

STRATEGIC SCHOOL PROFILE 2010-11**Suffield School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 13,552

1990-2000 Population Growth: 18.6%

Number of Public Schools: 4

Per Capita Income in 2000: \$28,171

Percent of Adults without a High School Diploma in 2000*: 14.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%

District Enrollment as % of Estimated. Student Population: 94.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010

2,499

5-Year Enrollment Change

0.3%

DISTRICT GRADE RANGE

Grade Range

PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	226	9.0	7.6	34.1
K-12 Students Who Are Not Fluent in English	9	0.4	0.7	5.6
Students Identified as Gifted and/or Talented*	75	3.0	4.6	4.0
PK-12 Students Receiving Special Education Services in District	252	10.1	10.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	105	89.7	85.4	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	62	16.9	12.6	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	52	2.1
Black	76	3.0
Hispanic	79	3.2
Pacific Islander	0	0.0
White	2,290	91.6
Two or more races	0	0.0
Total Minority	209	8.4

Percent of Minority Professional Staff: 4.8%

Open Choice:

45 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

2.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 15.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Suffield Public Schools is an active participant in Choice and magnet school programs designed to reduce isolation. We welcome "Choice" students in our schools, PK-12, and we have increased the numbers of students from Hartford into our regional AgriScience Program. We also encourage school activities which pair Suffield classrooms with Hartford classrooms to promote relationships and to reduce isolation. We participate in many programs designed to breakdown barriers and encourage diversity. Our high school and middle school have both utilized programs sponsored by Anti-Defamation League such as Bridges, Names Can Really Hurt Us and Let's Get Real. Students district-wide are involved in various interdistrict programs such as the Leadership Symposium VIII, an interdistrict after school science program and partnered with Windsor, Hartford and Hartland in a health fair co-sponsored Capital Area Substance Abuse Council. All schools host various enrichment programs with themes designed to appreciate cultural differences and foster cultural awareness.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	69.6	58.4	58.8	
Writing	82.2	61.1	88.2	
Mathematics	76.8	63.0	73.3	
Grade 4 Reading	81.5	62.5	81.6	
Writing	84.8	65.5	86.0	
Mathematics	86.3	67.0	84.8	
Grade 5 Reading	82.0	61.4	85.3	
Writing	77.7	66.8	58.9	
Mathematics	85.3	72.5	67.5	
Science	82.9	59.9	84.7	
Grade 6 Reading	87.7	76.0	66.7	
Writing	79.0	65.2	68.5	
Mathematics	85.1	71.3	69.0	
Grade 7 Reading	91.2	77.8	77.1	
Writing	85.8	58.9	94.3	
Mathematics	87.7	68.4	83.3	
Grade 8 Reading	85.9	74.7	61.8	
Writing	78.3	64.8	59.9	
Mathematics	83.9	66.6	73.2	
Science	85.0	63.1	79.0	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	60.4	44.7	72.7	
Writing Across the Disciplines	72.0	61.2	55.6	
Mathematics	69.2	49.5	75.9	
Science	63.5	47.0	73.7	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	55.0	51.0	55.6

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		74.0	70.6	
Average Score	Mathematics	540	510	74.0
	Critical Reading	528	505	69.5
	Writing	529	510	67.2

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	92.2	81.8	74.0
2009-10 Annual Dropout Rate for Grade 9 through 12	0.1	2.8	89.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.7	84.8
% Employed (Civilian Employment and in Armed Services)	7.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	164.64
Paraprofessional Instructional Assistants	26.51
Special Education	
Teachers and Instructors	21.50
Paraprofessional Instructional Assistants	34.52
Library/Media Specialists and/or Assistants	7.37
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	10.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.06
Counselors, Social Workers, and School Psychologists	11.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	86.97

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.7	13.9
% with Master's Degree or Above	84.8	81.3	79.0

