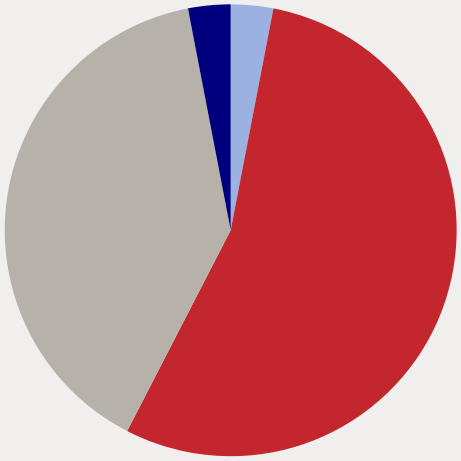
When, What, and How We Learn

FOCUS AREAS

All faculty and staff participated in professional learning during the 2022-23 school year. Opportunities include professional learning days, faculty meetings, teacher-facilitated workshops, and conferences.

New in 2022-23, increased opportunities for support staff.

Faculty & Staff



Average Years of Experience per Teachers by Years of Experience

98% in 2022

98% in 2023

Teacher Retention Rate

97% of Teachers have a Masters Degree

64 Average Professional Learning Hours per Teacher for 2022-23

What Drives Our Professional Learning

The Learning Office works closely with faculty and staff to design the district's professional learning experiences. Our professional learning priorities:

Increase teacher voice, choice and agency through:

- Surveys - Professional Learning Interest Survey and Professional Learning Reflection Tool
- Focus Groups – Building-based with faculty and staff
- Teacher-designed and facilitated learning opportunities
- Student Learning Data – formal and informal
- Student Focus Groups

Provide learning opportunities that are:

- Aligned to New York State curriculum standards
- Aligned to SCSD mission, vision, collective commitments
- Aligned to expressed need
- Focused on increasing student engagement
- Supportive of SMART goals
- Easily applied

Targeted Professional Learning

Objectives

In addition to the ongoing professional learning that is available to all faculty and staff, we also provide targeted learning opportunities to effectively support student growth.

Participation

Teachers, teaching aides, teaching assistants, and administrators come from across the district to work together to learn about specific topics related to curriculum, standards, technology, assessments, and other areas.

Examples

- International Baccalaureate and Middle Years Programme workshops
- Best practices in literacy instruction and assessment K-8
- IXL training
- In-service courses (evidenced-based grading, executive functioning, technology integration)

Summer Work

While students are on summer break, our teachers invest time in professional learning to improve their educational practices and materials.

SUMMER LEADERSHIP SUMMIT

Every year before the start of school, leaders from kindergarten through high school gather to ensure K-12 alignment in professional learning and goals.

Objectives

1. Determine strengths, opportunities, and aspirations related to SCSD professional learning communities.
2. Reflect upon individual and team leadership styles and strengths.
3. Draft team goals in alignment with district and building goals, and district and building success plans.
4. Engage in interdisciplinary and cross-grade and/or building-level communication and collaboration.

Participation

Administrators and teacher leaders including: grade-level leaders, curriculum area leaders, team leaders, and teachers on special assignment.

Summit Feedback

Participants rated the success in meeting the summit's learning objectives on a scale of 1-4.

Objective 1 - 3.6 ★★★½
Objective 2 - 3.7 ★★★★
Objective 3 - 3.6 ★★★½
Objective 4 - 3.6 ★★★½

SUMMER CURRICULUM WORK

Click to view our public Curriculum Maps

Objectives

Teams and individuals work on adapting, creating, or aligning curriculum, instruction, and assessment to appropriately reflect student experiences in the classroom.

Participation

•112 proposals approved, representing all four schools and 42% of SCSD faculty.
•1,704 hours of work completed.
•Work conducted across all subject and support areas.

Examples

New course materials developed in math, science, social studies, ELA, advisory, literacy, world language at SIS, content literacy instruction during WIN, MYP, IB, embedded honors, special education, Tusker 101, technology, DBT-Steps A, evidence-based grading, executive functioning, and arts.

TUSKER U: FACULTY FOCUS

Professional learning sessions created and facilitated by faculty and staff for their colleagues that are aligned with the SCSD mission, visions, and collective commitments.

Objectives

1. Practical, responsive to expressed needs, and focused on increasing student engagement
2. Provides time and structure for faculty and staff to learn from and with each other
3. Encourages interdisciplinary and cross-grade and/or building level collaboration

Participation

- 242 teacher and teaching assistant participants
- 17 sessions offered
- All grade levels represented

Feedback

To what extent did we meet these objectives?

TUSKER U: FAMILY FOCUS

Objective

To be responsive and proactive in engaging families and community members in learning that is related to a variety of student experiences.

Participation

All SCSD stakeholders: families, guardians, community members.

Examples

- English as a New Language Night
- Community Conversations - Recommitting to the district mission, vision, and collective commitments
- Annual Wellness Summit (2022 topic: Covitality Wellness Screener)

TUSKER U: STUDENT FOCUS

Objectives

To engage students in summer learning activities that maintain the home-school connection and provide meaningful opportunities for developmentally appropriate learning and collaboration with teachers.

Participation

•73 registered students

Examples

Course offering schedule

Feedback

"We learned to cooperate with each other." - SCSD student

"We are so happy that he was open to trying these sessions with you and give you so much credit for him wanting to come back and do more." - SCSD parent

"My daughter is really enjoying the classes - she loves attending them." - SCSD parent

ELEMENTS OF EXCELLENCE

Social, Emotional & Physical Wellness

SCSD will advance social, emotional, and physical wellness in all learners to successfully navigate current and future experiences.

There are many innovative and proactive approaches in our schools that support our students' social, emotional, and physical wellness. Programs and skills are developmentally appropriate and flexible, and designed to engage students according to their unique needs.

Wellness Team Mission

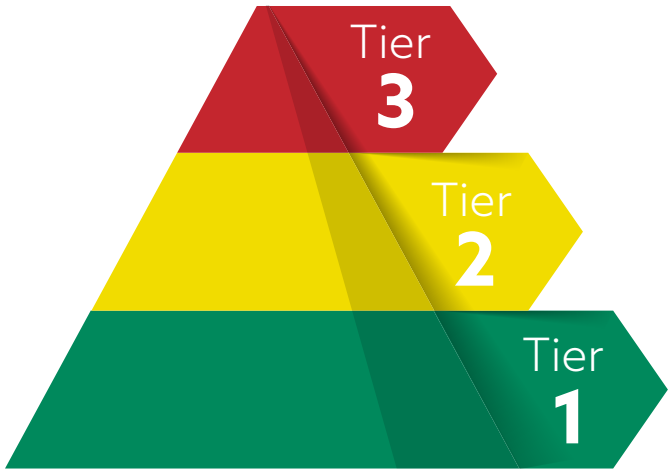
The mental health team teaches and models for all students the life-long skills of self-regulation, self-management, and effective social engagement.

School Counselors provide direct services to all students at Tier 1, students who need support at Tier 2, and help to identify and support students who need Tier 3 assistance.

School Social Workers facilitate classroom lessons and work with greater emphasis on Tier 2 individual and group counseling. They also provide unique connections between our families and community agencies and support services.

Student Assistance Counselors (SAS) are employed in partnership with the Student Assistance Services Corporation for our middle and high schools. SAS counselors offer a unique level of confidentiality with a focus on drug and alcohol counseling. They also provide Tier 1 classroom lessons to students and Tier 2 individual support.

Tiers of Support



Individually focused, more intensive interventions

Targeted interventions to work on specific skills

Core instruction for all students

School Psychologists facilitate classroom lessons and provide Tier 2 assistance through individual counseling, assessment, and Individualized Education Plan (IEP) planning. They also provide school-based Tier 3 support, as well as transition support for students in out-of-district Tier 3 programs.

The Whole Child Success Team is a proactive, collaborative approach to support the social, emotional, physical, and academic growth of our students. This data-driven process supports students who are struggling by examining all aspects of the child's life - from academics to social to family situations.

The Path to Social and Emotional Wellness

Tier 1 lessons are part of the core instruction for all students. They are developmentally appropriate and build upon each other each year. The common focus is teaching practical strategies to manage emotions and to be present for learning.

Second S

Develops em
regulation sk
strategies.

School to school transition support (K, 3, 6, 9, 12)

Zones of Regulatio

Develops em
identification
regulation ski

Responsive Classroom (K-5)

Teaches students to be engaged as a learner and to be a positive member of the classroom community.

Responsive Classroom®

tep (2-5)

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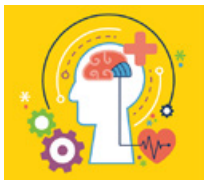
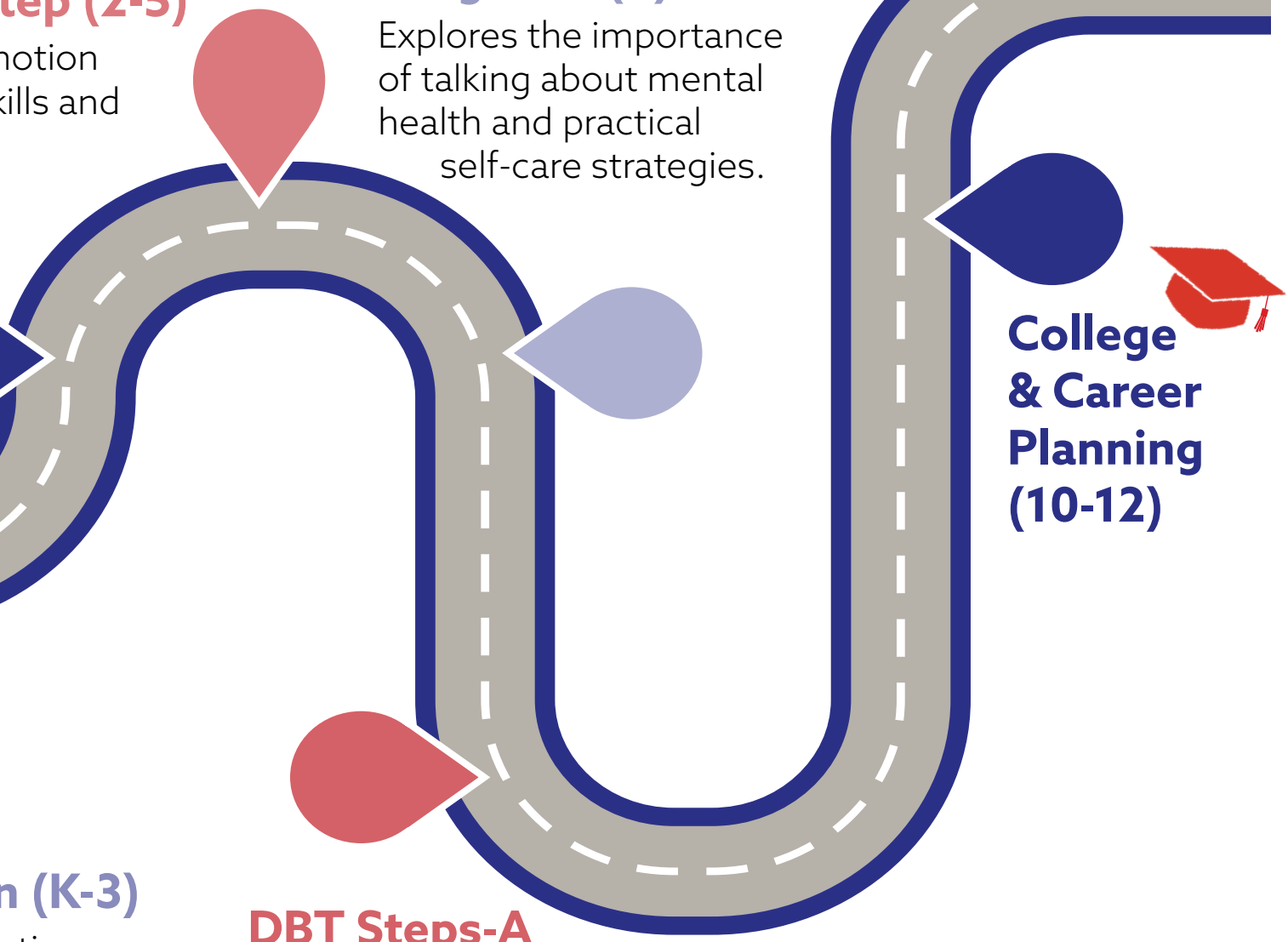
JCK and Self-Care Programs (9)



Explores the importance of talking about mental health and practical self-care strategies.



College & Career Planning (10-12)

n (K-3)

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DBT Steps-A (6, 8, 10)

Teaches students the concept of dialectics and the core skills of mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness.

DBT STEPS-A IMPLEMENTATION TRAINING

Tier 2 support is targeted intervention that helps develop specific skills in individuals and groups of students who need support beyond the core classroom instruction.

Counseling check-ins are part of the Tier 2 process in all Somers schools. These visits create a consistent adult connection and routine monitoring of students, as well as encourage effective coping skills and decision-making.

