

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



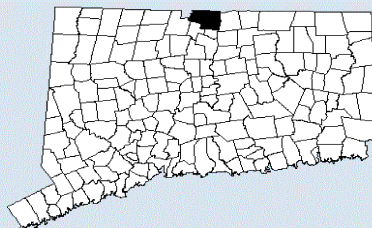
Suffield School District

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

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	2,429
Per Pupil Expenditures ¹	\$13,495
Total Expenditures ¹	\$33,494,838

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,241	51.1	48.3
Male	1,188	48.9	51.6
American Indian	*	*	0.2
Asian	65	2.7	4.6
Black or African American	87	3.6	12.9
Hispanic or Latino	117	4.8	21.2
Pacific Islander	0	0.0	0.0
White	2,137	88.0	58.4
Two or More Races	*	*	2.3
English Language Learners	8	0.3	5.7
Eligible for Free or Reduced-Price Meals	271	11.2	37.3
Students with Disabilities ¹	272	11.2	12.8

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	89	7.3	20	1.6
Male	71	6.2	59	4.9
Black or African American	11	12.9	10	11.9
Hispanic or Latino	14	12.3	*	*
White	124	6.0	60	2.8
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	39	15.0	22	7.7
Students with Disabilities	27	11.9	17	5.8
District	160	6.8	79	3.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	161.7
Paraprofessional Instructional Assistants	28.7
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	38.1
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	8.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.4
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	78.9

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 (%)
Asian	1	0.5	1.0
Black or African American	1	0.5	3.5
Hispanic	5	2.3	3.6
Native American	0	0	0.1
White	214	96.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	*	*	52	26.7
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	12	5.7	55	25.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	32	74.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	82	91.1
Other Health Impairment	41	82.0
Other Disabilities	*	*
Speech/Language Impairment	29	93.5
District	193	83.5
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	2.0	1.4
Emotional Disturbance	7	0.3	1.0
Intellectual Disability	6	0.3	0.4
Learning Disability	91	3.9	4.2
Other Health Impairment	52	2.2	2.5
Other Disabilities	6	0.3	1.0
Speech/Language Impairment	36	1.5	1.9
All Disabilities	244	10.5	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,956,221	8,575	8,769
Instructional Supplies and Equipment	852,305	349	275
Improvement of Instruction and Educational Media Services	275,545	113	487
Student Support Services	2,114,929	865	965
Administration and Support Services	3,352,262	1,372	1,600
Plant Operation and Maintenance	2,140,394	876	1,472
Transportation	1,424,379	615	786
Costs of Students Tuitioned Out	1,902,364	N/A	N/A
Other	476,439	195	178
Total	33,494,838	13,495	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,072,098	848	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,456,997	34.6	35.6
Noncertified Personnel	1,209,349	17.0	14.5
Purchased Services	245,673	3.5	5.0
Tuition to Other Schools	1,697,244	23.9	21.4
Special Ed. Transportation	496,886	7.0	8.5
Other Expenditures	989,371	13.9	14.9
Total Expenditures	7,095,520	100.0	100.0
PK-12 Expenditures Used for Special Education		21.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	71.3	74.0
State	26.6	23.7
Federal	1.9	2.0
Tuition & Other	0.3	0.3

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	75.8	77.3	78.8	76.2	.	.	.	.
Hispanic or Latino	72.0	68.8	77.7	74.2	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	76.5	77.4	80.3	76.6	.	.	.	.
Students with Disabilities	57.3	61.1	63.3	62.9	.	.	.	.
High Needs	66.4	69.2	72.4	71.7	.	.	.	.
District	89.5	90.8	91.9	90.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	66.2	.	81.1	.	.	.	.
Students with Disabilities	32.1	51.1	45.2	.	.	.	.	.
High Needs	47.7	61.6	51.4	74.0	.	.	.	.
District	81.5	85.4	86.0	89.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.1	76.4	71.4	98.9	635	80.3
Curl Up	88.1	75.3	70.8	82.8	635	78.6
Push Up	64.2	66.7	70.8	86.0	635	70.1
Mile Run/PACER	84.7	88.5	72.9	91.4	635	83.1
All Tests - District	55.1	43.7	40.1	73.1	635	50.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	36	75	.		.
Students with Disabilities	23	73.9	.		.
District	220	92.7	94.0	No	94.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.2	132	57.1
Male	79.1	95	49.7
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	84.4	215	55.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	62.5	8	20.0
Students with Disabilities	*	0	*
District	84.6	227	53.8
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

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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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.1	86.7
Male	79.1	90.8
Black or African American	*	*
Hispanic or Latino	*	*
White	84.1	89.9
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	69.7	*
Students with Disabilities	66.7	*
District	82.6	88.7
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

Suffield has improved special education service by building internal capacity to meet the needs of all students. This is evidence in our reading and math assessment and intervention protocols centered on the Fountas & Pinnell Benchmark Assessment System and the STAR math universal assessment system. In addition, the number of students placed out-of-district has been reduced significantly.

Suffield has an active Special Education Advisory Council. The district has worked with this group to establish a series of evening workshop entitled "Partnering with Parents. These workshop allow faculty to share our work on many front both related to special and general educational issues.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Suffield Public Schools is an active participant in Choice and magnet school programs designed to reduce isolation. The district welcomes students from Hartford through the Open Choice program and has increased our student enrollment in both Open Choice and the regional Agri-science 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 break down barriers and encourage diversity. Our district has held parental outreach program in Hartford to provide an open opportunity for parents and families to interact with our administrators and faculty.

The district is in year one at the K-5 level and in the introductory stage at our middle school relative to Positive Behavioral Intervention and Support. This work is helping to structure our school climate in a manner that helps all stakeholders.

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 along with Capturing Kids Hearts which was initiated during the 2014-2015 school year. Students district-wide are involved in various inter-district programs such as the Leadership Symposium VIII, an inter-district after school science program and partnered with Windsor, Hartford and Hartland in a health fair co-sponsored Capital Area Substance Abuse Council. All schools host various enrichment programs with themes designed to appreciate cultural differences and foster cultural awareness. Over the past two years we have launched Unified Theater (SMS & SHS) and Unified Sports (SHS) programs.

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Equitable Allocation of Resources among District Schools

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. The district administration works collaboratively with the Board to communicate priorities and to demonstrate alignment with budget priorities and the school-based district improvement plans.