Average Class Size	District	DRG	State
Grade K	16.7	17.6	18.4
Grade 2	18.6	19.1	19.9
Grade 5	21.2	20.7	21.2
Grade 7	20.8	19.6	20.6
High School	19.5	19.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	988	992
Middle School	1,048	1,026	1,017
High School	1,006	1,012	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	3.0	3.1
Middle School	2.6	2.3	2.4
High School	2.2	2.4	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,256	\$7,528	\$8,232	\$7,683	\$8,237
Instructional Supplies and Equipment	\$766	\$299	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$221	\$86	\$477	\$388	\$463
Student Support Services	\$1,902	\$744	\$875	\$893	\$872
Administration and Support Services	\$3,936	\$1,539	\$1,433	\$1,410	\$1,459
Plant Operation and Maintenance	\$2,234	\$873	\$1,421	\$1,346	\$1,410
Transportation	\$1,277	\$527	\$701	\$664	\$692
Costs for Students Tuitioned Out	\$1,794	N/A	N/A	N/A	N/A
Other	\$172	\$67	\$161	\$171	\$159
Total	\$31,558	\$12,361	\$13,878	\$13,335	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,306	\$901	\$1,622	\$1,101	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,287,242	19.9	21.2	21.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	70.6	21.5	4.9	3.1
Excluding School Construction	72.2	19.3	5.2	3.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Suffield Board of Education and the administration of the Suffield Public Schools work diligently to review budget requests and to ensure that each school and each program in the district receive an equitable share of financial resources. The district administration works collaboratively with the Board to communicate priorities and to demonstrate alignment with budget priorities and the school-based district improvement plans.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	238
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	36	1.5	1.1	1.1
Learning Disability	94	3.9	3.8	3.9
Intellectual Disability	11	0.5	0.4	0.4
Emotional Disturbance	7	0.3	0.7	1.0
Speech Impairment	46	1.9	1.9	2.2
Other Health Impairment*	35	1.5	1.9	2.1
Other Disabilities**	9	0.4	0.7	0.9
Total	238	9.9	10.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	63.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	30.2	33.0	83.4	68.6
	Writing	33.1	19.3	81.3	63.7
	Mathematics	38.9	33.4	84.4	68.2
	Science	26.7	21.2	84.0	61.5
CAPT	Reading Across the Disciplines	9.5	14.1	60.4	44.7
	Writing Across the Disciplines	4.8	17.3	72.0	61.2
	Mathematics	10.0	15.8	69.2	49.5
	Science	5.0	13.1	63.5	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	28.1
	% With Accommodations	71.9
CAPT	% Without Accommodations	14.3
	% With Accommodations	85.7
% Assessed Using Skills Checklist		6.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.4
Private Schools or Other Settings	19	8.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	211	88.7	77.4	74.1
40.1 to 79.0 Percent of Time	15	6.3	15.5	14.9
0.0 to 40.0 Percent of Time	12	5.0	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Suffield Public Schools are aggressively pursuing excellence in all aspects of service to our students and working diligently to provide the opportunities they need to be successful and productive citizens in the 21st century. The Board of Education and the district's leaders have committed to maintaining an educational program which balances academic rigor with the joy of learning and a positive attitude towards school. Our PK-12 curriculum is continually reviewed and revised to ensure that our instructional programs address state frameworks, and grade level expectations, and Common Core State Standards. We use data from a wide variety of sources to plan instruction that meets the needs of all of our students. When students do not meet proficiency expectations, we review our curriculum plans, our instructional delivery, and the specific needs of those students, in order to create personalized learning plans. Special focus on improving reading instruction has resulted in an increase in scores on the CMT. The level of students scoring in the advanced level on the CMT has increased. CALI training has been conducted throughout the district. Improvement Plans include both process based and outcome based data and provide for stakeholder involvement. School district improvement plans focus on improving learner outcomes for all students, implementing SRBI, and providing challenging and enjoyable learning opportunities PK-12.