Small Groups – Elementary

At our two elementary schools, various small groups meet to build personal connections, practice routines and play, share personal experiences, and process transitions.

Social Skills

Changing Families

Problem-Solving

Small Groups – Secondary

At the middle school, small groups are largely focused on peer relationships and further development of interpersonal skills and self-awareness. Groups at SMS help students form positive social connections and mitigate feelings of isolation.

Newcomers

Selfcare

Peer Guidance

At the high school level, Tier 2 support focuses on individual check-ins and building-level counseling services. There are also targeted efforts in partnership with the SHS Student Life Coordinator to help students engage in the school community through clubs and extra-curricular activities to create a greater sense of belonging. Small groups were launched in 2022 through the Wellness Wednesday series.

CoVitality Social and Emotional Survey 2022-23

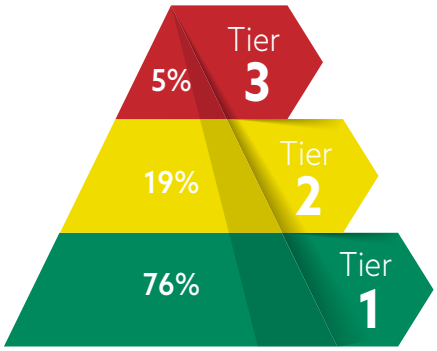
The Co-Vitality Survey is administered each fall and spring to students in grades five through 12, with fourth grade also participating next year. The survey helps identify students who need extra support beyond the social-emotional wellness Tier 1 lessons.

TIERS OF STUDENT NEEDS AND DIRECT SERVICE INTERVENTIONS

as identified by the CoVitality Survey

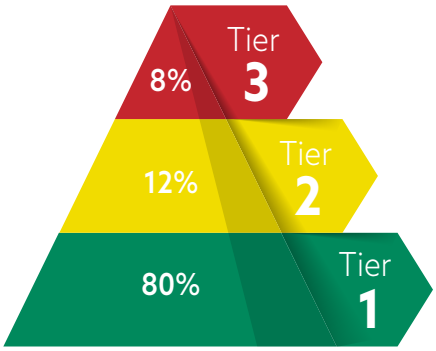
Fifth Grade

157 students participated



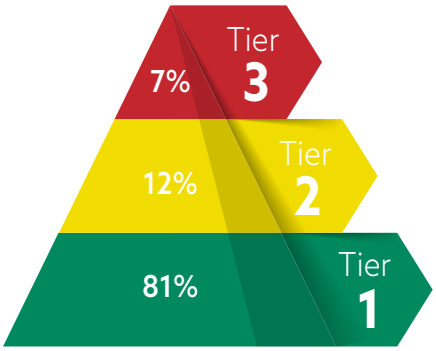
Somers Middle School

466 students participated



Somers High School

668 students participated



Struggling Striving Thriving

This survey captures a moment in time and does not define the student. It is one of many valuable tools SCSD uses as part of the overall screening used to determine the needs of each individual student.

Note: some students choose to opt out of the survey.

What happens when the survey indicates that a child is struggling? Those students are contacted by a wellness team member, followed by a phone call to the family. Working with the student and the family, the wellness team designs and implements a support plan when appropriate.

Faculty/Staff/Community Learning

Youth Mental Health First Aid
This training helps middle and high school faculty and staff understand and identify common mental health challenges in youth. The course teaches how to help young people in both crisis and non-crisis situations.

Executive Functioning Training Professional learning for faculty in kindergarten through 12th grades to learn how to best support students' executive functioning, including organization, time management, and initiation of tasks.

60 faculty/staff members trained in the middle and high schools (ongoing)

42 faculty members trained (ongoing)

Social Emotional Wellness Advisory Council (SEWAC)
Students, Parents, Teachers, Administrators, Board of Education Members, Community Members
SEWAC is a resource and a springboard to aid the district in better fulfilling the district's mission of supporting the social, emotional, and physical wellness of all learners.

tUsker University: Family Focus

7th ANNUAL WELLNESS SUMMIT

Understanding and Unpacking the CoVitality Wellness Survey

- How to read the results of your child's survey.
- Practical strategies that parents and students can use at home to best support students' social and emotional well-being.

Tier 3 is highly individualized support for students who have not found success in Tier 1 or Tier 2 interventions. These supports may include specialized, school-based programs (True North and Transitional Support Program) and out-of-district special education placements.

Extra-curricular Engagement

If students are socially and emotionally connected and engaged in school, attendance, grades, and graduation rates increase.

"I am satisfied with my athletic experience at Somers High School."

96%

595 Number of unique athletes at Somers High School 2022-23

SHS Clubs

72 clubs

565 unique members

SMS Clubs

22 clubs

214 unique members

SIS Clubs

6 Clubs

194 members

"The car club provided a new perspective on leadership and a sense of belonging with a different group of friends."

"The drama club's spring musical helps me develop self confidence and helps me with socializing."

"The investment club allows me to learn about financial freedom."

Primrose Book Club

SIS Activity Club

SMS Club Fair

In 2023-24, SHS and SMS students will participate in a survey to capture student experiences and impact from club and extra-curricular involvement.

ELEMENTS OF EXCELLENCE

21st Century Knowledge & Skills

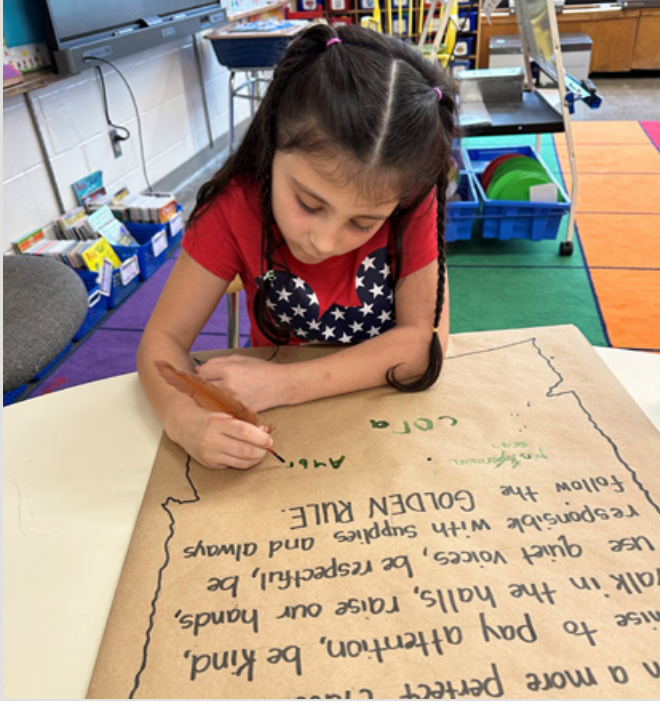
SCSD will ensure the intellectual growth and development of critical skills so that all learners can thrive in an ever-changing world.

The Somers Central School District offers a curriculum that provides students with a voice in their learning and the best opportunities to demonstrate growth and achievement. The programs and teaching methods are designed to meet the needs of varied learners, focusing on the knowledge and skills necessary to solve problems, think critically and creatively, and work collaboratively and cooperatively with others.

ELEMENTARY EDUCATION

Primrose Elementary School Grade 2 Achievement Data

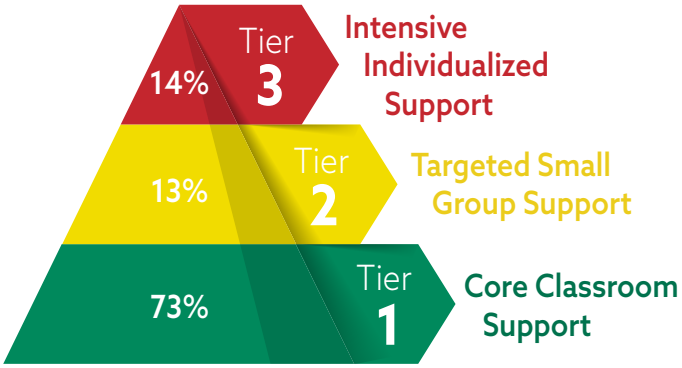
At **Primrose Elementary School**, "A Place of Great Beginnings," students in pre-kindergarten through second grade focus on developing fundamental skills in reading, writing, and math. These building blocks are complemented by exposure to the arts and physical education, as well as social-emotional awareness.



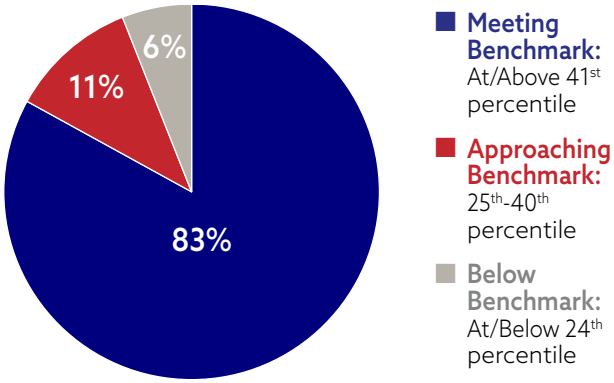
The pyramid on the left shows the 2022-23 multi-tiered supports for students in the exit year of Primrose Elementary School, second grade. The pie chart on the right demonstrates how effectively those supports are meeting the needs of students.

Internal Benchmark Assessment - Reading

Tiers of Support

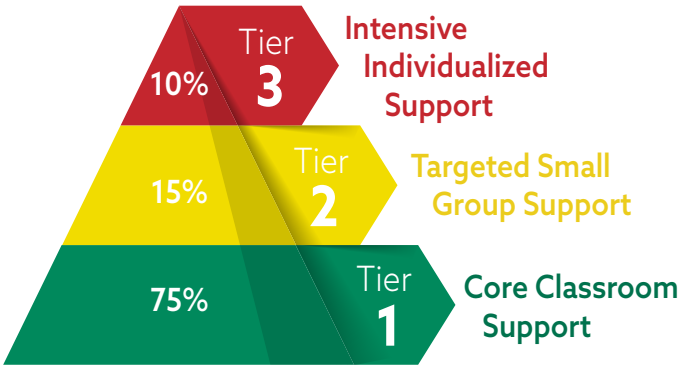


Performance Levels

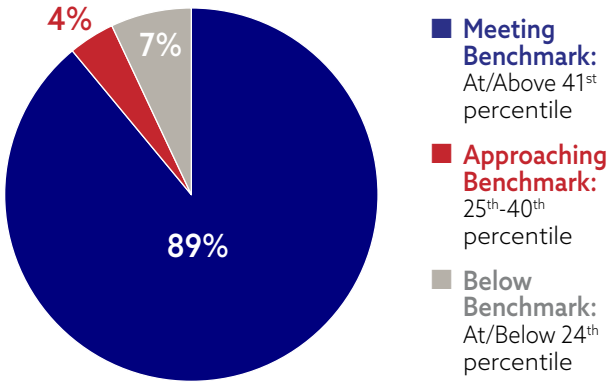


Internal Benchmark Assessment - Math

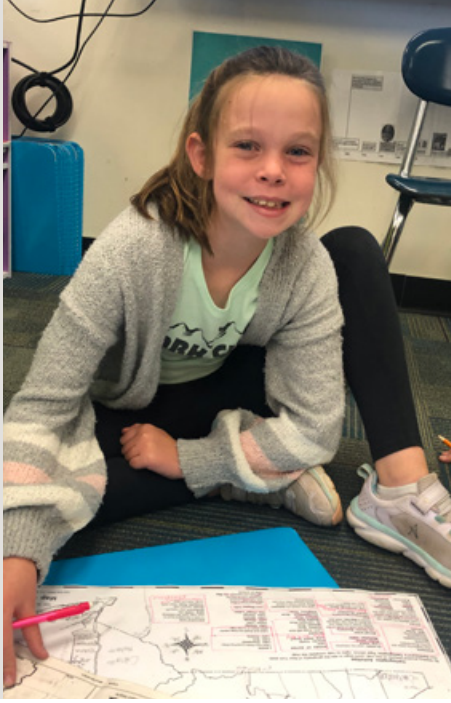
Tiers of Support



Performance Levels



ELEMENTARY EDUCATION
Somers Intermediate School Grade 5 Achievement Data

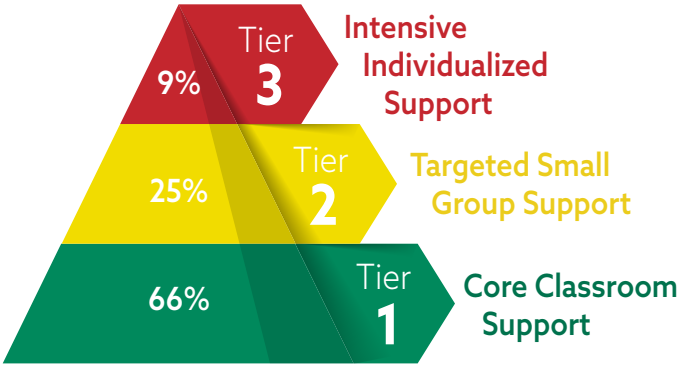


Somers Intermediate School builds on the foundational skills learned at Primrose in all subject areas, including dedicated units in science and social studies. The most notable shift is from "learning to read" to "reading to learn." In math, students move beyond basic number sense and operations into multi-step problem solving tasks. The academic experience is combined with the continued development of children's social, emotional, and physical wellness, as well as exposure to visual and performing arts.

