

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



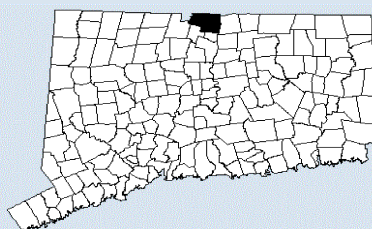
## Suffield School District

Ms. Karen Berasi, Superintendent • 860-668-3800 • [www.suffield.org/](http://www.suffield.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,281
Per Pupil Expenditures <sup>1</sup>	\$15,898
Total Expenditures <sup>1</sup>	\$37,598,316

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,145	50.2	48.4
Male	1,136	49.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	75	3.3	5.1
Black or African American	90	3.9	12.9
Hispanic or Latino	144	6.3	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	1,928	84.5	54.8
English Learners	19	0.8	6.8
Eligible for Free or Reduced-Price Meals	259	11.4	35.9
Students with Disabilities <sup>1</sup>	290	12.7	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	61	5.5	35	3.1
Male	56	5.1	69	6.1
Black or African American	13	15.7	14	16.1
Hispanic or Latino	24	16.6	11	7.5
White	68	3.7	70	3.6
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	42	17.4	31	11.4
Students with Disabilities	43	15.0	33	9.8
District	117	5.3	104	4.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 54

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Suffield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	163.8
Paraprofessional Instructional Assistants	22.1
<b>Special Education</b>	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	41.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	14.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	79.7

<sup>1</sup>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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	4	1.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	226	98.3	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	*	*
Hispanic or Latino	17	*	6	*
White	152	92.7	151	98.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	82.6	17	*
Students with Disabilities	20	74.1	17	*
District	181	91.4	174	97.8
State		63.6		77.5

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	38	69.1
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	76	85.4
Other Health Impairment	26	68.4
Other Disabilities	*	*
Speech/Language Impairment	28	84.8
District	187	73.3
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Suffield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	61	2.8	1.7
Emotional Disturbance	30	1.4	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	89	4.1	4.9
Other Health Impairment	38	1.7	2.9
Other Disabilities	9	0.4	1.1
Speech/Language Impairment	37	1.7	1.8
All Disabilities	271	12.4	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,806,699	9,268	9,663
Instructional Supplies and Equipment	1,179,589	501	321
Improvement of Instruction and Educational Media Services	646,941	275	578
Student Support Services	2,539,536	1,079	1,103
Administration and Support Services	4,210,882	1,790	1,861
Plant Operation and Maintenance	3,495,396	1,486	1,637
Transportation	1,466,006	669	877
Costs of Students Tuitioned Out	1,773,789	N/A	N/A
Other	479,478	204	201
Total	37,598,316	15,898	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,824,750	775	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,641,086	33.3	34.6
Noncertified Personnel	1,608,310	20.3	14.6
Purchased Services	586,748	7.4	5.8
Tuition to Other Schools	1,602,094	20.2	21.8
Special Ed. Transportation	422,541	5.3	8.5
Other Expenditures	1,071,383	13.5	14.7
Total Expenditures	7,932,162	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.3	72.2
State	22.1	23.0
Federal	1.9	2.0
Tuition & Other	2.7	2.9

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	41	76.8	41	75.1	19	*
Black or African American	46	58.1	46	49.2	19	*
Hispanic or Latino	83	64.5	82	56.5	36	59.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	19	*	19	*	*	*
White	963	73.8	959	67.6	484	65.3
English Learners	20	58.9	20	55.4	*	*
Non-English Learners	1134	72.6	1129	66.4	559	64.3
Eligible for Free or Reduced-Price Meals	123	57.3	122	48.8	58	51.4
Not Eligible for Free or Reduced-Price Meals	1031	74.2	1027	68.2	506	65.6
Students with Disabilities	134	51.4	132	42.0	70	47.3
Students without Disabilities	1020	75.2	1017	69.3	494	66.5
High Needs	235	57.0	232	48.5	111	51.1
Non-High Needs	919	76.3	917	70.6	453	67.3
District	1154	72.4	1149	66.2	564	64.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.4	82.1	89.8	89.7	530	86.4
Curl Up	88.1	73.8	79.5	100.0	530	82.6
Push Up	64.9	63.4	66.5	82.8	530	67.0
Mile Run/PACER	80.1	82.8	68.8	58.6	530	74.7
All Tests - District	54.3	48.3	48.3	44.8	530	49.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Suffield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	28	85.7
Students with Disabilities	25	72.0
District	210	93.8
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	116	62.4
Male	97.4	110	57.9
Black or African American	*	*	*
Hispanic or Latino	96.0	8	32.0
White	97.8	204	64.4
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	97.5	10	25.0
Students with Disabilities	84.8	6	13.0
District	97.9	226	60.1
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.5	97.0
Male	79.8	86.1
Black or African American	*	*
Hispanic or Latino	*	*
White	84.9	91.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	80.0	95.8
Students with Disabilities	65.0	*
District	84.0	92.4
State	72.0	88.5

