

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



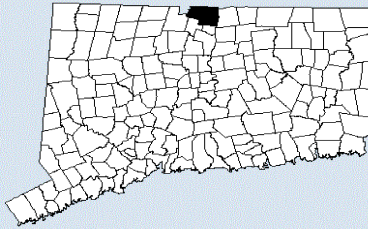
Suffield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,397
Per Pupil Expenditures ¹	\$14,114
Total Expenditures ¹	\$34,551,716

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,212	50.6	48.3
Male	1,185	49.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	74	3.1	4.7
Black or African American	84	3.5	12.9
Hispanic or Latino	119	5.0	22.1
Pacific Islander	*	*	0.0
Two or More Races	30	1.3	2.5
White	2,087	87.1	57.2
English Language Learners	8	0.3	6.3
Eligible for Free or Reduced-Price Meals	246	10.3	37.6
Students with Disabilities ¹	260	10.8	13.3

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	15	1.3	11	0.9
Male	13	1.1	42	3.5
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	7	5.2
White	26	1.3	40	1.9
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	2.6	12	5.0
Students with Disabilities	*	*	13	4.6
District	28	1.2	53	2.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 39

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	159.0
Paraprofessional Instructional Assistants	32.3
Special Education	
Teachers and Instructors	20.5
Paraprofessional Instructional Assistants	53.3
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	11.0
Library/Media	
Specialists (Certified)	4.0
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	79.8

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.5	3.5
Hispanic or Latino	4	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	213	97.7	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.2

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	*	*	*	*
White	55	30.1	114	60.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	14	58.3
Students with Disabilities	6	*	7	*
District	64	31.8	123	59.4
State		58.4		73.8

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	35	74.5
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	72	90.0
Other Health Impairment	48	87.3
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	181	82.6
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	2.3	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	80	3.5	4.4
Other Health Impairment	55	2.4	2.6
Other Disabilities	9	0.4	1.0
Speech/Language Impairment	25	1.1	1.9
All Disabilities	232	10.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	5.6	8.1
Private Schools or Other Settings	9	3.9	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,191,207	8,371	9,134
Instructional Supplies and Equipment	1,249,934	518	334
Improvement of Instruction and Educational Media Services	410,848	170	498
Student Support Services	2,334,344	968	1,001
Administration and Support Services	4,026,734	1,669	1,694
Plant Operation and Maintenance	2,538,546	1,052	1,572
Transportation	1,531,776	670	813
Costs of Students Tuitioned Out	1,771,012	N/A	N/A
Other	497,315	206	186
Total	34,551,716	14,114	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,226,483	923	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,482,480	34.5	35.1
Noncertified Personnel	1,322,592	18.4	14.2
Purchased Services	346,697	4.8	5.2
Tuition to Other Schools	1,561,559	21.7	22.0
Special Ed. Transportation	531,072	7.4	8.6
Other Expenditures	960,752	13.3	14.9
Total Expenditures	7,205,152	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.3	71.4
State	23.1	24.7
Federal	1.4	1.5
Tuition & Other	2.2	2.4

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	*	*	*	*	*	*
Asian	39	79.9	39	72.0	19	*
Black or African American	31	65.0	31	51.8	16	*
Hispanic or Latino	58	61.6	58	49.0	26	50.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1081	75.9	1074	65.4	520	63.6
English Language Learners	7	*	7	*	*	*
Non-English Language Learners	1217	74.9	1210	64.4	*	*
Eligible for Free or Reduced-Price Meals	120	61.9	120	52.4	60	55.0
Not Eligible for Free or Reduced-Price Meals	1104	76.3	1097	65.6	531	63.5
Students with Disabilities	139	54.6	137	46.4	74	46.7
Students without Disabilities	1085	77.4	1080	66.6	517	64.9
High Needs	235	59.8	233	50.4	129	50.9
Non-High Needs	989	78.4	984	67.6	462	65.9
District	1224	74.9	1217	64.3	591	62.6

