

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



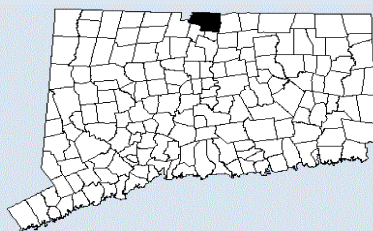
Suffield School District

Ms. Karen Berasi, Superintendent • 860-668-3800 • www.suffield.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,218
Per Pupil Expenditures ¹	\$16,371
Total Expenditures ¹	\$37,554,984

¹Expenditure data reflect the 2016-17 year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,124	50.7	48.4
Male	1,094	49.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	85	3.8	5.1
Black or African American	86	3.9	12.8
Hispanic or Latino	149	6.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	22	1.0	3.3
White	1,867	84.2	53.6
English Learners	21	0.9	7.2
Eligible for Free or Reduced-Price Meals	240	10.8	36.7
Students with Disabilities ¹	301	13.6	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	92	8.4	40	3.5
Male	70	6.6	82	7.4
Black or African American	16	19.0	9	10.5
Hispanic or Latino	23	15.8	12	7.9
White	110	6.1	97	5.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	59	16.8	45	12.0
Students with Disabilities	58	19.3	40	11.3
District	162	7.5	122	5.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 156

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2017-18

Suffield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	162.8
Paraprofessional Instructional Assistants	17.1
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	38.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	14.0
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	79.1

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	0.4	3.7
Hispanic or Latino	3	1.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	222	98.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	10.5

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	7	*	6	*
Hispanic or Latino	9	*	15	*
White	179	95.2	156	98.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	27	90.0	31	96.9
Students with Disabilities	23	82.1	25	96.2
District	201	93.9	183	98.4
State		69.3		80.1

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	29	61.7
Emotional Disturbance	16	51.6
Intellectual Disability	*	*
Learning Disability	91	85.0
Other Health Impairment	27	67.5
Other Disabilities	*	*
Speech/Language Impairment	19	86.4
District	186	71.3
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Suffield School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	2.3	1.8
Emotional Disturbance	31	1.5	1.1
Intellectual Disability	8	0.4	0.5
Learning Disability	108	5.1	5.2
Other Health Impairment	41	1.9	3.1
Other Disabilities	13	0.6	1.1
Speech/Language Impairment	29	1.4	1.8
All Disabilities	278	13.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	2.9	8.3
Private Schools or Other Settings	14	5.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,525,576	9,478	9,847
Instructional Supplies and Equipment	424,767	187	287
Improvement of Instruction and Educational Media Services	1,225,407	540	589
Student Support Services	2,665,286	1,174	1,120
Administration and Support Services	4,157,558	1,831	1,905
Plant Operation and Maintenance	3,254,209	1,433	1,648
Transportation	1,495,056	697	904
Costs of Students Tuitioned Out	2,223,084	N/A	N/A
Other	584,041	257	208
Total	37,554,984	16,371	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,749,500	770	1,393
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,646,134	32.1	33.8
Noncertified Personnel	1,426,328	17.3	14.5
Purchased Services	705,408	8.5	5.5
Tuition to Other Schools	2,072,688	25.1	23.4
Special Ed. Transportation	491,956	6.0	8.7
Other Expenditures	909,870	11.0	14.1
Total Expenditures	8,252,384	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.9	73.7
State	20.2	21.1
Federal	1.8	1.9
Tuition & Other	3.1	3.3

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2017-18

Suffield School District

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*
Asian	49	80.7	49	77.7
Black or African American	48	60.5	48	49.2
Hispanic or Latino	75	62.9	74	57.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	8	*	8	*
White	959	74.0	954	68.1
English Learners	21	59.3	21	59.9
Non-English Learners	1125	73.2	1119	67.0
Eligible for Free or Reduced-Price Meals	179	64.3	178	55.5
Not Eligible for Free or Reduced-Price Meals	967	74.5	962	69.0
Students with Disabilities	157	53.7	156	43.5
Students without Disabilities	989	76.0	984	70.6
High Needs	304	61.4	302	52.8
Non-High Needs	842	77.1	838	72.0
District	1146	72.9	1140	66.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	74.3	71.0	84.4	88.9	600	79.2
Curl Up	75.0	67.3	87.4	98.0	600	80.8
Push Up	57.1	55.6	68.8	91.9	600	66.3
Mile Run/PACER	80.0	77.8	74.9	69.7	600	76.0
All Tests - District	44.3	40.7	52.8	64.6	600	49.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

District Profile and Performance Report for School Year 2017-18

Suffield School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	8	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	81.5
Students with Disabilities	23	65.2
District	186	90.9
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	130	61.0
Male	98.9	115	61.5
Black or African American	*	*	*
Hispanic or Latino	96.3	9	33.3
White	99.1	222	64.2
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.8	21	33.9
Students with Disabilities	92.6	7	13.0
District	99.0	245	61.3
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

