

**STRATEGIC SCHOOL PROFILE 2008-09****Suffield School District**

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Location: 350 Mountain Road  
Suffield,  
Connecticut

Website: [www.suffield.org/](http://www.suffield.org/)

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford	Per Capita Income in 2000: \$28,171
Town Population in 2000: 13,552	Percent of Adults without a High School Diploma in 2000*: 14.8%
1990-2000 Population Growth: 18.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 94.3%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008	2,575
5-Year Enrollment Change	4.3%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	119	4.6	5.5	30.3
K-12 Students Who Are Not Fluent in English	5	0.2	0.6	5.2
Students Identified as Gifted and/or Talented*	51	2.0	4.0	4.0
PK-12 Students Receiving Special Education Services in District	280	10.9	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	125	96.2	86.0	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	85	23.6	16.9	19.0

\*94.1% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	46	1.8
Black	54	2.1
Hispanic	55	2.1
White	2,419	93.9
Total Minority	156	6.1

**Percent of Minority Professional Staff:** 4.3%

**Open Choice:** 25 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:** 1.8% 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.

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

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

The Suffield Public Schools is an active participant in Choice and magnet school programs designed to reduce isolation. Many of our students choose to attend full or part-time programs through CREC and with Hartford to bring Suffield students into the city. We welcome "Choice" students in our schools, K-12, and we have increased the numbers of students from Hartford into our regional Agri-Science Program. We also encourage school activities which pair Suffield classrooms with Hartford classrooms to promote relationships and to reduce isolation.

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## STUDENT PERFORMANCE

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

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.7	54.6	67.3
Writing	79.3	62.5	79.2
Mathematics	70.2	62.8	50.3
Grade 4 Reading	68.9	60.7	54.6
Writing	80.6	64.2	82.4
Mathematics	75.6	63.6	64.6
Grade 5 Reading	78.3	66.0	66.5
Writing	81.8	66.5	78.4
Mathematics	84.8	68.8	82.1
Science	85.4	58.1	92.6
Grade 6 Reading	78.4	68.9	49.7
Writing	73.2	62.2	58.3
Mathematics	85.4	68.8	71.8
Grade 7 Reading	89.4	74.9	81.5
Writing	83.6	62.9	91.1
Mathematics	86.2	66.0	86.6
Grade 8 Reading	78.8	68.4	59.4
Writing	79.8	66.5	65.2
Mathematics	85.8	64.5	81.3
Science	80.3	60.6	73.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

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

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

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

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	64.3	47.4	71.2
Writing Across the Disciplines	75.1	55.0	77.1
Mathematics	71.8	47.8	85.5
Science	61.8	42.8	74.8

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

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

**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
	43.9	36.2	69.5

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		80.2	74.5	
Average Score	Mathematics	538	507	76.0
	Critical Reading	524	503	68.2
	Writing	523	506	65.9

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	95.5	92.1	56.5
Cumulative Four-Year Dropout Rate for Class of 2008	4.1	6.6	51.8
2007-08 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	55.5

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.9	84.1
% Employed (Civilian Employment and in Armed Services)	13.0	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	170.65
Paraprofessional Instructional Assistants	27.03
Special Education	
Teachers and Instructors	19.00
Paraprofessional Instructional Assistants	34.28
Library/Media Specialists and/or Assistants	6.37
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.30
Counselors, Social Workers, and School Psychologists	11.15
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	97.34

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.7	14.4	13.6
% with Master's Degree or Above	67.9	77.3	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	17.6	17.5	18.3
Grade 2	19.2	19.5	19.3
Grade 5	22.3	20.3	21.0
Grade 7	22.4	19.7	20.5
High School	20.2	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	987	993	988
Middle School	1,048	1,025	1,016
High School	1,007	1,011	1,007

\*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*	4.9	3.3	3.3
Middle School	3.1	2.4	2.6
High School	2.0	2.2	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$17,735	\$6,837	\$7,521	\$7,069	\$7,522
Instructional Supplies and Equipment	\$570	\$220	\$267	\$282	\$271
Improvement of Instruction and Educational Media Services	\$207	\$80	\$461	\$415	\$446
Student Support Services	\$1,872	\$722	\$808	\$769	\$806
Administration and Support Services	\$3,674	\$1,416	\$1,351	\$1,334	\$1,369
Plant Operation and Maintenance	\$2,332	\$899	\$1,382	\$1,357	\$1,377
Transportation	\$1,067	\$431	\$649	\$638	\$644
Costs for Students Tuitioned Out	\$1,342	N/A	N/A	N/A	N/A
Other	\$89	\$34	\$152	\$141	\$151
<b>Total</b>	<b>\$28,887</b>	<b>\$11,140</b>	<b>\$12,869</b>	<b>\$12,448</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,430	\$937	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,240,568	18.1	19.7	20.5

**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	72.8	22.9	1.4	2.9
Excluding School Construction	71.3	24.1	1.5	3.1

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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. Through an extensive, public, budget review and approval process, allocations are determined to address needs and to guarantee equitable allocation at all grade levels. Further, our Technology Plan and our allocation of technological resources also assures equitable allocation distributed.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	253
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.4%

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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	27	1.1	0.9	0.8
Learning Disability	103	4.2	4.1	3.9
Intellectual Disability	16	0.7	0.4	0.5
Emotional Disturbance	11	0.5	0.7	1.0
Speech Impairment	50	2.0	2.2	2.3
Other Health Impairment*	41	1.7	1.9	2.1
Other Disabilities**	5	0.2	0.6	0.9
Total	253	10.4	10.8	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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	22.9	30.2	77.6	65.7
	Writing	20.8	19.5	79.8	64.1
	Mathematics	27.9	30.7	81.6	65.7
	Science	34.2	23.8	82.9	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	64.3	47.4
	Writing Across the Disciplines	N/A	N/A	75.1	55.0
	Mathematics	N/A	N/A	71.8	47.8
	Science	N/A	N/A	61.8	42.8

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

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	24.8
	% With Accommodations	75.2
CAPT	% Without Accommodations	15.4
	% With Accommodations	84.6
% Assessed Using Skills Checklist		7.3

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

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

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	8	3.2

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	190	75.1	74.3	72.7
40.1 to 79.0 Percent of Time	44	17.4	19.1	16.1
0.0 to 40.0 Percent of Time	19	7.5	6.6	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Suffield Public Schools are aggressively pursuing excellence in all aspects of our service to our students and working diligently to provide the opportunities they need to be successful and effective in the 21st century. The Board of Education and the district's leaders have committed to maintaining a educational program which truly balances academic rigor with joy of learning and a positive attitude toward school.

Our PreK-12 curriculum is continually reviewed and revisited to ensure that our instructional programs address state frameworks and grade level expectations as well as reflecting our vision for student learning. We use data from a wide variety of sources to plan instruction that meets the needs of all of our students.

When a sub group of students does not meet proficiency expectations, we review our curriculum plans, our instructional delivery, and the specific needs of those students, we plan for improvement, and we closely monitor our execution of plans, and student progress. Each school has developed a school improvement plan which forms the basis for monitoring progress.

The mission of the Suffield Public Schools is to meet the diverse academic, social, and emotional needs of all students within a, safe, challenging and caring education environment. In partnership with the community and parents, we will prepare each student to demonstrate the academic competencies and personal character needed to be a productive contributor in an ever changing world.

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