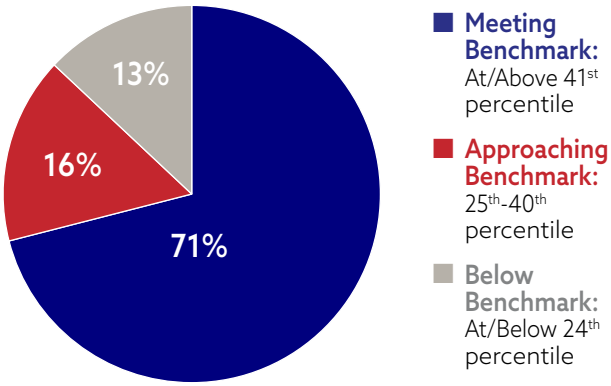
As we continue to see the effects of learning interruption caused by the pandemic, the district is embarking on a literacy refresh for kindergarten through eighth grade to address the needs of students.

Internal Benchmark Assessment - Reading

Tiers of Support

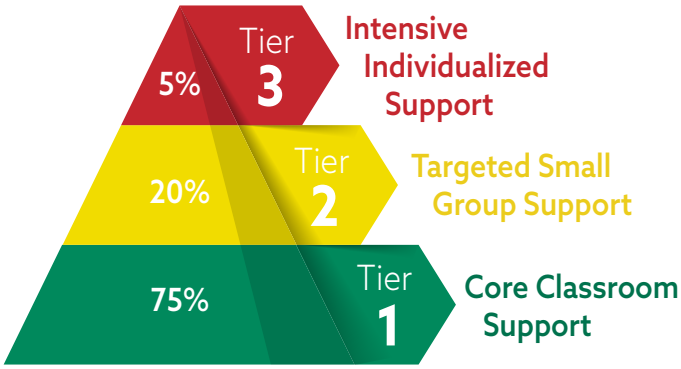


Performance Levels

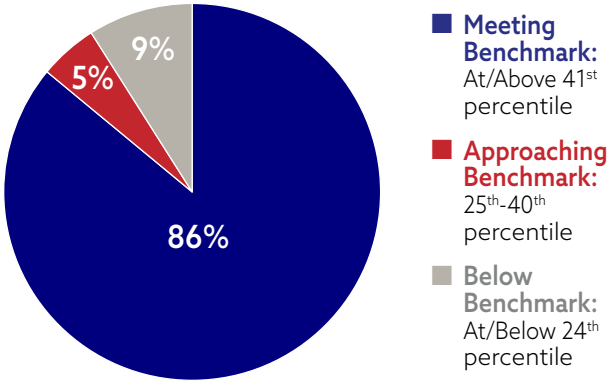


Internal Benchmark Assessment - Math

Tiers of Support

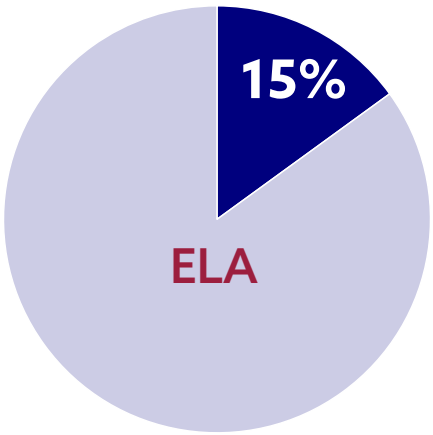


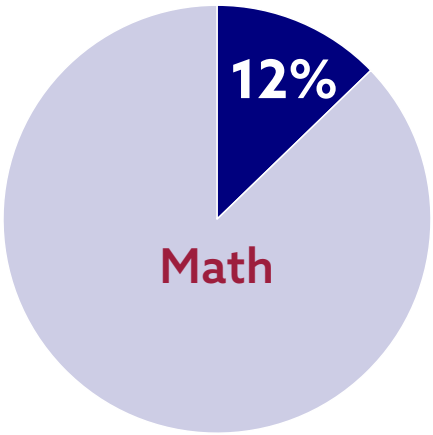
Performance Levels



Somers Intermediate School
New York State Testing Program

SPRING 2023 STATE TEST OPT OUT RATE

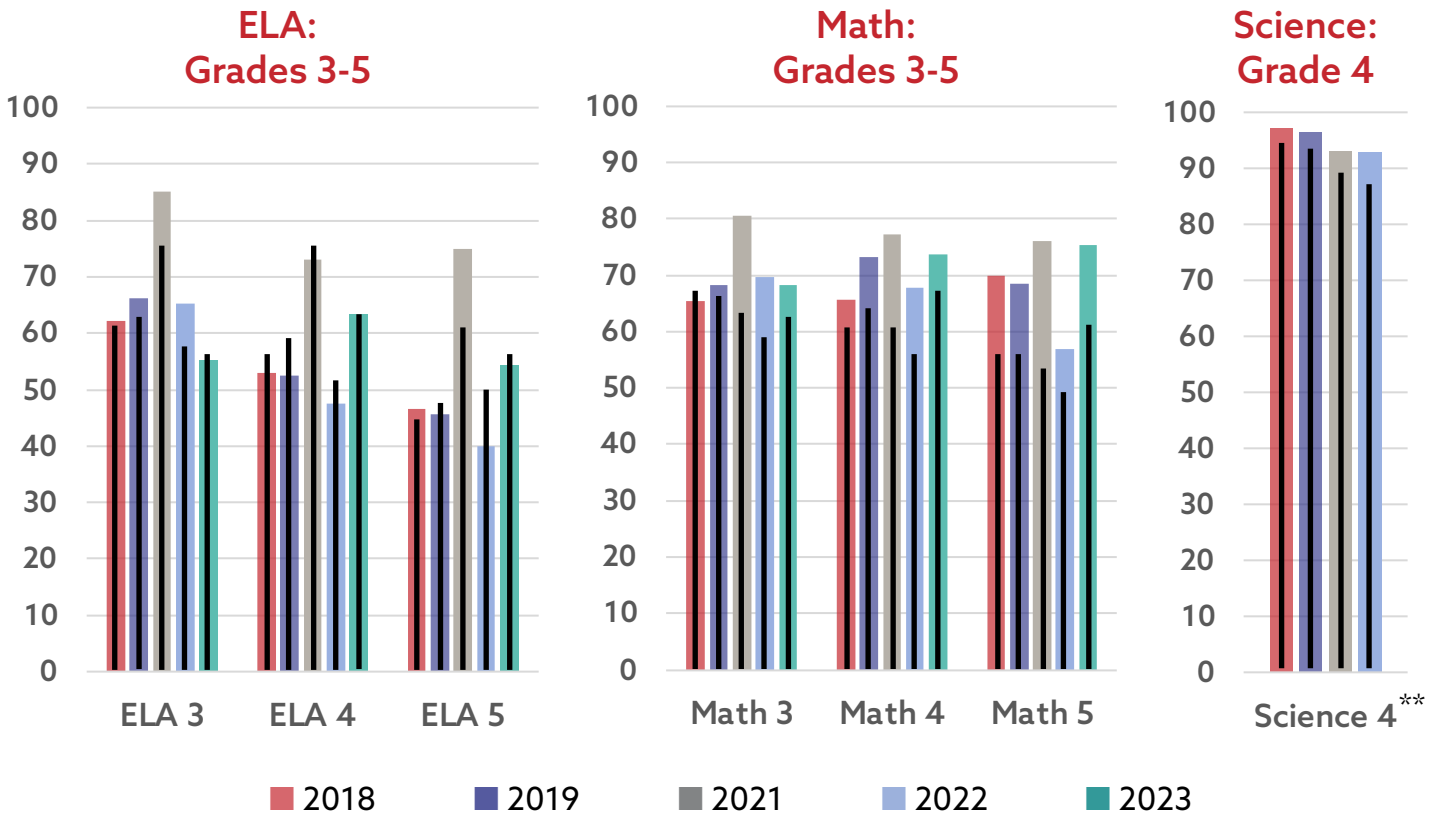




The refusal rate places SCSD in the bottom quartile of test takers in Westchester County school districts.

Somers CSD Compared with Putnam/Northern Westchester BOCES Districts

The inner black bar represents the PNW BOCES average.



*No statewide testing in 2020 due to COVID-19
**Grade 4 Science not administered in 2023

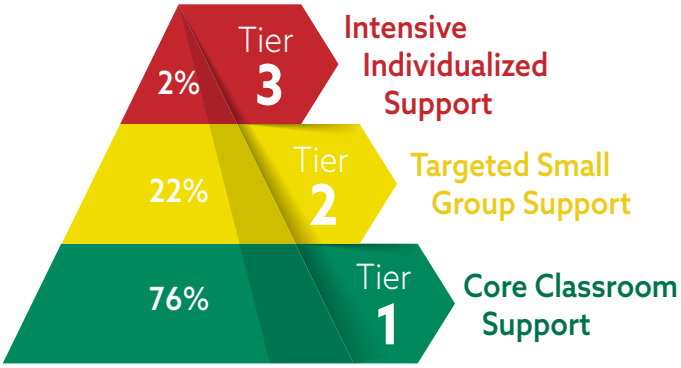
SECONDARY EDUCATION
Somers Middle School
Grade 8 Achievement Data

Somers Middle School is an accredited International Baccalaureate Middle Years Programme school. Students pursue advanced concepts in subjects through a framework of reflection, open-mindedness, and inquiry. The curriculum is designed to prepare students for a global society, the challenges of today, and the challenges of the future while making real world connections.

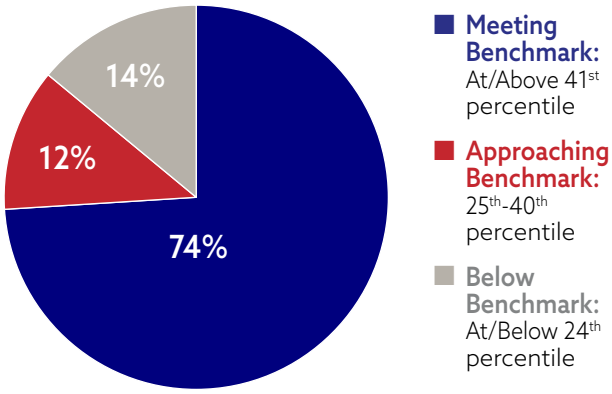
The pyramid on the left shows the 2022-23 multi-tiered supports for students in the exit year of Somers Middle School, eighth grade.