Sources:

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

Copyright © 2018 The College Board. www.collegeboard.org

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

Copyright © 2018 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	80.5	91.8
Male	75.9	84.3
Black or African American	*	*
Hispanic or Latino	*	*
White	77.3	89.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	69.6	85.0
Students with Disabilities	*	*
District	78.2	88.1
State	70.9	88.3

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

District Profile and Performance Report for School Year 2017-18

Suffield School District

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.9	75	48.6	50	97.2	67.6
	High Needs Students	61.4	75	40.9	50	81.8	57.5
Math Performance Index	All Students	66.9	75	44.6	50	89.2	62.7
	High Needs Students	52.8	75	35.2	50	70.4	52.0
ELA Academic Growth	All Students	62.0%	100%	62.0	100	62.0	60.7%
	High Needs Students	55.6%	100%	55.6	100	55.6	55.6%
Math Academic Growth	All Students	67.4%	100%	67.4	100	67.4	61.9%
	High Needs Students	57.7%	100%	57.7	100	57.7	55.4%
Chronic Absenteeism	All Students	7.5%	<=5%	45.0	50	90.0	10.7%
	High Needs Students	15.9%	<=5%	28.2	50	56.3	16.6%
Preparation for CCR	% Taking Courses	96.0%	75%	50.0	50	100.0	74.8%
	% Passing Exams	61.3%	75%	40.8	50	81.7	44.8%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		90.9%	94%	96.7	100	96.7	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.1%	94%	94.8	100	94.8	81.8%
Postsecondary Entrance (Class of 2017)		78.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.3% 49.5%	75%	16.5	50	33.0	96.6% 50.1%
Arts Access		37.8%	60%	31.5	50	63.0	51.2%
Accountability Index				965.5	1250	77.2	

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?					Y
ELA Performance Index Gap	75.0	61.4	13.6	15.9	
Math Performance Index Gap	72.0	52.8	19.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	89.1%	4.9%	12.7%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	97.5
Math	All Students	98.0
	High Needs Students	97.2
Science	All Students	98.1
	High Needs Students	96.5

³Minimum participation standard is 95%.

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

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: 60.7

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Suffield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Suffield Public Schools' district improvement plan follows the district vision and mission and five-year goals from the Suffield 2012-2017 Strategic Plan. The Superintendent introduced the 2016 District Improvement Plan and School Improvement plans within a strategic planning process, to develop coherence, clarity & alignment across the district that will ensure positive outcomes for students.

School improvement plans provide each school community opportunities to influence annual school priorities within the context of the District Improvement Plan. Each draft school improvement plan, written by the principal based on school data and school community input, were reviewed in September with the Superintendent. A Special Services Improvement Plan was also developed in collaboration with our newly formed Special Services Governance Team and building administration to ensure that special education students can access and reach their highest potential across academic, social-emotional, and behavioral domains. Finalized improvement plans were presented to the BOE & public in October. Mid-year reviews will occur by February with school administration to determine progress towards each plan's goals. A performance summary including all student, staff and family data will be provided to the Board of Education and 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.

During the 17-18 school year, the Suffield Public Schools is focusing on the district imperatives of: improve student outcomes, teacher evaluation & instructional observation, & communication and 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 (DLTI) Goal 1: Curriculum & Instruction: District Imperative - Improve Student Outcomes: develop a comprehensive social emotional learning plan resulting in improved student behavior and positive school climate, & improve academic performance of all students.

DLTI Goal 2: Teacher (& Administrator) Growth = Student Growth: District Imperative - Teacher Evaluation & Instructional Observation: continuous improvement of classroom instruction.

DLTI Goal 3: Organizational Health: District Imperative: Communication & Coherence: increase consistency & clarity of communications, and engage students, families and community members as supportive partners.

Knowing that achieving our goals requires coherence and commitment within our entire educational community, teachers provided input on determining priority strategies: increase collaboration time for all teacher groups and 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 and systems to analyze, interpret, and leverage academic and social emotional student data effectively.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Suffield Public Schools has multiple programs and activities to reduce racial, ethnic and economic isolation. Suffield schools educate 72 students within the CHOICE program and 90 non-resident students in our Agriscience program. Many of our Agriscience students come from districts of a lower DRG, including Hartford. Currently 44 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, and surveying all students and 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, and field trips to increase awareness of the diversity of individuals and cultures.

District Profile and Performance Report for School Year 2017-18

Suffield School District

Equitable Allocation of Resources among District Schools

Strategically budgeting to support teacher growth and 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 and reductions. Student data, the district improvement plan and the school improvement plans are tools used to drive this process.