

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

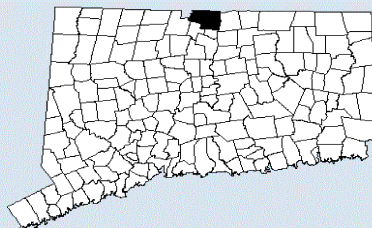


Suffield School District

860-668-3800 • www.suffield.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,148
Per Pupil Expenditures ¹	\$16,697
Total Expenditures ¹	\$37,852,657

¹Expenditure data reflect the 2017-18 school year.

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,091	50.8	48.4
Male	1,057	49.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	84	3.9	5.2
Black or African American	74	3.4	12.8
Hispanic or Latino of any race	127	5.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	29	1.4	3.6
White	1,825	85.0	52.4
English Learners	28	1.3	7.6
Eligible for Free or Reduced-Price Meals	302	14.1	42.1
Students with Disabilities ³	298	13.9	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	72	6.7	19	1.7
Male	66	6.3	73	6.7
Black or African American	11	16.2	*	*
Hispanic or Latino of any race	22	16.3	13	8.9
White	99	5.5	69	3.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	62	17.8	35	8.6
Students with Disabilities	53	18.7	31	8.8
District	138	6.5	92	4.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 136

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	159.6
Paraprofessional Instructional Assistants	16.1
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	36.2
Administrators, Coordinators and Department Chairs	
District Central Office	3.6
School Level	13.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	85.8

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	1	0.5	3.8
Hispanic or Latino of any race	3	1.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	218	97.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	*	11	*
White	165	97.6	184	99.5
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	25	92.6	29	100.0
Students with Disabilities	18	78.3	24	100.0
District	184	95.8	205	99.5
State		74.5		85.2

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	23	56.1
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	94	87.9
Other Health Impairment	32	72.7
Other Disabilities	*	*
Speech/Language Impairment	19	86.4
District	188	72.9
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	2.2	1.9
Emotional Disturbance	32	1.6	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	107	5.2	5.5
Other Health Impairment	44	2.1	3.2
Other Disabilities	13	0.6	1.1
Speech/Language Impairment	29	1.4	1.8
All Disabilities	276	13.4	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	2.2	8.2
Private Schools or Other Settings	13	4.7	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$24,538,723	\$10,824	\$10,545
Support services - students	\$3,458,865	\$1,569	\$1,373
Support services - instruction	\$486,689	\$221	\$644
Support services - general administration	\$1,142,571	\$518	\$462
Support services - school based administration	\$2,370,618	\$1,076	\$1,007
Central and other support services	\$208,819	\$95	\$671
Operation and maintenance of plant	\$3,498,022	\$1,587	\$1,629
Student transportation services	\$1,530,310	\$743	\$1,231
Food services	\$10,000	\$5	\$13
Enterprise operations	\$608,040	\$276	\$157
Minor school construction	.	.	\$65
Total	\$37,852,657	\$16,697	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,431,883	28.0	29.7
Instructional Aide Salaries	\$1,077,116	12.4	9.6
Other Salaries	\$555,555	6.4	10.4
Employee Benefits	\$976,168	11.2	13.0
Purchased Services Other Than Transportation	\$828,983	9.5	5.5
Special Education Tuition	\$2,286,606	26.3	22.6
Supplies	\$30,425	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$474,978	5.5	8.0
Equipment	\$30,995	0.4	0.2
All Other Expenditures	\$630	0.0	0.1
Total	\$8,693,338	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	75.7
State	18.8
Federal	2.1
Tuition & Other	3.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2018-19

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	42	82.1	42	81.8	19	*
Black or African American	42	63.1	42	52.7	18	*
Hispanic or Latino of any race	63	66.5	62	61.7	24	61.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	9	*	9	*	*	*
White	889	74.1	890	69.1	399	74.3
English Learners	24	65.4	24	60.7	8	*
Non-English Learners	1,024	73.8	1,024	68.7	458	73.8
Eligible for Free or Reduced-Price Meals	167	65.2	167	59.0	68	62.8
Not Eligible for Free or Reduced-Price Meals	881	75.1	881	70.3	398	75.4
Students with Disabilities	141	53.0	140	45.9	56	52.0
Students without Disabilities	907	76.8	908	72.0	410	76.5
High Needs	277	62.3	276	55.7	109	60.4
Non-High Needs	771	77.6	772	73.1	357	77.6
District	1,048	73.6	1,048	68.5	466	73.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	76.8	71.0	75.7	91.2	588	78.6
Curl Up	77.5	72.9	80.6	99.3	588	82.5
Push Up	52.8	63.9	63.9	91.2	588	68.0
Mile Run/PACER	72.5	83.9	66.0	65.3	588	72.1
All Tests - District	39.4	40.0	40.3	58.5	588	44.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	14	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	35	91.4
Students with Disabilities	30	73.3
District	191	95.8
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	127	58.3
Male	98.9	105	58.3
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	98.9	213	60.2
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.4	23	41.1
Students with Disabilities	89.4	*	*
District	98.7	232	58.3
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	80.2	95.8
Male	71.7	92.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	78.7	95.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	63.0	*
District	76.0	94.2
State	71.0	87.8