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2016-17

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.4	75	48.3	50	96.5	67.1
	High Needs Students	57.0	75	38.0	50	76.0	55.9
Math Performance Index	All Students	66.2	75	44.1	50	88.2	62.2
	High Needs Students	48.5	75	32.3	50	64.7	50.5
Science Performance	All Students	64.1	75	42.8	50	85.5	55.3
	High Needs Students	51.1	75	34.1	50	68.1	45.2
ELA Academic Growth	All Students	53.1%	100%	53.1	100	53.1	55.4%
	High Needs Students	49.8%	100%	49.8	100	49.8	49.8%
Math Academic Growth	All Students	62.0%	100%	62.0	100	62.0	61.7%
	High Needs Students	49.2%	100%	49.2	100	49.2	53.7%
Chronic Absenteeism	All Students	5.3%	<=5%	49.4	50	98.8	9.9%
	High Needs Students	13.7%	<=5%	32.6	50	65.1	15.8%
Preparation for CCR	% Taking Courses	94.4%	75%	50.0	50	100.0	70.7%
	% Passing Exams	60.1%	75%	40.1	50	80.1	43.5%
On-track to High School Graduation		97.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.8%	94%	99.8	100	99.8	87.4%
6-year Graduation - High Needs Students (2014)		90.5%	94%	96.3	100	96.3	82.0%
Postsecondary Entrance (Class of 2016)		84.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		75.3%   49.6%	75%	16.5	50	33.1	92.0%   51.6%
Arts Access		45.4%	60%	37.8	50	75.6	50.5%
<b>Accountability Index</b>				<b>1026.1</b>	<b>1350</b>	<b>76.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	57.0	18.0	16.7	
Math Performance Index Gap	70.6	48.5	22.1	18.7	
Science Performance Index Gap	67.3	51.1	16.3	16.6	
Graduation Rate Gap	94.0%	90.5%	3.5%	12.0%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.7
	High Needs Students	93.4
Math	All Students	97.3
	High Needs Students	92.3
Science	All Students	99.0
	High Needs Students	96.6

<sup>3</sup>Minimum 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: \***      **State: 50.2**

#### 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 2016-17

## 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 2012-2017 Strategic Plan. The Superintendent introduced the 2016 District Improvement Plan & 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 plan, written by the principal based on school data and school community input, was reviewed in Sept. with the Superintendent. This year a Special Services Improvement Plan was 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, & behavioral domains. Finalized improvement plans were presented to the BOE and public in Oct. Mid-year reviews will occur by Feb. 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 BOE and public in the following school year's improvement plans. The yearly performance summary will enable the BOE 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 Suffield Public Schools is focusing on the district imperatives of: improve student outcomes, teacher evaluation & instructional observation, and communication & coherence. Our district imperatives of create and 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 (DI): 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: DI: Teacher Evaluation and Instructional Observation: continuous improvement of classroom instruction.

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

Teachers helped determine priority strategies to achieve these goals: (1) increase collaboration time for teachers & teacher-led learning, (2) provide resources & time to improve & write curriculum in all areas, (3) strengthen social emotional wellness/character development programming, (4) improve intervention procedures & practices, (5) develop a comprehensive social emotional learning plan that creates conditions & systems to analyze, interpret & leverage academic & social emotional student data effectively, (6) provide teachers with opportunities for professional development in student centered learning, PLC, K-12 core text math, differentiated & specialized instruction, & (7) increase community awareness of district programming and activities to engage students, families and community members.

#### 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 2016-17

## 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.