

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



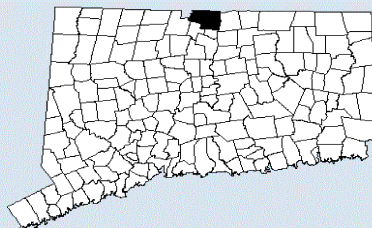
Suffield School District

Mr. Timothy Vantasel, Superintendent – Acting • 860-668-3800 • www.suffield.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,127
Per Pupil Expenditures ¹	\$17,535
Total Expenditures ¹	\$38,594,886

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,076	50.6	48.4
Male	1,051	49.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	84	3.9	5.2
Black or African American	71	3.3	12.7
Hispanic or Latino of any race	148	7.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	30	1.4	3.8
White	1,787	84.0	51.1
English Learners	43	2.0	8.3
Eligible for Free or Reduced-Price Meals	377	17.7	43.3
Students with Disabilities ³	311	14.6	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	114	10.9	20	1.8
Male	108	10.6	53	4.9
Black or African American	11	14.9	*	*
Hispanic or Latino of any race	29	19.7	10	6.3
White	173	9.9	54	2.9
English Learners	9	20.5	*	*
Eligible for Free or Reduced-Price Meals	83	23.2	31	7.3
Students with Disabilities	65	23.1	22	6.3
District	222	10.7	73	3.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 150

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays the 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 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	161.7
Paraprofessional Instructional Assistants	19.8
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	44.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	87.9

¹ In 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	1.2
Black or African American	1	0.5	4.0
Hispanic or Latino of any race	3	1.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	217	98.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.4

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	11	*	6	*
White	167	98.8	164	98.2
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	45	97.8	27	96.4
Students with Disabilities	23	88.5	21	84.0
District	190	97.9	185	97.9
State		75.8		84.8

² College-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	15	40.5
Emotional Disturbance	15	53.6
Intellectual Disability	*	*
Learning Disability	97	86.6
Other Health Impairment	38	79.2
Other Disabilities	*	*
Speech/Language Impairment	23	88.5
District	191	72.9
State		67.8

³ This 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	42	2.1	2.0
Emotional Disturbance	28	1.4	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	112	5.5	5.7
Other Health Impairment	48	2.4	3.3
Other Disabilities	11	0.5	1.1
Speech/Language Impairment	33	1.6	1.8
All Disabilities	280	13.9	15.6

¹ This 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	7	2.5	8.2
Private Schools or Other Settings	19	6.8	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$24,974,997	\$11,347	\$10,923
Support services - students	\$3,403,947	\$1,594	\$1,277
Support services - instruction	\$522,623	\$245	\$682
Support services - general administration	\$1,292,296	\$605	\$467
Support services - school based administration	\$2,266,259	\$1,061	\$1,021
Central and other support services	\$234,153	\$110	\$679
Operation and maintenance of plant	\$2,954,535	\$1,384	\$1,718
Student transportation services	\$1,641,844	\$819	\$1,288
Food services	\$18,300	\$9	\$12
Enterprise operations	\$604,678	\$283	\$163
Minor school construction	\$681,254	\$319	\$59
Total	\$38,594,886	\$17,535	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,608,308	28.7	28.5
Instructional Aide Salaries	\$1,012,880	11.2	10.1
Other Salaries	\$600,601	6.6	11.1
Employee Benefits	\$856,925	9.4	13.0
Purchased Services Other Than Transportation	\$907,439	10.0	5.7
Special Education Tuition	\$2,498,646	27.5	22.5
Supplies	\$22,416	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$553,523	6.1	8.0
Equipment	\$20,615	0.2	0.2
All Other Expenditures	\$1,020	0.0	0.1
Total	\$9,082,372	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	73.8
State	20.4
Federal	2.1
Tuition & Other	3.7

⁴ Revenue 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 2019-20 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

¹ NAEP 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 Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	35	85.7
Students with Disabilities	29	79.3
District	210	95.2
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	92.9	91.8
Male	83.1	93.9
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	89.5	93.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	80.0	81.0
Students with Disabilities	73.9	*
District	88.6	92.8
State	71.5	87.5