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.6	75	49.0	50	98.1	67.7
	High Needs Students	62.3	75	41.5	50	83.0	58.1
Math Performance Index	All Students	68.5	75	45.7	50	91.4	63.1
	High Needs Students	55.7	75	37.1	50	74.3	52.7
Science Performance Index	All Students	73.6	75	49.0	50	98.1	63.8
	High Needs Students	60.4	75	40.2	50	80.5	54.2
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	59.9%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.1%
Math Academic Growth	All Students	73.9%	100%	73.9	100	73.9	62.5%
	High Needs Students	68.2%	100%	68.2	100	68.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	59.6%	100%	29.8	50	59.6	52.1%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	93.9	10.4%
	High Needs Students	15.6%	<=5%	28.8	50	57.5	16.1%
Preparation for CCR	% Taking Courses	97.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	58.3%	75%	38.9	50	77.7	42.6%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.8%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		86.7%	94%	92.2	100	92.2	83.3%
Postsecondary Entrance (Class of 2018)		76.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.2% 44.6%	75%	14.9	50	29.7	96.4% 52.9%
Arts Access		39.7%	60%	33.1	50	66.1	51.9%
Accountability Index				1113.1	1400	79.5	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.3	12.7	15.4	
Math Performance Index Gap	73.1	55.7	17.4	17.6	
Science Performance Index Gap	75.0	60.4	14.6	16.1	
Graduation Rate Gap	94.0%	86.7%	7.3%	11.1%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.1
	High Needs Students	95.4
Math	All Students	98.1
	High Needs Students	95.1
Science	All Students	97.7
	High Needs Students	94.9

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 44.6 State: 51.5

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Suffield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Suffield Public Schools' district improvement plan follows the district vision & mission & five-year goals from the Suffield Strategic Plan. The District Improvement Plan(DIP), School Improvement Plans (SIP), & Special Services Improvement Plan (SSIP) provide for a strategic planning process to develop coherence, clarity & alignment across the district that will ensure positive outcomes for students. SIPs provide each school community opportunities to influence annual school priorities within the context of the DIP. Each draft SIP, written by the principal based on school data & school community input, were reviewed in September with the Superintendent. The SSIP was developed in collaboration with the Special Services Governance Team & building administration to ensure that special education students can access & reach their highest potential across academic, social-emotional, & behavioral domains. Updated improvement plans were presented to the Board of Education & public in the fall of 2018. Periodic reviews with school administration are ongoing to determine progress towards each plan's goals. A performance summary including all student, staff & family data will be provided to the Board of Education & public in the following school year's improvement plans. The yearly performance summary will enable the Board to review the district's progress toward the district's goals & will provide the Superintendent with an internal accountability structure in support of continuous improvement.

Suffield Public Schools is focused on the district imperatives of: improve student outcomes, teacher evaluation & instructional observation, & communication & coherence. At the same time our district imperatives of create & implement an aligned 21st century curriculum, professional development & organizational norms will also receive district-wide attention. District Long Term Improvement Goal 1: Curriculum & Instruction: District Imperative æ“ Improve Student Outcomes: develop a comprehensive social emotional learning plan resulting in improved student behavior & positive school climate, & improve academic performance of all students. District Long Term Improvement Goal 2: Teacher (& Administrator) Growth=Student Growth: District Imperative Teacher Evaluation & Instructional Observation: continuous improvement of classroom instruction. District Long Term Improvement Goal 3: Organizational Health: District Imperative: Communication & Coherence: increase consistency & clarity of communications, & engage students, families & community members as supportive partners.

Knowing that achieving our goals requires coherence & commitment within our educational community, teachers provided input on determining priority strategies: increase collaboration time for all teachers & teacher-led learning, provide resources & time to improve & write curriculum in all areas of study, strengthen social emotional wellness-character development programming, improve intervention procedures & practices, develop a comprehensive social emotional learning plan that creates conditions & systems to analyze, interpret, & leverage academic & social emotional student data effectively, provide teachers with opportunities for PD in student centered learning, PLC, K-12 core text math, differentiated & specialized instruction, & increase community awareness of district programming.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Suffield Public Schools has multiple programs & activities to reduce racial, ethnic & economic isolation. Suffield schools educate 54 students within the CHOICE program & 97 non-resident students in our Agriscience program. Many of our Agriscience students come from districts of a lower DRG, including Hartford. Currently 51 Suffield students attend intra-district magnet schools.

Programs aimed at increasing a positive climate within the school environment include Responsive Classroom, Positive Behavioral Intervention Supports, the Wingman Program at Suffield Middle School, which builds leadership skills within all students, implementation of an advisory curriculum at Suffield High School that is differentiated by grade level that is inclusive of a comprehensive developmental guidance framework, & surveying all students & families in the areas of high expectations, peer respect, clear rules, fair procedures for handling disruptive behaviors. Data is analyzed to determine fair practices. Activities such as art shows, theater, & field trips are held to increase awareness of the diversity of individuals & cultures.

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Equitable Allocation of Resources among District Schools

Strategically budgeting to support teacher growth & student outcomes equitably across all schools is a district priority. Members of the administrative team are receiving on-going training to work as a system in allocating resources to improve student outcomes based on need.

The administrative team works in groups represented by all schools to determine budget priorities, increased allocations & reductions. Student data, the district improvement plan & the school improvement plans are tools used to drive this process. .