Internal Benchmark Assessment - Reading

Tiers of Support

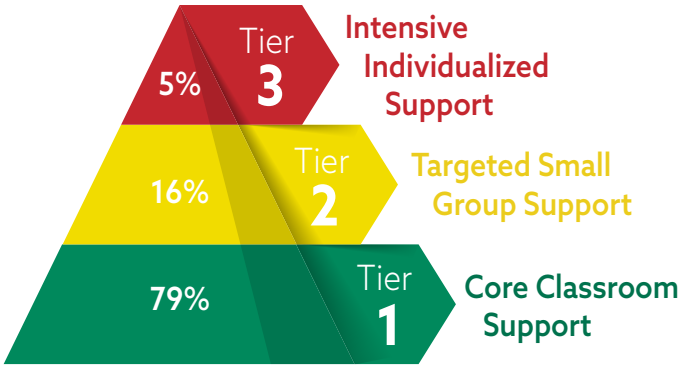


Performance Levels

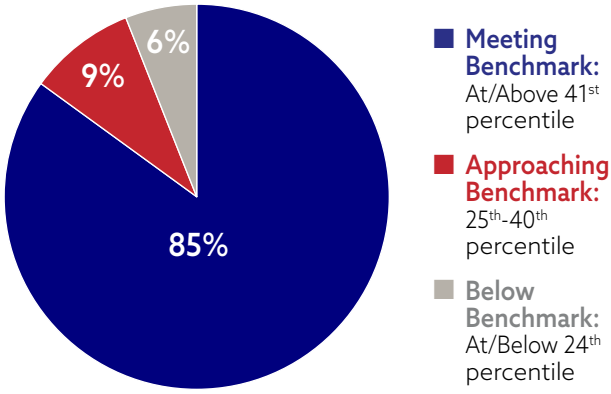


Internal Benchmark Assessment - Math

Tiers of Support

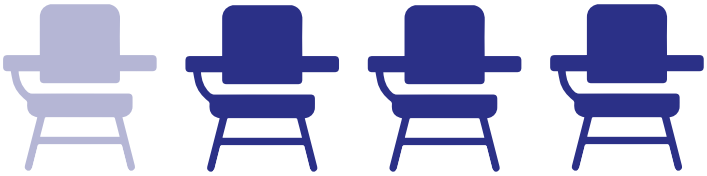


Performance Levels



Somers Middle School
New York State Testing Program

AVERAGE
REFUSAL RATE



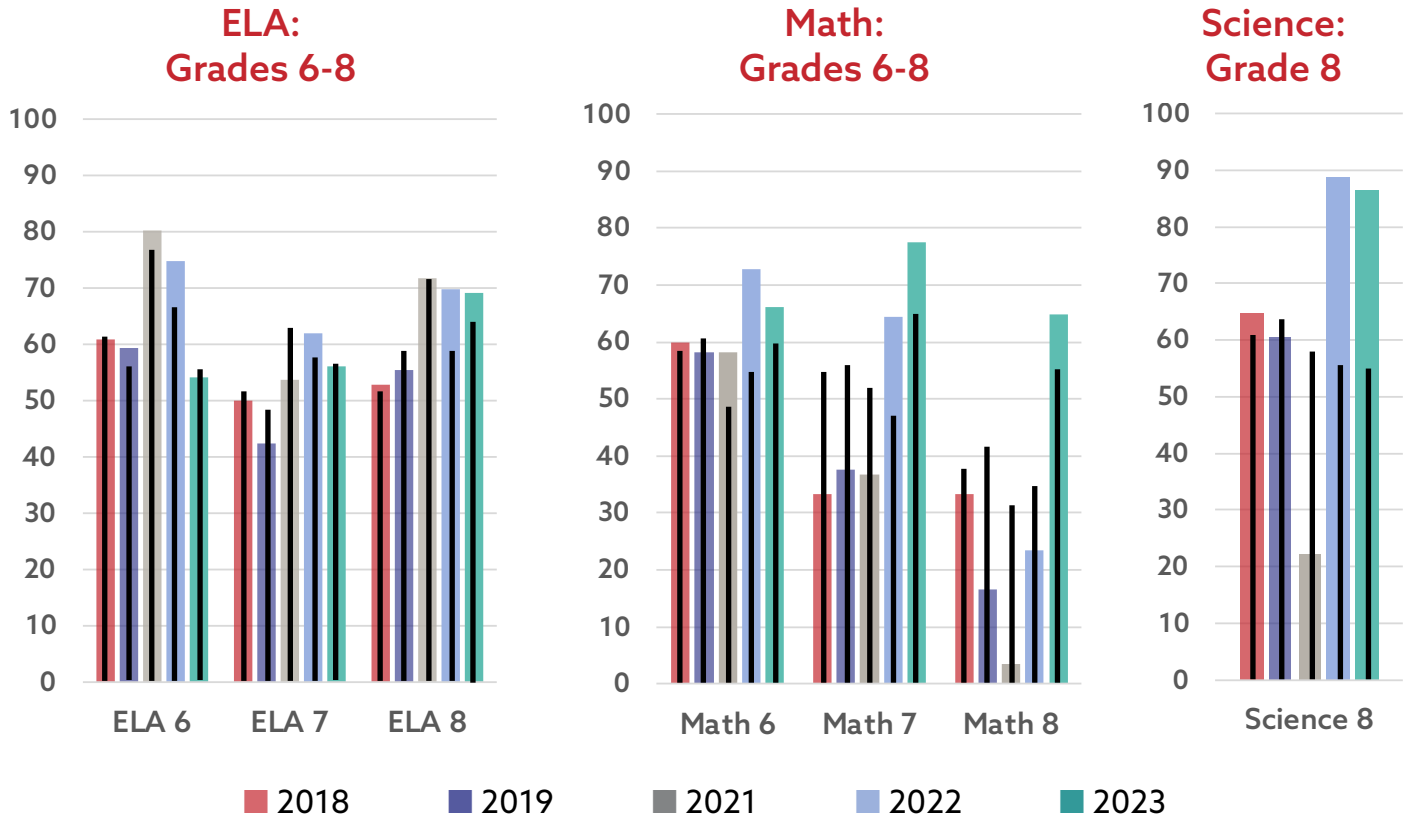
1 out of 4 SMS ELA Test Refusal Rate

1 out of 3 SMS Math Test Refusal Rate

The refusal rate places SCSD in the bottom quartile of test takers in Westchester County school districts.

Somers CSD Compared with Putnam/Northern Westchester BOCES Districts

The inner black bar represents the PNW BOCES average.
The 2023 data was not available at the time of this report.

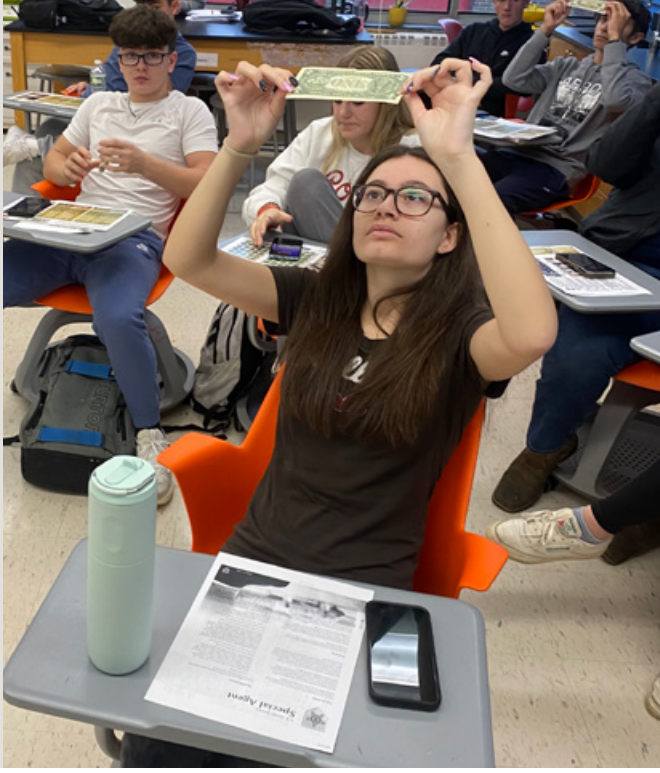


*No statewide testing in 2020 due to COVID-19

SECONDARY EDUCATION

Somers High School
Grade 9 - Grade 12

Somers High School is an accredited International Baccalaureate School and offers the IB Diploma Programme for students. Students are ensured a rigorous college preparatory course of study, engaging in strong programs in art, music, technology, family and consumer science, special education, and occupational education. Approximately 90% of our graduates go on to post-secondary education.



95% **4-Year Graduation Rate**

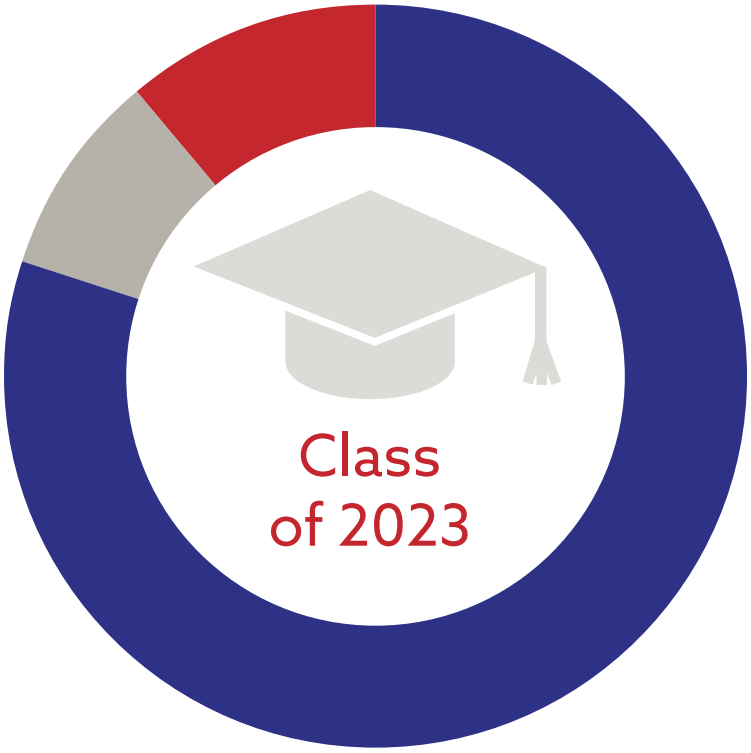
99% grad rate including students who complete high school in up to 6 years.

Post-Secondary Plans

85%
4 Year College

10%
Career Ed
Workforce
Gap Year
Military

5%
2 Year College



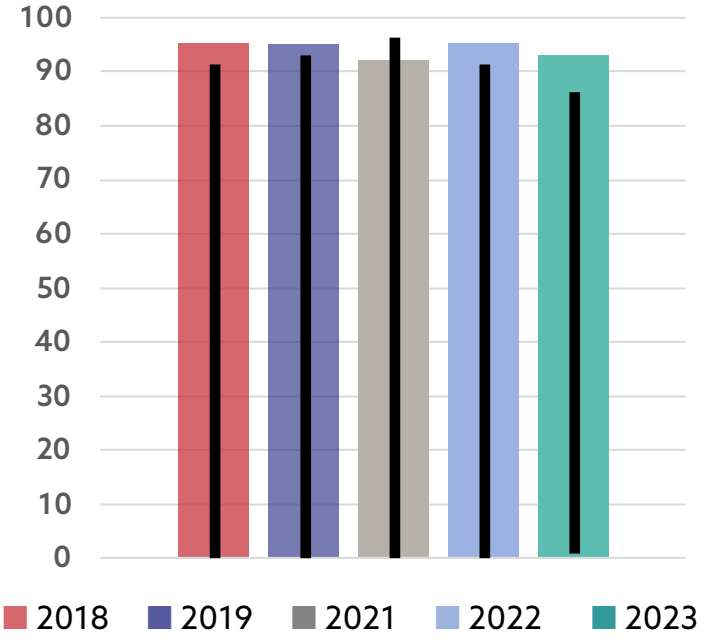
9
Science Research International GENIUS Olympiad Winners

7
NYSED Academic Excellence Award Winners

SHS Regents - State Testing Results

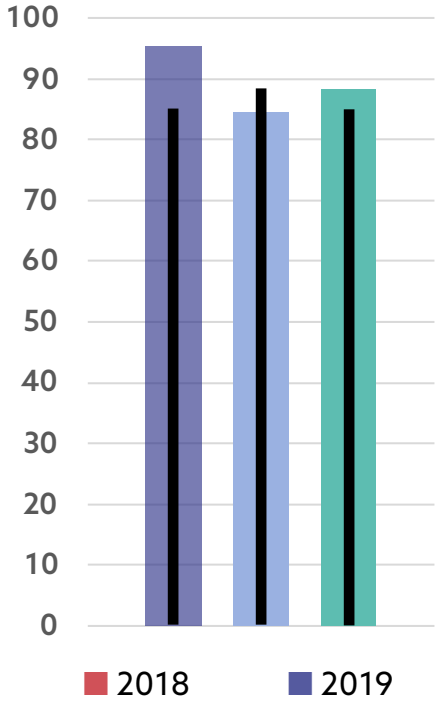
The inner black bar represents the PNW BOCES average.
The 2023 data was not available at the time of this report.

