

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



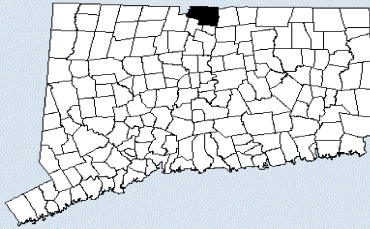
Suffield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,358
Per Pupil Expenditures ¹	\$14,643
Total Expenditures ¹	\$35,274,951

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,182	50.1	48.3
Male	1,176	49.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	79	3.4	4.9
Black or African American	92	3.9	12.8
Hispanic or Latino	136	5.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	2,010	85.2	55.9
English Learners	14	0.6	6.4
Eligible for Free or Reduced-Price Meals	289	12.3	38.0
Students with Disabilities ¹	267	11.3	13.7

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	70	6.1	39	3.3
Male	70	6.1	104	8.8
Black or African American	22	24.2	15	16.0
Hispanic or Latino	*	*	18	12.1
White	92	4.7	106	5.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	53	20.1	43	14.1
Students with Disabilities	42	15.8	35	10.8
District	140	6.1	143	6.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 59

Number of school-based arrests: 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	169.0
Paraprofessional Instructional Assistants	28.4
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	53.9
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	79.9

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	4	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	224	98.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	8	*
White	98	60.9	146	79.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	*	18	*
Students with Disabilities	9	33.3	9	*
District	115	62.2	163	80.3
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	43	84.3
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	70	87.5
Other Health Impairment	45	80.4
Other Disabilities	*	*
Speech/Language Impairment	22	95.7
District	188	81.7
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	2.4	1.6
Emotional Disturbance	7	0.3	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	80	3.6	4.6
Other Health Impairment	57	2.5	2.8
Other Disabilities	14	0.6	1.0
Speech/Language Impairment	27	1.2	1.9
All Disabilities	247	11.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,879,831	8,747	9,387
Instructional Supplies and Equipment	872,465	366	318
Improvement of Instruction and Educational Media Services	443,559	186	541
Student Support Services	2,507,592	1,051	1,048
Administration and Support Services	4,327,268	1,813	1,790
Plant Operation and Maintenance	2,911,461	1,220	1,608
Transportation	1,416,539	623	845
Costs of Students Tuitioned Out	1,395,132	N/A	N/A
Other	521,104	218	194
Total	35,274,951	14,643	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,955,176	819	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,688,028	36.5	35.1
Noncertified Personnel	1,502,303	20.4	14.5
Purchased Services	501,035	6.8	5.5
Tuition to Other Schools	1,183,677	16.1	21.6
Special Ed. Transportation	423,157	5.7	8.3
Other Expenditures	1,062,013	14.4	15.0
Total Expenditures	7,360,213	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.1	72.2
State	22.4	23.2
Federal	1.8	1.9
Tuition & Other	2.6	2.8

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).

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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	41	74.2	41	70.1	13	*
Black or African American	40	61.7	40	50.1	18	*
Hispanic or Latino	60	63.6	60	55.5	36	51.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1013	75.1	1010	65.9	449	65.5
English Learners	7	*	7	*	*	*
Non-English Learners	1166	74.0	1163	65.0	*	*
Eligible for Free or Reduced-Price Meals	132	62.6	131	53.4	53	49.9
Not Eligible for Free or Reduced-Price Meals	1041	75.3	1039	66.3	466	65.7
Students with Disabilities	159	54.6	159	46.6	73	43.8
Students without Disabilities	1014	76.9	1011	67.8	446	67.4
High Needs	261	59.6	260	51.0	110	48.1
Non-High Needs	912	77.9	910	68.8	409	68.4
District	1173	73.8	1170	64.9	519	64.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	81.2	82.8	88.8	70.3	608	82.6
Curl Up	71.8	78.5	86.0	91.9	608	80.4
Push Up	58.8	59.1	69.1	74.3	608	63.8
Mile Run/PACER	84.1	87.6	75.3	71.6	608	81.1
All Tests - District	41.8	46.2	54.5	43.2	608	47.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	35	91.4	.		.
Students with Disabilities	27	74.1	.		.
District	212	95.8	94.0	Yes	94.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	98.4	123	65.1
Male	98.0	112	56.3
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	98.0	214	62.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	14	37.8
Students with Disabilities	*	*	*
District	98.2	235	60.6
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.2	98.9
Male	77.4	95.9
Black or African American	*	*
Hispanic or Latino	*	*
White	84.0	98.1
English Learners	84.0	*
Eligible for Free or Reduced-Price Meals	72.7	*
Students with Disabilities	57.1	*
District	83.8	97.6
State	71.9	88.3

