

STRATEGIC SCHOOL PROFILE 2007-08**Suffield School District**

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Location: 350 Mountain Road
Suffield,
Connecticut

Website: www.suffield.org/

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	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: 94.5%

*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, 2007	2,592
5-Year Enrollment Change	11.3%

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	123	4.7	4.7	28.7
K-12 Students Who Are Not Fluent in English	5	0.2	0.6	5.4
Students Identified as Gifted and/or Talented*	60	2.3	3.8	4.0
PK-12 Students Receiving Special Education Services in District	279	10.8	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	129	90.8	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	68	18.3	21.6	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	39	1.5
Black	52	2.0
Hispanic	47	1.8
White	2,451	94.6
Total Minority	141	5.4

Percent of Minority Professional Staff: 3.1%

Open Choice: 24 students 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.

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 School District 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 into our schools, K-12, and we have initiated bringing 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.

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	57.3	52.0	44.2
Writing	71.9	63.4	55.2
Mathematics	60.9	60.0	39.3
Grade 4 Reading	74.5	55.9	80.4
Writing	80.5	62.9	82.4
Mathematics	77.0	60.3	74.2
Grade 5 Reading	73.7	62.2	58.6
Writing	76.3	64.5	62.3
Mathematics	79.0	65.9	65.4
Science	68.8	54.9	57.4
Grade 6 Reading	84.1	66.3	78.6
Writing	80.9	61.9	83.9
Mathematics	87.7	66.4	88.1
Grade 7 Reading	85.1	71.1	70.3
Writing	83.0	62.0	87.7
Mathematics	85.1	63.0	86.5
Grade 8 Reading	80.5	64.8	73.6
Writing	79.0	63.4	68.6
Mathematics	81.4	60.8	82.4
Science	76.7	58.6	66.7

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.

To see the NCLB Report Card for this school, go to 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	68.2	45.5	78.5
Writing Across the Disciplines	71.0	57.9	63.1
Mathematics	69.8	50.1	69.2
Science	67.3	46.3	73.8

For more detailed 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."

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
	46.5	36.1	77.5

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.5	77.6	
Average Score	Mathematics	518	504	61.5
	Critical Reading	519	502	66.2
	Writing	518	503	66.9

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 2007	99.1	92.6	89.2
Cumulative Four-Year Dropout Rate for Class of 2007	0.8	6.2	87.2
2006-07 Annual Dropout Rate for Grade 9 through 12	1.6	1.7	32.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.9	83.4
% Employed (Civilian Employment and in Armed Services)	8.8	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	167.45
Paraprofessional Instructional Assistants	23.02
Special Education	
Teachers and Instructors	18.50
Paraprofessional Instructional Assistants	31.96
Library/Media Specialists and Assistants	6.37
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.30
Counselors, Social Workers, and School Psychologists	10.40
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	88.61

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	13.4	14.3	13.6
% with Master's Degree or Above	69.1	75.5	75.6

Average Class Size	District	DRG	State
Grade K	18.1	17.1	18.1
Grade 2	20.8	18.6	19.3
Grade 5	21.1	20.4	20.9
Grade 7	19.4	19.9	20.5
High School	19.2	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	988	993	987
Middle School	1,044	1,032	1,017
High School	1,007	1,021	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*	4.5	3.3	3.4
Middle School	2.2	2.2	2.7
High School	1.9	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$16,499	\$6,361	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$568	\$219	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$189	\$73	\$443	\$395	\$429
Student Support Services	\$1,648	\$635	\$764	\$713	\$761
Administration and Support Services	\$3,302	\$1,273	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$2,543	\$980	\$1,329	\$1,295	\$1,322
Transportation	\$990	\$400	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$1,089	N/A	N/A	N/A	N/A
Other	\$122	\$47	\$147	\$130	\$145
Total	\$26,950	\$10,334	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,561	\$987	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$4,533,038
Percent of Total PK-12 Expenditures Used for Special Education	16.8%

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	77.1	18.2	1.8	3.0
Excluding School Construction	75.2	19.6	1.9	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.

Our budget development process includes all administrators who begin with a full presentation of school and program needs. Resources for each school and therefore each grade, class and enrolled students are communicated. Budget presentations and deliberations are held in public Board subcommittee meetings. All facets of our schools and school community are represented in those deliberations.

SPECIAL EDUCATION

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	10.3%

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	21	0.9	0.8	0.7
Learning Disability	101	4.1	4.1	4.0
Intellectual Disability	17	0.7	0.4	0.5
Emotional Disturbance	13	0.5	0.7	1.0
Speech Impairment	55	2.2	2.2	2.4
Other Health Impairment*	40	1.6	1.9	2.1
Other Disabilities**	6	0.2	0.6	0.9
Total	253	10.3	10.7	11.5

*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 2006-07 with a Standard Diploma	71.4	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.7	2.8

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	20.0	20.4	76.3	62.1
	Writing	22.1	19.3	78.8	63.0
	Mathematics	22.9	22.6	79.0	62.7
	Science	16.7	22.2	73.0	56.8
CAPT	Reading Across the Disciplines	25.0	11.4	68.2	45.5
	Writing Across the Disciplines	20.0	16.3	71.0	57.9
	Mathematics	25.0	14.7	69.8	50.1
	Science	20.0	14.4	67.3	46.3

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	24.8
	% With Accommodations	75.2
CAPT	% Without Accommodations	30.4
	% With Accommodations	69.6
% Assessed Using Skills Checklist		6.3

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	6	2.4

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	226	89.3	71.7	71.6
40.1 to 79.0 Percent of Time	6	2.4	21.8	16.6
0.0 to 40.0 Percent of Time	21	8.3	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

As a district, we have through a comprehensive planning process, developed four strategic goals which guide programs and budget planning!! Further, we have targeted three specific areas for immediate focus:

1. Reading improvement in the elementary schools,
2. Special Education Service Delivery Models, and
3. Financial management.

As an extension and expansion of these improvement goals, each of our schools develop and present an annual school improvement plan. These are presented to the Board of Education, and activities and achievement will be reported back each year.