English Regents

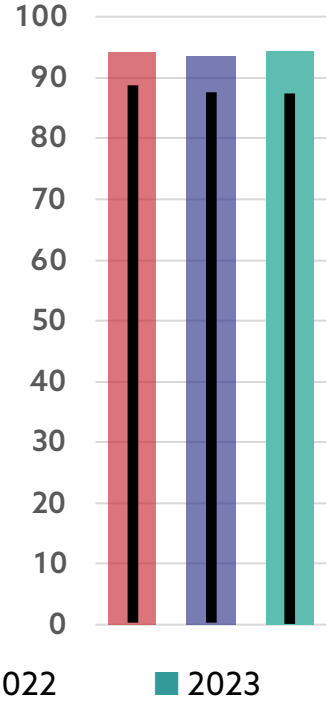


*No statewide testing in 2020 due to COVID-19

Global History II Regents



U.S. History Regents



*No statewide testing in 2020 due to COVID-19

Global History II:

- A newly created Regents exam was administered in 2019
- There was no Regents exam in 2020*
- The Regents exam was optional in 2021 (no Somers students took the exam)

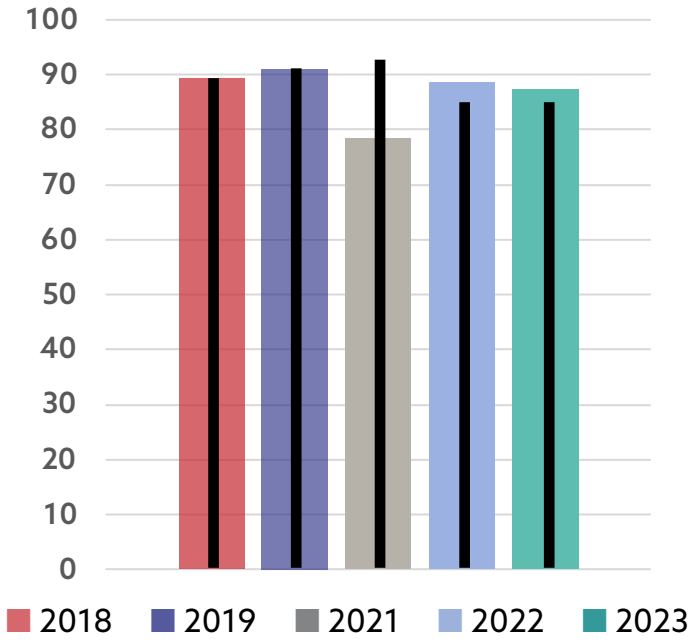
U.S. History:

- There was no Regents exam in 2020*
- The Regents exam was optional in 2021 (no Somers students took the exam)
- The Regents exam was canceled by the NY State Department of Education in 2022

SHS Regents - State Testing Results

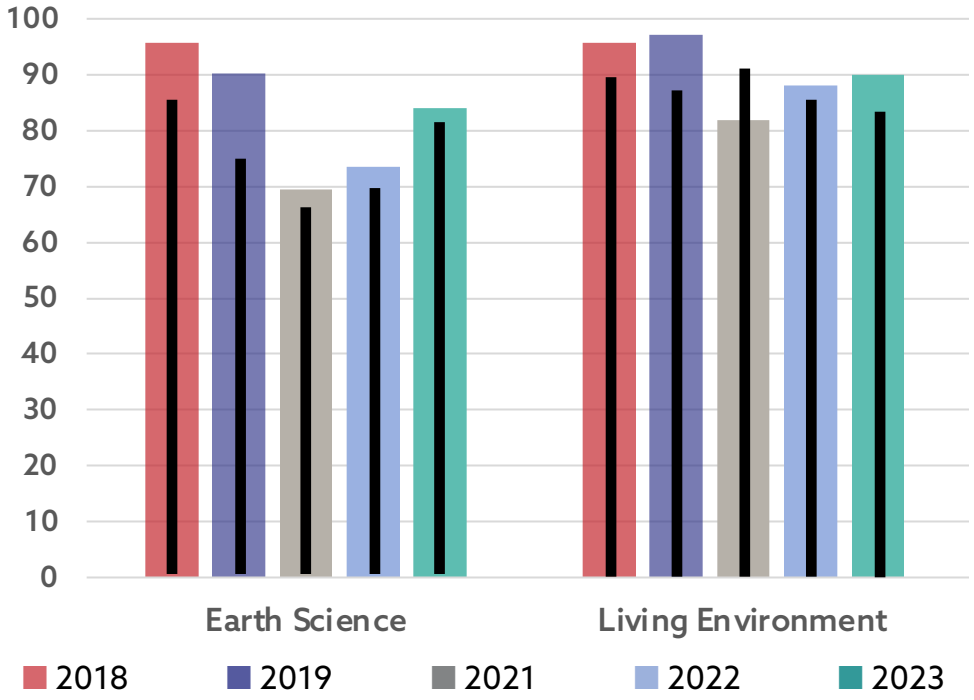
The inner black bar represents the PNW BOCES average.
The 2023 data was not available at the time of this report.

Algebra I Regents



*No statewide testing in 2020 due to COVID-19

Science Regents



*No statewide testing in 2020 due to COVID-19

SAT 5-Year Trends

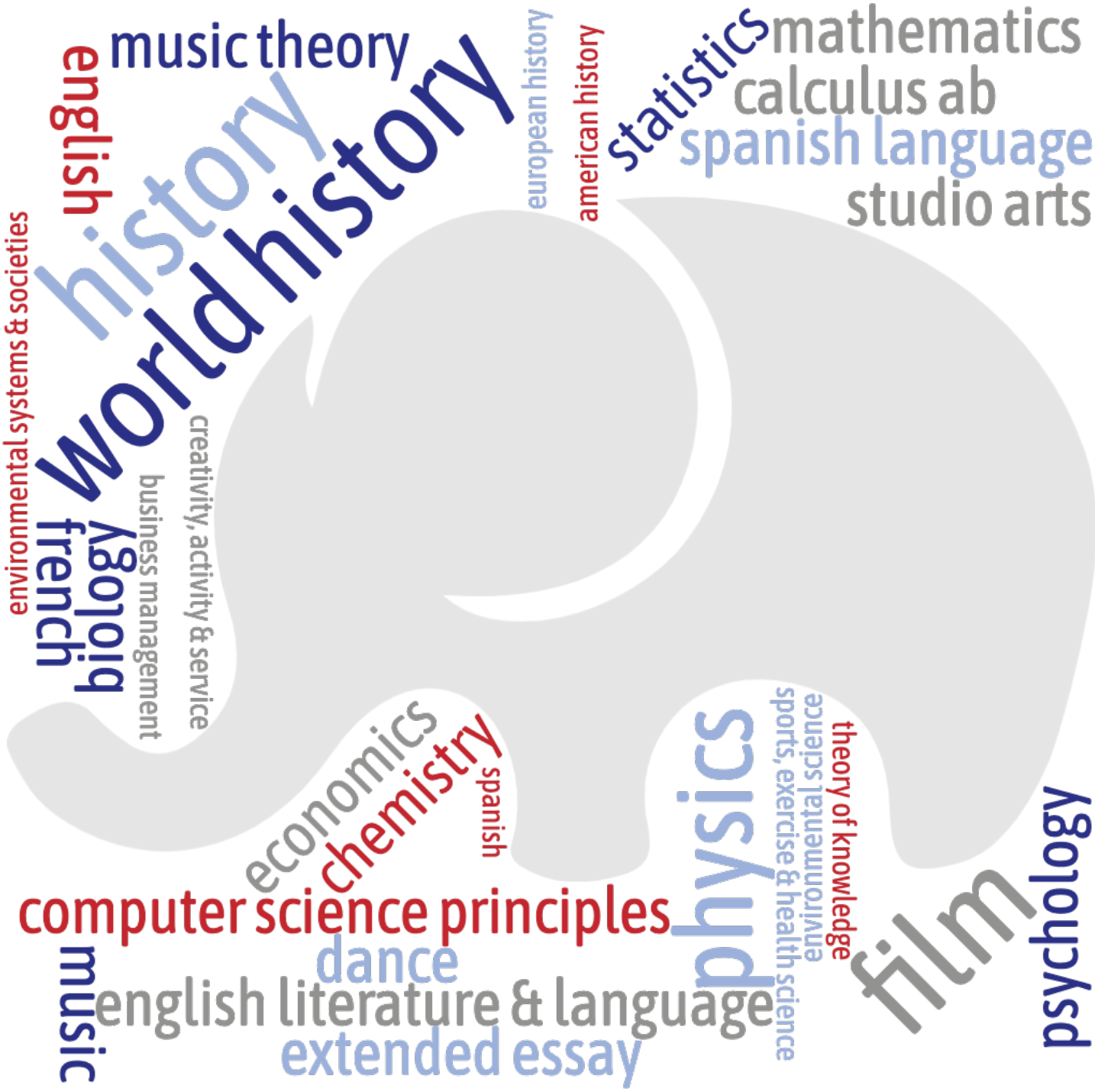
YEAR	# of Graduates Who Took the Exam	Evidence-Based Reading & Writing Mean Score	Math Mean Score
2019	191	599	591
2020	203	584	577
2021	106*	598	601
2022	136	584	571
2023	125	589	569

*No test administered to this cohort in 12th grade. Data reflects only exams administered pre-COVID.

ACT 5-Year Trends

YEAR	Composite Mean Score
2019	25.3
2020	25.5
2021	26.5
2022	24.7
2023	26.8

Many colleges and universities are no longer requiring SAT or ACT scores for admission.