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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.8	75	49.2	50	98.5	67.7
	High Needs Students	59.6	75	39.7	50	79.5	56.7
Math Performance Index	All Students	64.9	75	43.3	50	86.5	61.4
	High Needs Students	51.0	75	34.0	50	68.0	49.9
Science Performance Index	All Students	64.1	75	42.7	50	85.4	57.5
	High Needs Students	48.1	75	32.0	50	64.1	47.0
ELA Academic Growth	All Students	61.3%	100%	61.3	100	61.3	63.8%
	High Needs Students	53.1%	100%	53.1	100	53.1	58.3%
Math Academic Growth	All Students	63.9%	100%	63.9	100	63.9	65.0%
	High Needs Students	59.8%	100%	59.8	100	59.8	57.4%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.6	9.6%
	High Needs Students	16.8%	<=5%	26.5	50	52.9	15.6%
Preparation for CCR	% Taking Courses	71.6%	75%	47.8	50	95.5	67.6%
	% Passing Exams	60.6%	75%	40.4	50	80.8	40.7%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		95.8%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.3%	94%	91.8	100	91.8	78.6%
Postsecondary Entrance (Class of 2015)		83.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		80.1% 47.0%	75%	15.7	50	31.4	89.2% 50.5%
Arts Access		49.0%	60%	40.9	50	81.7	47.5%
Accountability Index				1039.7	1350	77.0	

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	59.6	15.4	16.5	
Math Performance Index Gap	68.8	51.0	17.8	18.9	
Science Performance Index Gap	68.4	48.1	20.3	17.2	
Graduation Rate Gap	94.0%	86.3%	7.7%	15.3%	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	97.6
	High Needs Students	95.1
Math	All Students	97.4
	High Needs Students	94.8
Science	All Students	98.3
	High Needs Students	94.2

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: 55.7

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 the School Improvement Plans within a strategic planning process, to develop coherence, clarity and 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. Finalized Improvement Plans were presented to the Board of Education and 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 and will provide the Superintendent with an internal accountability structure in support of continuous improvement.

During the 2016 and 2017 school years the Suffield Public Schools is focusing on the district imperatives of: Improve student outcomes, Teacher evaluation and instructional observation, and Communication and coherence. At the same time our district imperatives of Create and implement an aligned 21st century curriculum; Professional development, and Organizational norms will also receive district-wide attention.

District Long Term Improvement 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.

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 and clarity of communications

Knowing that achieving our goals requires coherence and commitment within our entire educational community; teachers provided input on determining priority strategies. .1. Increase collaboration time for all teacher groups and teacher led learning. .2. Provide resources and time to improve and write curriculum in all areas of study.

3. Strengthen social-emotional wellness/character development programming.

4. Improve intervention procedures and practices.

5. Develop a comprehensive social emotional learning plan that creates conditions and systems to analyze, interpret, and 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 and 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 86 students within the CHOICE program and 76 non-resident students in our Agriscience program. Many of our Agriscience students come from districts of a lower DRG including Hartford. Currently 37 Suffield students attend intradistrict magnet schools.

Programs aimed at increasing a positive climate within the school environment include: Responsive Classroom. Positive Behavioral Intervention Supports. 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 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.

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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.