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	75.5%	100%	60.4%
	Oral	58.7%	100%	57.6%
Chronic Absenteeism	All Students	10.7%	<=5%	12.2%
	High Needs Students	21.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	97.9%	75%	80.4%
On-track to High School Graduation		97.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		80.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		88.5%	75%	71.5%
Arts Access		38.4%	60%	51.8%

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
Graduation Rate Gap	94.0%	80.0%	14.0%	10.9%	Y

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District Improvement Plan focuses on the school goals, Theory of Action, Strategic Operating Plan and Board of Education goals. The Board of Education uses its Strategic Plan to define its primary focus for the district as a whole. The Strategic Plan makes the important connections to the building School Improvement Plans, which ensures improvement in instructional practice, and results in improved student achievement. The District-Wide Professional Development and Evaluation Committee is leading the charge in supporting the implementation of the new evaluation plans for teachers, and also designing and developing professional development that is aligned to committee goals. The Special Education department has conducted professional development activities designated to improve special education programming and outcomes for students. Teachers collaborate with their general education colleagues to develop and refine their skills regarding the instruction of reading and math for the most challenging students. Additionally, we have provided our paraprofessionals on-going training to support their work with children. The district focuses on Tier 1 interventions, particularly in reading, developed universal screens, has progress monitoring in place, and identified grade level expectations. The district has more closely aligned the SRBI process to meeting the needs of students through intervention work. The district is implementing All Day Kindergarten for all students and provides a strong preschool opportunity for three and four year olds. Parent-school community relationships continue to be an area of focus. The engagement of the community has proven to be highly successful in deepening understanding about our purpose. The support from the town governance, community, and parents has resulted in significant changes and increased support for education and the schools. This will continue to be a priority and a necessity for us to accomplish what we have set out to achieve. Additionally, we continue to define new means of communicating with parents and the community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Suffield Public School system remains committed to reduce racial, ethnic, and economic isolation through local regional school and district programs. Exchange programs, inter-district partnerships with neighboring districts, as well as, participation in the Open Choice program provide opportunities to bring students and families from diverse backgrounds together in furthering the ideals of diversity, equity, and inclusion for all. Suffield Schools have been an active member of the Open Choice program for many years, and furthered our partnership by hosting a Board of Education evening presentation with CREC. As part of the Open Choice program, the district was provided access to professional learning resources and scheduled two implicit bias trainings for the 2019-2020 school year. Unfortunately, due to COVID-19, these were cancelled and rescheduled for the following year.

The Suffield Public Schools also utilizes Positive Behavior Support programs in all four schools. One of newly adopted PBS programs, Responsive Classroom, is utilized in our elementary and middle schools, and elements of it exist at the high school level. Our staff have received a high degree of training in Responsive Classroom practices, of which have resulted in school-wide frameworks for implementation. The primary goal of this program has been to develop greater tolerance for differences. Feedback indicates continued reduced behavior referrals on school buses, and fewer in-school suspensions.

The district also implements a variety of other programs and services for addressing race, ethnic, and economic isolation. Character Education assemblies, Student Assistance teams, family events, field trips, international travel, classroom activities, and clubs that accentuate the richness that diversity provides. Suffield's commitment to improving student achievement while simultaneously addressing educational quality, school climate, and diversity is well established and will continue to remain a priority and focus for the future.

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Equitable Allocation of Resources among District Schools

Since the Suffield School District can be best characterized as a small district with approximately 2,100 students. Due to our size, we are able to ensure the equitable distribution of resources among our four schools to meet the needs of all learners. District committees are constructed with equitable representation from all schools for the purpose of maintaining an even proportion of resources and input required to make thoughtful decisions. Important to note, the Suffield Public Schools budget is prepared to support the district mission, vision, and district Theory of Action. This process ensures that the budget is allocated appropriately by school and by program. The resource allocation continually reflects the priorities and goals of the Board of Education, as well as, our focus on our ongoing objective of meeting the needs of all students of the Suffield Public Schools. In addition, the district is also fortunate to receive additional resources from various civic organizations, with Suffield Community Aid, PTO/PTA, Suffield Foundation for Excellent Schools, and our many boosters who further funding for district programs and services.