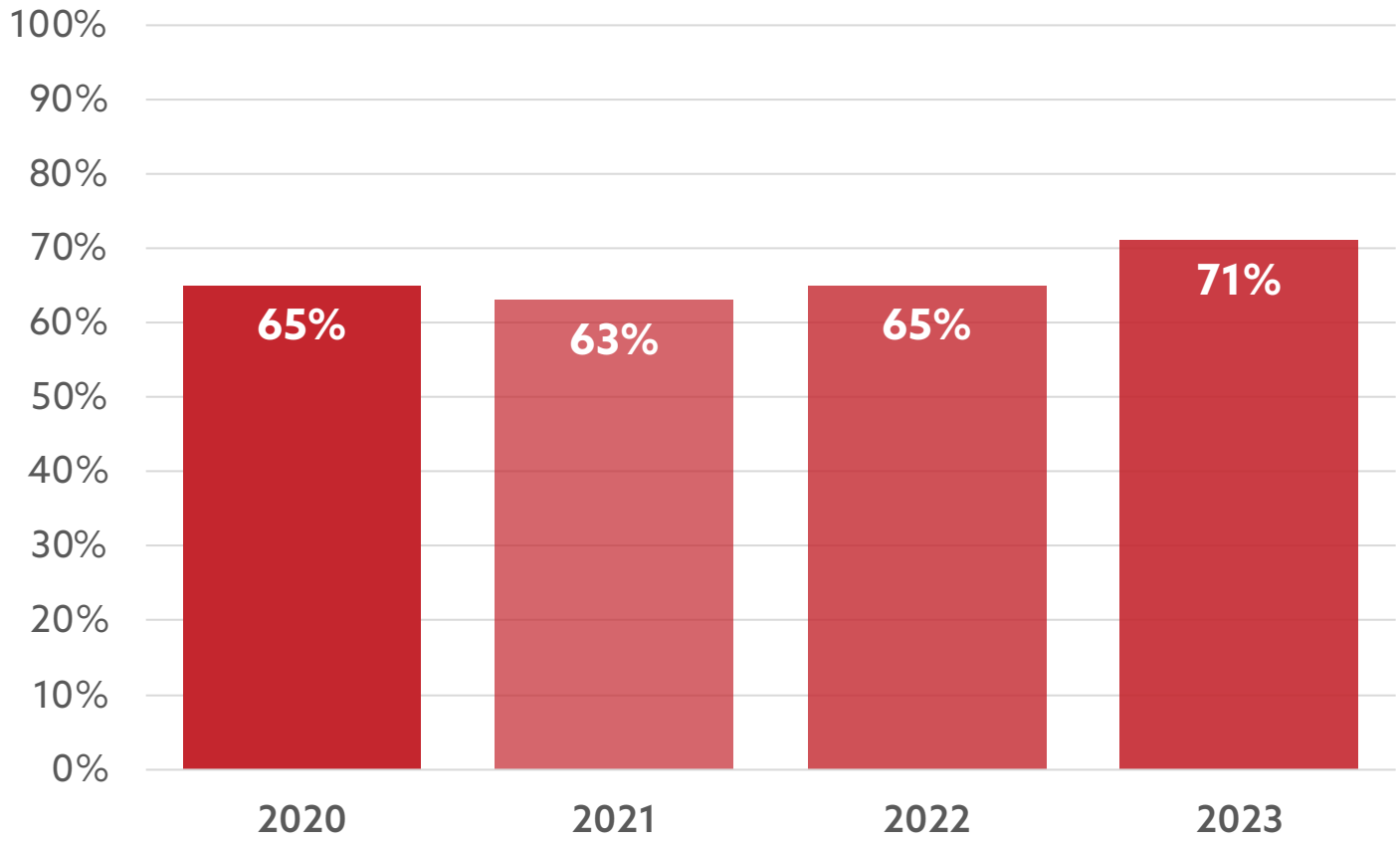
Data from 2023-24 school year

Advanced Course Offerings

37 AP/IB courses offered at SCSD

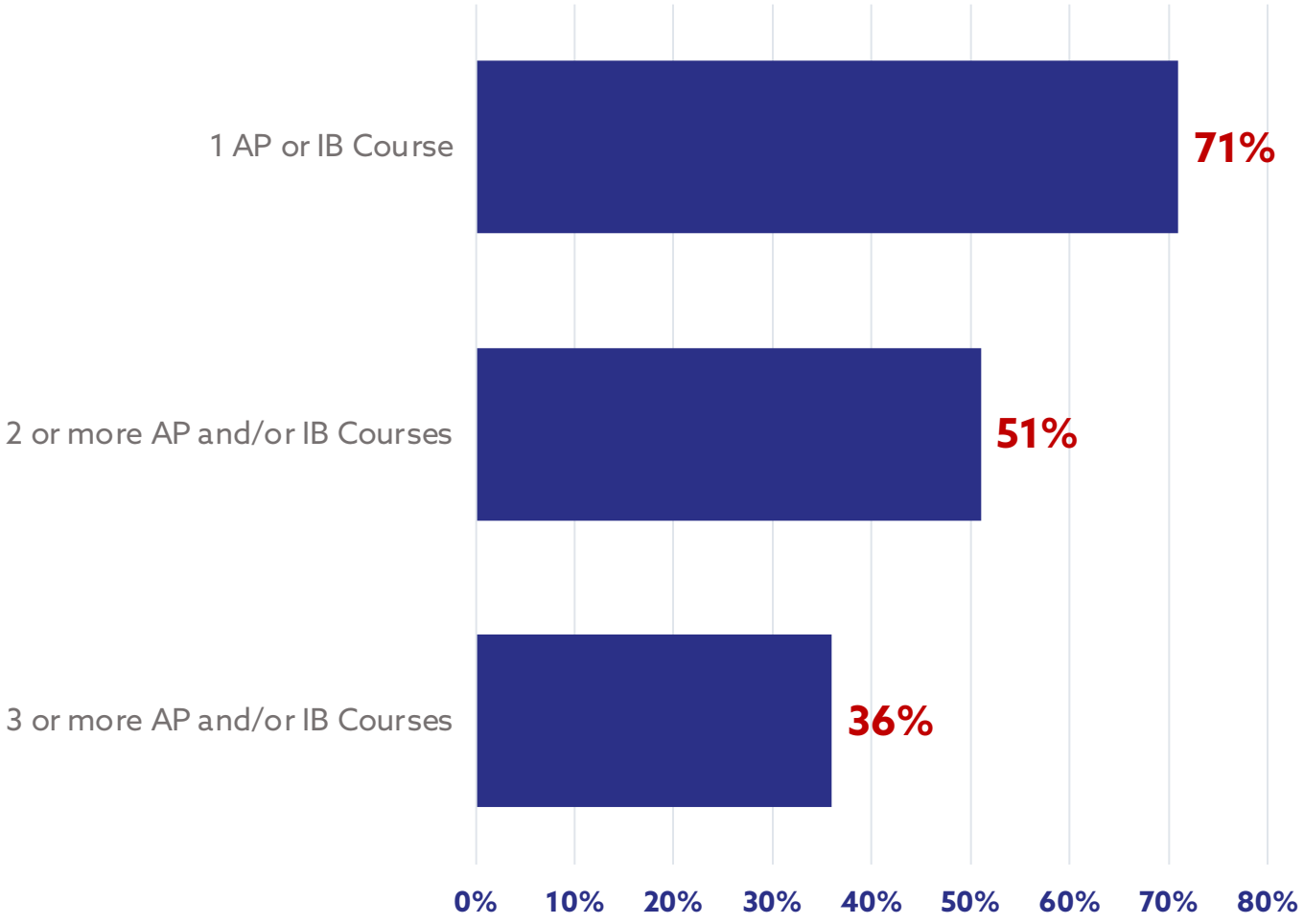
Seniors Who Took at Least One AP or IB Course While at Somers High School

With increased enrollment in AP and IB college-level courses, student performance continues to remain strong.



The overall, five year increase in enrollment in AP/IB can be attributed to embedded honors courses, professional learning, open course selection, and the academic and writing support centers.

Class of 2023 Student Enrollment in AP & IB Courses



AP SCHOLAR AWARDS: CLASS OF 2023

Highest participation rate since AP first offered, highest # of exams taken.

46

AP Scholar
Granted to students who receive scores of 3 or higher on three or more AP Exams.

18

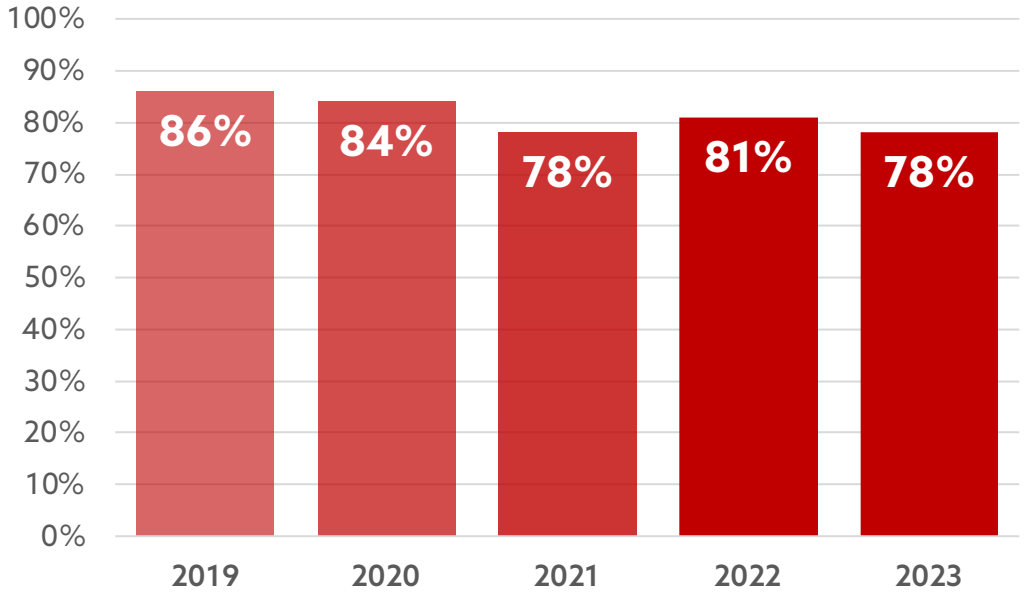
AP Scholar with Honor
Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

24

AP Scholar with Distinction
Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

AP Course Performance

Total AP Students with Scores 3+

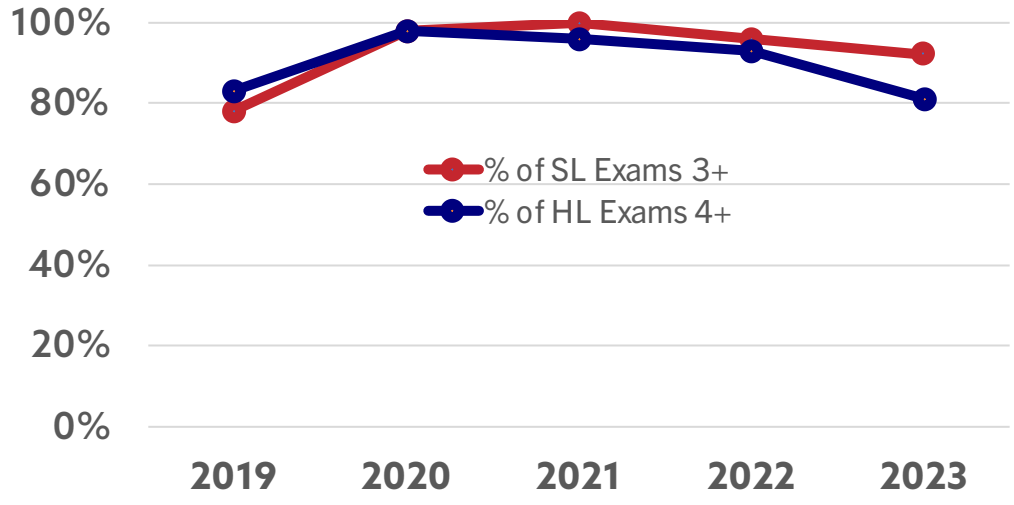


In 2023, a record number of SHS students took AP classes and the end-of-year AP test scores were consistent with previous years.

The table below shows a 27% increase from 2019 to 2023 in the number of high school students who took an AP course.

	2019	2020	2021	2022	2023
Total AP Students	249	235	234	284	**316**
Number of Exams	489	533	464	613	**677**
AP Students with Scores 3+	214	198	183	230	**249**
% of Total AP Students with Scores 3+	85.94%	84.26%	78.21%	80.99%	**78.37%**

SL and HL Percentage of Students Proficient or Above

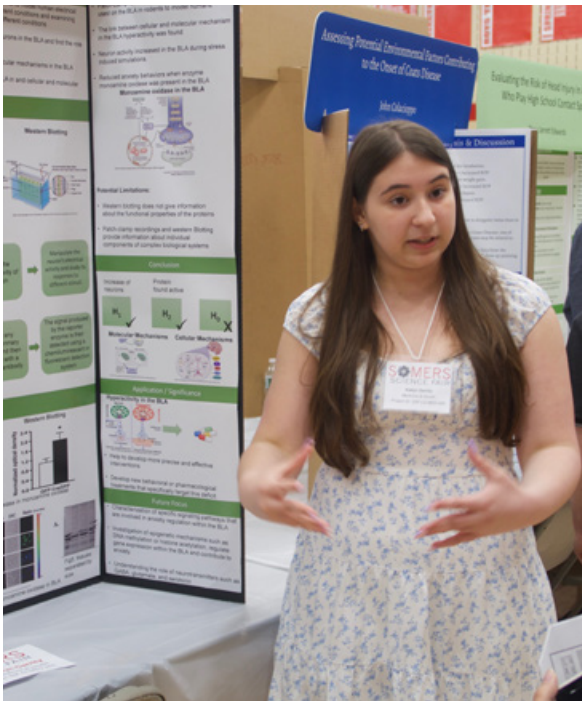


In 2023 a record number of SHS students took IB exams.

External IB exams were first given at SHS in 2018. In 2020 and 2021, exams were optional due to COVID-19. In 2022, external IB exams resumed.

The table below shows a 33% increase from 2019 to 2023 in the number of high school students who took an IB course.

	2019	2020	2021	2022	2023
Total IB Students	133	123	84	146	**177**
Number of SL Exams	135	62	83	120	**178**
% of SL Exams 3+	78%	98%	100%	96%	**92%**
Number of HL Exams	48	50	57	70	**73**
% of HL Exams 4+	83%	98%	96%	93%	**81%**



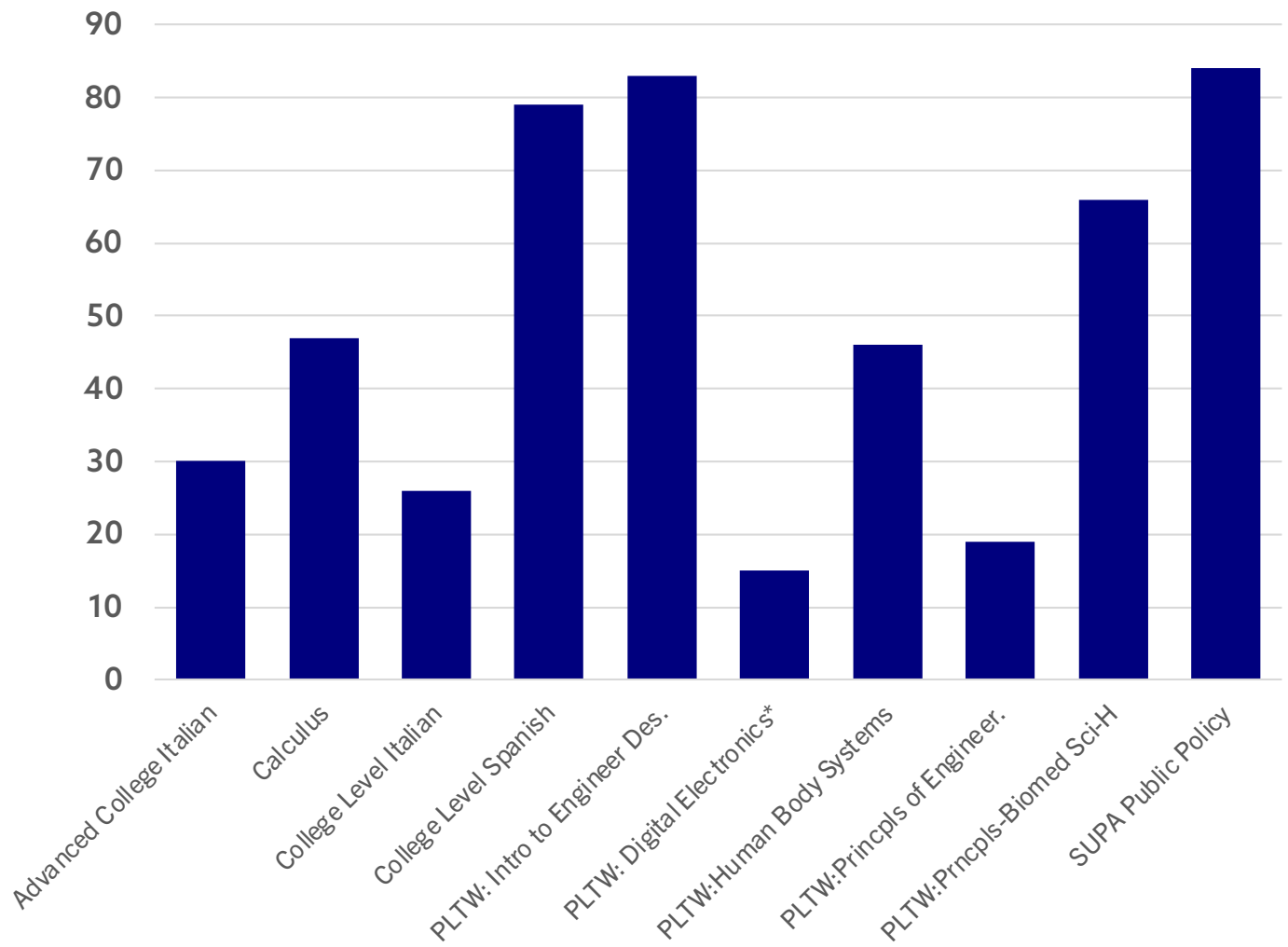
SOMERS HIGH SCHOOL
SCIENCE RESEARCH

Science Research

64

students participated

Participation in Dual Enrollment Courses



*Offered alternating years with PLTW Civil Engineering & Architecture

ELEMENTS OF EXCELLENCE

Global Citizenship

SCSD will ensure a sense of responsibility, belonging, and acceptance in all students and foster a respectful understanding of broader perspectives.

