

**STRATEGIC SCHOOL PROFILE 2009-10****Suffield School District**

JOHN F. REYNOLDS, Superintendent

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

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**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: 94.7%

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\*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, 2009      2,558  
5-Year Enrollment Change      2.6%

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**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	174	6.8	6.7	32.6
K-12 Students Who Are Not Fluent in English	10	0.4	0.7	5.4
Students Identified as Gifted and/or Talented*	74	2.9	4.6	4.1
PK-12 Students Receiving Special Education Services in District	271	10.6	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	139	88.0	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	57	16.0	12.7	13.6

\*0.0 % 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	53	2.1
Black	62	2.4
Hispanic	79	3.1
White	2,363	92.4
Total Minority	195	7.6

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

**Open Choice:**

40 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:**

2.5% 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 16.

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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. 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 VII, an interdistrict after school science programs and partnered with Windsor, Hartford and Hartland in a health fair co-sponsored by Capital Area Substance Abuse Council. All schools host various enrichment programs with themes designed to appreciate cultural differences and foster cultural awareness.

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## 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
Grade 3 Reading	71.4	57.0	68.1
Writing	74.9	58.3	79.1
Mathematics	74.7	62.4	63.2
Grade 4 Reading	75.5	59.9	70.4
Writing	78.9	63.6	71.9
Mathematics	83.2	67.0	76.7
Grade 5 Reading	73.6	61.8	59.4
Writing	79.3	68.2	62.0
Mathematics	83.4	72.4	64.5
Science	80.6	59.4	76.5
Grade 6 Reading	86.6	74.9	65.6
Writing	84.2	65.9	78.0
Mathematics	92.6	70.7	90.2
Grade 7 Reading	87.3	77.4	58.4
Writing	78.3	61.2	71.4
Mathematics	87.3	68.5	79.2
Grade 8 Reading	79.9	73.3	49.7
Writing	74.7	62.6	59.9
Mathematics	85.9	67.3	79.6
Science	81.9	62.8	77.1

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 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
Reading Across the Disciplines	50.5	45.9	53.0
Writing Across the Disciplines	66.7	59.6	54.9
Mathematics	67.6	48.7	73.5
Science	57.9	45.3	62.9

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
	53.8	50.7	55.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.1	68.5	
Average Score	Mathematics	543	508	78.3
	Critical Reading	528	503	69.8
	Writing	532	506	73.6

**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, Class of 2009	94.3	91.3	44.6
2008-09 Annual Dropout Rate for Grade 9 through 12	0.8	3.0	61.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.4	84.5
% Employed (Civilian Employment and in Armed Services)	5.6	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	167.34
Paraprofessional Instructional Assistants	25.42
Special Education	
Teachers and Instructors	21.50
Paraprofessional Instructional Assistants	34.52
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)	5.68
Counselors, Social Workers, and School Psychologists	11.60
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	85.54

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	13.0	14.5	13.8
% with Master's Degree or Above	67.4	79.0	77.8

Average Class Size	District	DRG	State
Grade K	19.8	17.2	18.5
Grade 2	17.7	18.5	19.7
Grade 5	19.8	20.7	21.1
Grade 7	20.8	19.9	20.8
High School	19.6	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	994	992
Middle School	1,047	1,034	1,018
High School	1,006	1,007	1,006

\*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*	3.7	3.1	3.2
Middle School	2.8	2.2	2.5
High School	2.5	2.4	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$18,329	\$7,134	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$734	\$286	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$236	\$92	\$474	\$406	\$459
Student Support Services	\$1,855	\$722	\$863	\$816	\$859
Administration and Support Services	\$3,838	\$1,494	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$3,214	\$1,251	\$1,469	\$1,468	\$1,462
Transportation	\$1,372	\$555	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$1,190	N/A	N/A	N/A	N/A
Other	\$103	\$40	\$163	\$148	\$162
<b>Total</b>	<b>\$30,870</b>	<b>\$12,045</b>	<b>\$13,458</b>	<b>\$13,077</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,688	\$1,046	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,336,781	17.3	20.2	20.7

**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	71.3	24.1	1.7	2.8
Excluding School Construction	72.3	22.7	1.9	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 that equitable allocation is 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	256
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	32	1.3	1.0	1.0
Learning Disability	110	4.5	3.9	3.9
Intellectual Disability	12	0.5	0.4	0.5
Emotional Disturbance	8	0.3	0.7	1.0
Speech Impairment	51	2.1	2.1	2.2
Other Health Impairment*	34	1.4	1.9	2.1
Other Disabilities**	9	0.4	0.7	0.9
<b>Total</b>	<b>256</b>	<b>10.5</b>	<b>10.5</b>	<b>11.6</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	60.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	6.5	4.1

## 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	26.6	31.6	79.3	67.5
	Writing	26.3	19.6	78.3	63.3
	Mathematics	40.7	32.9	84.6	68.1
	Science	30.2	23.7	81.3	61.1
CAPT	Reading Across the Disciplines	6.7	13.8	50.5	45.9
	Writing Across the Disciplines	10.5	16.8	66.7	59.6
	Mathematics	7.1	16.7	67.6	48.7
	Science	N/A	N/A	57.9	45.3

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	29.9
	% With Accommodations	70.2
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		8.4

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	19	7.4

### 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	213	83.2	76.7	73.4
40.1 to 79.0 Percent of Time	26	10.2	16.4	15.3
0.0 to 40.0 Percent of Time	17	6.6	6.9	11.3

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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 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 an educational program which truly 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. We use data from a wide variety of sources to plan instruction that meets the needs of all of our students. When a subgroup of students does 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. 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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