SCSD leverages student-centered learning activities designed to give children a hands-on approach to learning about their commitment to the larger community.

Responsibility, Belonging, Acceptance

As part of the district's recently completed strategic plan, SCSD 2030 Plan for Excellence*, we identified specific aspirations to demonstrate how we will achieve each Element of Excellence. Here are just a few examples of how we implement those aspirations to foster Global Citizenship in all four Somers schools.

*SCSD 2030 Plan for Excellence

ASPIRATION:
Work locally to make a global impact

MYP Impact Project

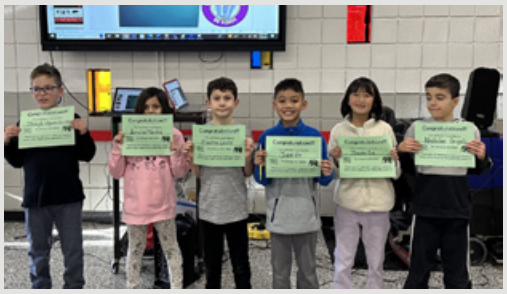
3rd Annual Veterans Brunch

Project Linus Blankets

Day of Service

ASPIRATION:
Be responsible to each other and to the planet

Constitution Day



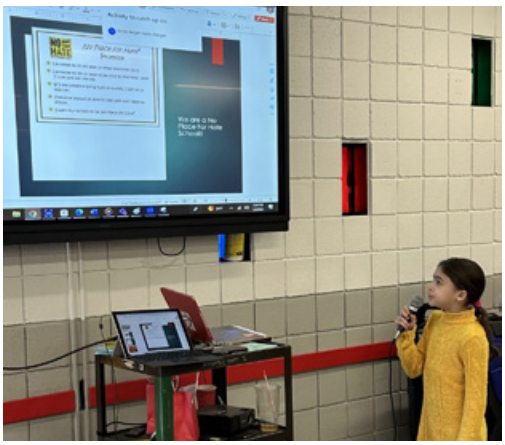
SIS Heroes of the Month

Water for Sudan South Sudan Project

SHS Athletes Greet Primrose Students

ASPIRATION:
Demonstrate mutual respect for a diverse school community

Inclusive Schools Week



No Place for Hate Pledge

SMS Mentors

SHS Club Fair

ASPIRATION:
Facilitate students' celebrations of family traditions and cultural heritage

Unity Day

Gingerbread Houses

Dias de los Muertos

Albanian Heritage Club

International Baccalaureate in Somers

The International Baccalaureate Programme is an internationally recognized educational framework for kindergarten through 12th grade that follows New York State Education Standards. It is not what we teach and learn, but rather how we teach and learn.

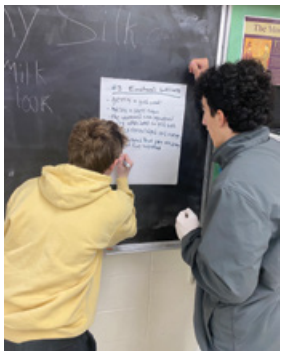
One of the founding principles of an IB education is preparing to become global citizens by exploring diverse cultures and perspectives to assist in navigating an increasingly interconnected world. SCSD is in the process of implementing and exploring all four IB Continuum frameworks.

SCHOOL	PROGRAM	STATUS
PRIMROSE ELEMENTARY SCHOOL *Forward in Excellence*	Primary Years Programme	Exploratory Phase
SOMERS INTERMEDIATE SCHOOL *Forward in Excellence*	Primary Years Programme	Exploratory Phase
SOMERS MIDDLE SCHOOL *Forward in Excellence*	Middle Years Programme	Accredited grades 6-8
SOMERS HIGH SCHOOL *Forward in Excellence*	Middle Years Programme	Applying for accreditation grades 9-10 in 2024-25
	Diploma Programme	Accredited grades 11-12
	Career Programme	Exploratory Phase grades 11-12

MYP Autobiographical Maps

This MYP geography unit, aligned with the NYS Social Studies Framework, teaches sixth grade students about maps and related tools. Using their own favorite places, sports teams, activities, foods, and hobbies, students designed features and landmarks, such as canyons, rivers, and mountains, to represent their unique, personal attributes.

Tusker 101



Tusker 101 is a new class for all freshmen, designed to set students up for success at Somers High School. The class focuses on the ten IB learner profile attributes. Exploring these attributes, which include communication skills, risk-taking, and reflection, students learn how to better apply these skills to both their academic studies and their lives outside of school.

Student Engagement

Student engagement in SCSD is assessed in three dimensions – Affective, Behavioral, and Cognitive. These "ABC's of engagement" are used to monitor the experience of all learners.

THE FRAMEWORK

SCSD is committed to increasing the multi-faceted engagement of all learners, which has a direct correlation with life success.

In May 2023, students at Somers Middle School took a Student Engagement Survey. Below is a sampling of statements with which students agreed or strongly agreed.

AFFECTIVE ENGAGEMENT

is a student's emotional investment in their experience in school, including their sense of belonging and relationships with teachers and peers.

91%

"I feel like I belong in my school."

90%

"I feel safe in my school."

91%

"I like most of my teachers at school."

88%

"Most of my teachers care about how I'm doing."

BEHAVIORAL ENGAGEMENT

is the degree to which a student participates in the school environment, including positive behavior and attendance in school.

100%

"I treat my classmates with respect."

100%

"I treat my teachers with respect."

100%*

"I follow school rules."

**Sometimes/Often/Almost Always/Always*

COGNITIVE ENGAGEMENT

is the level of effort a student puts forth to understand complex concepts and apply difficult skills by going beyond requirements.

95%

"I am getting a good education at my school."

97%*

"How important do you think it is to attend school every day?

98%**

"I try my best at school."

Fairly/Quite/Very Important* * Sometimes/Often/Almost Always/Always*

Class of 2022

94%

of students who enrolled in college right after high school returned for a second consecutive year

Class of 2023

71%

took at least 1 AP or IB class at SHS

90%

went to two- or four-year college

10%

pursued career education, workforce, gap year, military

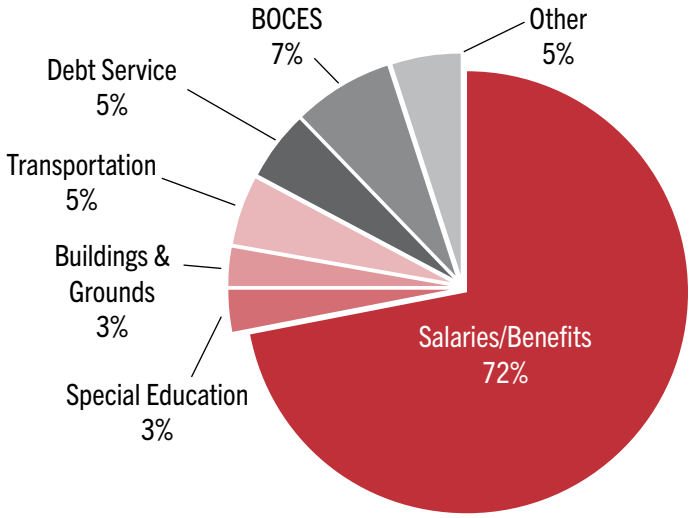
ELEMENTS OF EXCELLENCE

Fiscal Stewardship

SCSD will ensure its commitment to responsible financial planning and allocation of resources to ensure a safe learning environment where all students achieve excellence.

The fiscal support provided by the Somers community to our schools and students each year is a commitment carried out over multiple generations. It is a promise made by the residents that the children of Somers will receive an outstanding educational experience that focuses on their success as individuals and global citizens. It is a promise that we, the community of Somers, care deeply about our children. The district is dedicated to maintaining and improving upon the 90-year tradition of excellence for generations to come.

Expenditure Breakdown



We are a district built on people and relationships. Our most valuable assets are the teachers and employees who care for and support the children of Somers, so it is fitting that nearly three-quarters of the annual budget is allocated for salaries and benefits.

4
Buildings, 600k sq feet space

219,585
Meals served each year

55
acres of lawn/field

680,000
miles per year

Budgeting During Declining Enrollment

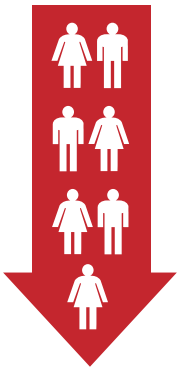
It is valid to wonder why the budget is going up when enrollment is going down. Here is the driving factor.

More than 70% of the SCSD budget is allocated for salaries and benefits. Over the past eight years, the district has worked with union representatives to maintain a 2% average annual increase in salaries. During that same time, the state-controlled contribution rates to employee retirement systems and the cost of health benefits have jumped an average of 4% each year.

Decrease of

7

full-time employees since 2015-16



Savings: $1.3 million

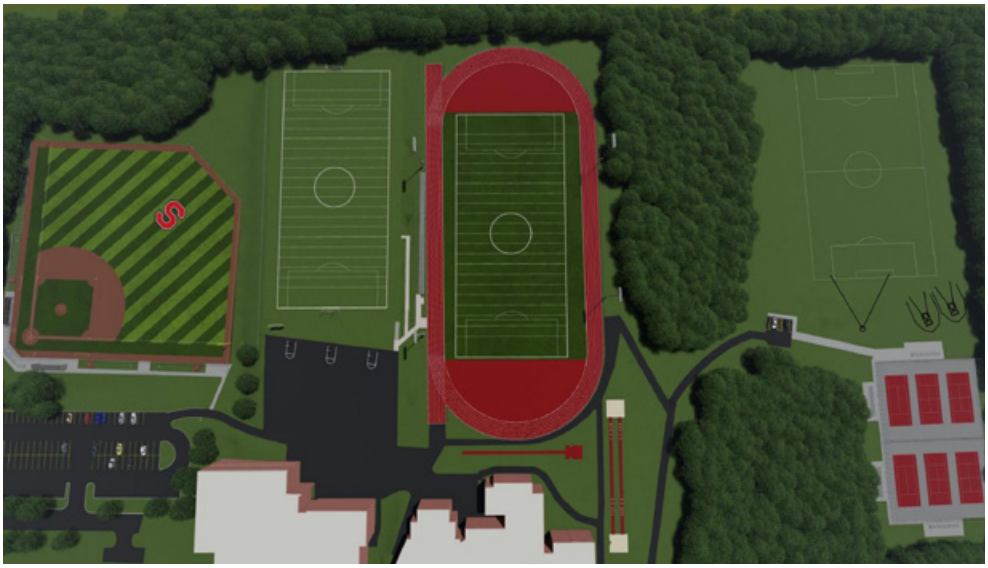
In the last three years alone, SCSD kept salary increases to an average of 2.9%, while state controlled retirement contributions and the cost of health benefits went up an average of 7.6% each year. To absorb those dictated costs while remaining within the allowable tax cap, the district has made cuts and is not filling some positions that are open due to retirement.

We are shrinking our staffing but expanding the scope of support to meet our students' increased needs in special education, English as a new language (ENL), academic intervention services, and wellness.

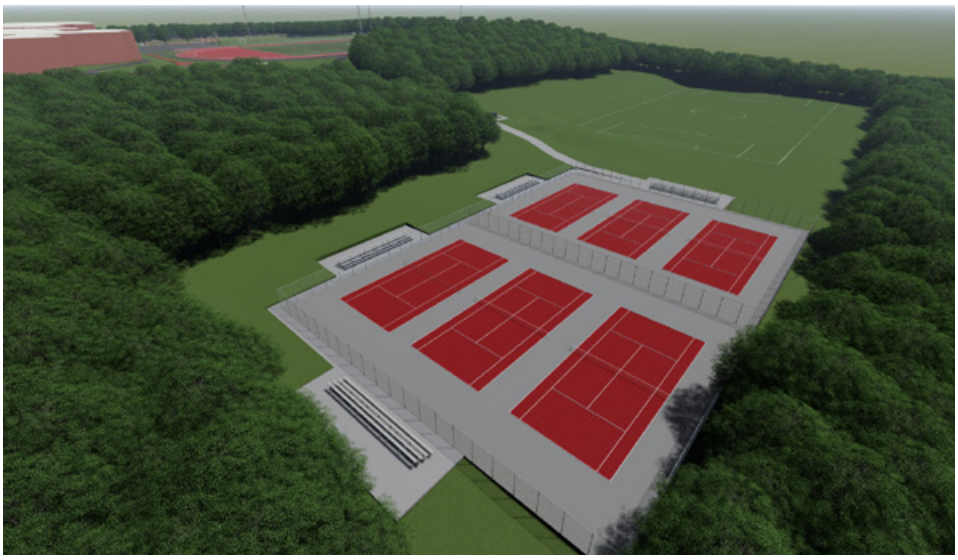
The end result is a responsible budget while maintaining small class sizes and existing academic, wellness, and extra-curricular programs.

Athletic Facilities Upgrade

The athletic facilities project has been underway for three years, with funds saved, allocated, and approved by voters. The state has approved the projects, bids have been accepted, and construction will begin this spring. The tennis courts are expected to be ready in time for the SHS boys' fall 2024 season. The softball and baseball fields will be ready for the spring 2025 seasons.

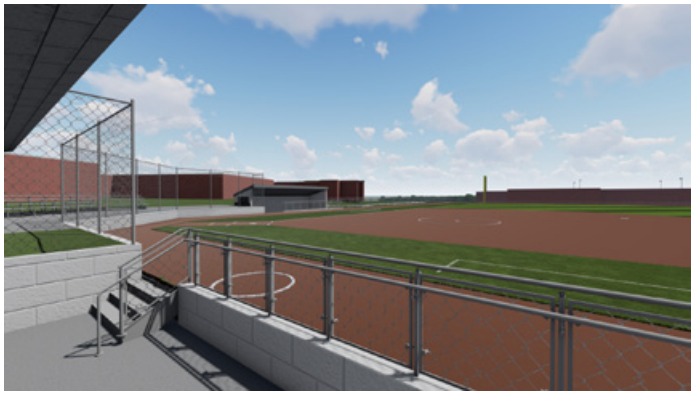


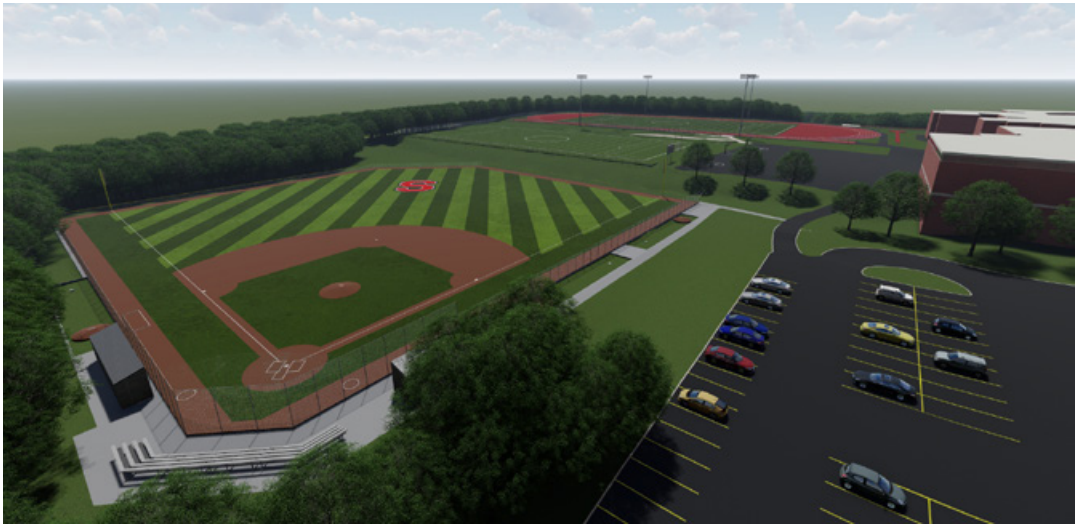
By saving the $7 million cost of the project in advance and not paying for it with a bond, the district is saving taxpayers $2 million in interest payments.



Six tennis courts will be built behind the high school in place of a grass field, including perimeter fencing, secure access, wind screens, bleachers, and flood lights. Lines for pickleball will be added to some of the courts. Public use will be permitted in accordance with district procedures for use of any school building or property.

The softball field at Primrose will be replaced with synthetic turf and facilities will be upgraded to include new bleachers, new dugouts, bullpens, batting tunnel, and a new scoreboard.





The baseball field will be replaced with synthetic turf and facilities will be upgraded to include new bleachers, bullpens, batting tunnel, renovated dugouts, and a new scoreboard.

Also included in this project are new pads and cages/nets for track and field, as well as small interior SHS/PES projects (allows district to receive state building aid).

Capital Reserve Account

Currently, the district has $1.2 million remaining in the capital reserve account, a fund that can reach $3 million as approved by voters in May 2022. In May 2025, the district plans to ask voters to approve use of those funds for upgrades that were not addressed in phase one of the project.

Universal Pre-Kindergarten

The SCSD Universal Pre-Kindergarten (UPK) program is expanding for the third year in a row. We will add a fifth classroom to the popular, state-funded program, leveraging declining enrollment at Primrose and maximizing available space at the school. There will be 105 Somers students in the UPK classes in the fall of 2024, representing two-thirds of the future kindergarten class.

$13,000

Savings per Child

Saves families over $13,000 per child in preschool tuition.

100%

Funded

100% funded with New York State funds.

Maximizes available space in Somers schools

Revenue Opportunities

The district is using declining enrollment to bring in extra revenue. Extra space in all four buildings is leased to education programs run by PNW BOCES, generating approximately $150,000 in revenue each year.

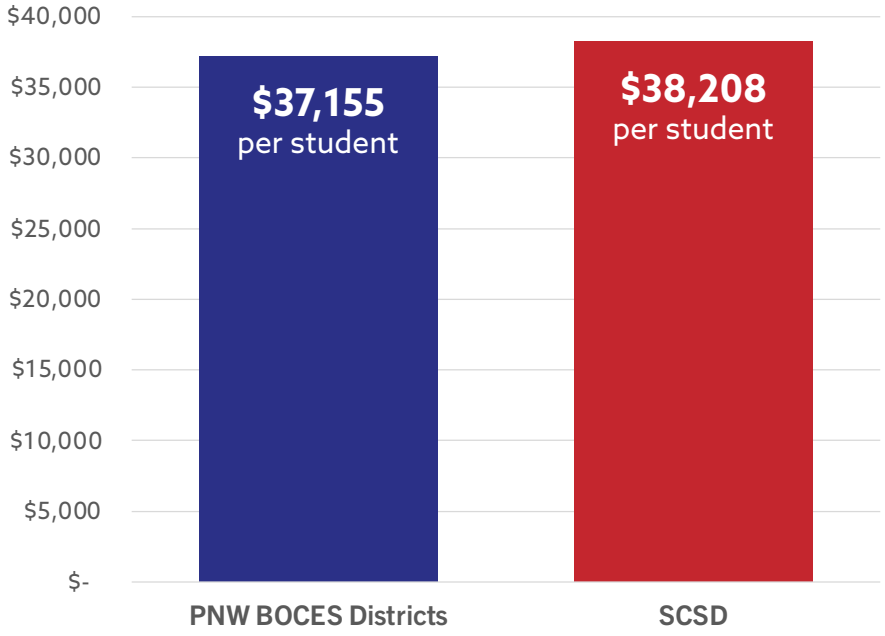
$150,000

REVENUE

Focused on Results

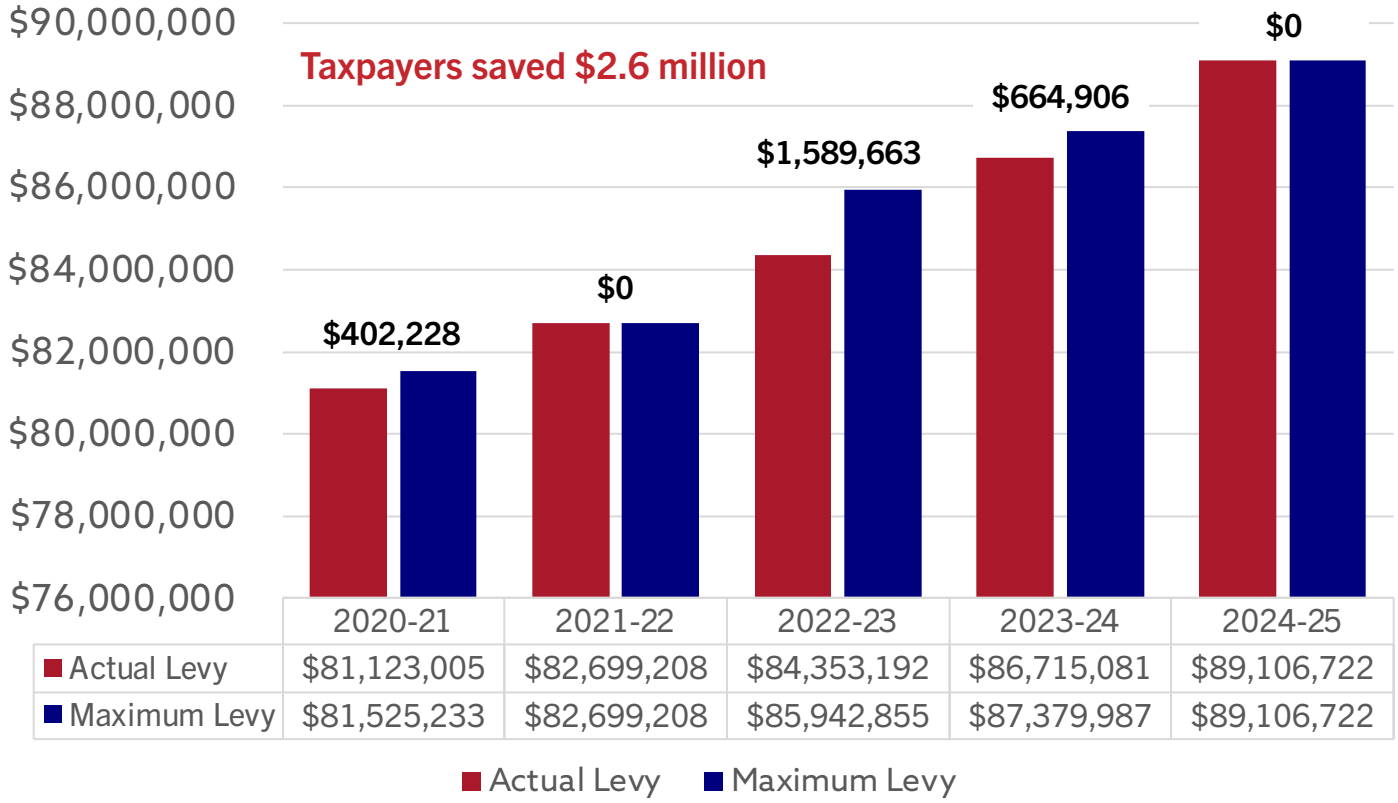
The expenditure per student in SCSD is commensurate with the amount spent per student in area districts. SCSD has met the goal of staying within plus or minus one standard deviation of the average spent on each student among all PNW BOCES districts. The standard deviation for PNW BOCES districts is $4,553.

2022-2023 School Year



Maximum Tax Levy Limit History

The district has stayed within the allowable tax cap since the cap's inception in 2012, and will continue to do so for the 2024-25 school year. In three out of the last five years, the district designed a budget that came in under the allowable tax cap, saving Somers taxpayers $2.6 million.



	2020-21	2021-22	2022-23	2023-24	2024-25
Actual Levy	$81,123,005	$82,699,208	$84,353,192	$86,715,081	$89,106,722
Maximum Levy	$81,525,233	$82,699,208	$85,942,855	$87,379,987	$89,106,722

Responsible Planning

Thoughtful planning for safe, sound, and effective learning spaces is paramount to the overall success of the district. As part of our master capital plan, we are in the design phase of updating our structures and spaces. Through interactive workshops, we are gathering input from students, teachers, parents and community members to create areas that foster the development of 21st century knowledge and skills, social, emotional, and physical wellness, and global citizenship. The goal is to create active learning environments for kids which will increase student belongingness and engagement.

In May 2025, the district will ask the community to vote on a on a new, $60-65 million capital bond to pay for these updated structures and spaces. The payments on the new bond would start at the same time that previous bonds will be paid off, resulting in no additional costs to taxpayers.

Designed for Learner Engagement

AFFECTIVE, BEHAVIORAL, AND COGNITIVE

Engaging learning spaces have a positive impact on student growth and success.

Flexible

Learning spaces where design and furniture provide the opportunity for teachers to easily create small or large group activities that drive collaboration.

Support

Learning spaces that are intended to support students academically, socially, and emotionally.

Community

Caring social connections are supported by spaces that invite teachers and children to live, learn, and laugh together.

Technology

State of the art technology provides all learners with the ability to enhance their 21st century knowledge and skills to prepare for the future.

Outdoor

Outdoor learning allows teachers to design activities that help children experience the social, emotional, and physical benefits of nature.

Environment

Sight, sound, and touch incorporated by design to positively impact learning.

Applied

Hands-on, minds-on spaces with active learning opportunities designed to motivate learners and foster imagination, building, and creativity.

Research

Schools and classrooms designed for engagement positively impact student achievement. SCSD has incorporated educational design research into the modernizing of learning spaces across the district.

SOMERS
Central School District

Forward in Excellence

SOMERS CENTRAL SCHOOL DISTRICT
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