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			
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	83.2	81.7	84.2	84.7	587	83.3
Curl Up	85.3	75.7	75.4	100.0	587	80.9
Push Up	67.8	68.6	63.1	77.8	587	67.6
Mile Run/PACER	83.2	72.2	72.4	76.4	587	75.5
All Tests - District	53.1	50.3	42.4	63.9	587	49.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	20	85.0	.		.
Students with Disabilities	26	80.8	.		.
District	214	95.3	94.0	Yes	94.0
State ⁴		87.0			

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 2013-14 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	88.5	116	55.8
Male	75.5	102	51.0
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	81.5	202	54.2
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	67.5	9	22.5
Students with Disabilities	*	0	*
District	82.1	218	53.4
State	67.2		37.3

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
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.1	94.2
Male	79.6	95.5
Black or African American	*	*
Hispanic or Latino	*	*
White	83.2	94.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	52.2	87.5
Students with Disabilities	75.9	*
District	82.6	94.7
State	72.6	88.8

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 first 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	74.9	75	99.8	100	99.8	67.9
	High Needs Students	59.8	75	79.8	100	79.8	56.7
Math Performance Index	All Students	64.3	75	85.8	100	85.8	59.3
	High Needs Students	50.4	75	67.3	100	67.3	47.8
Science Performance Index	All Students	62.6	75	83.5	100	83.5	56.5
	High Needs Students	50.9	75	67.9	100	67.9	45.9
Chronic Absenteeism	All Students	1.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	1.9%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	45.8%	75%	30.6	50	61.1	66.1%
	% Passing Exams	53.4%	75%	35.6	50	71.2	37.3%
On-track to High School Graduation		92.8%	94%	49.4	50	98.7	85.6%
4-year Graduation All Students (2014 Cohort)		95.3%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		76.2%	94%	81.1	100	81.1	77.6%
Postsecondary Entrance (Class of 2014)		82.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		81.1% 49.9%	75%	16.6	50	33.3	87.6% 51.0%
Arts Access		47.8%	60%	39.9	50	79.7	45.7%
Accountability Index				1037.1	1250	83.0	

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?					N
ELA Performance Index Gap	75.0	59.8	15.2	17.3	
Math Performance Index Gap	67.6	50.4	17.2	19.6	
Science Performance Index Gap	65.9	50.9	15.0	17.2	
Graduation Rate Gap	94.0%	76.2%	17.8%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	96.7
	High Needs Students	91.1
Math	All Students	96.3
	High Needs Students	91.1
Science	All Students	99.8
	High Needs Students	99.2

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: 40.9 State: 50.1

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 2014-15

Suffield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

A. Ward Spaulding School works to address and create school improvement plans and relative activities. The school continues to examine and refine our tiered system of support for student learning, strengthening our implementation of best practice instruction in the classroom and create a positive and safe school environment. Use of social skills lessons and the PBIS framework address school improvement efforts and subsequently affect student and school performance. The workshop model continues to provide students quality classroom instruction that also integrates technology. Our learning community remains committed to a continued, shared partnership with families. We value consistent communication that offers opportunities to dialogue on student performance and school life. Our monthly newsletter details the events at our school and related information for parents/guardians. McAlister Intermediate School's improvement work is focused on creating units of study aligned to the CCS and implementing best practice instruction that values both process learning and authentic student products reflecting 21st Century skills. Utilizing a workshop approach, we empower students to have voice and choice as they develop an appreciation for written language, improve as strategic readers to increase comprehension and grow as writers. We work to facilitate and strengthen the connection between home and school. Communication with our families begins during the summer months. Suffield Middle School is organized in small, grade level, cross-disciplinary teams to provide a personalized learning environment and increases collaborative planning for teachers. This approach, designed to better meet the learning and developmental needs of middle schoolers resulted in earning recognition from CAS. Our improvement plan includes the review of assessment and climate data. We focus on professional learning in differentiation and student engagement. Based on the 2015 school climate data the school is focused on social-emotional wellness for learning and has identified elements of PBIS and the Wingman Program as leverage points. We seek to engage families as partners in the process of learning. Parent Open House Programs, Parent Teacher conferences, and the team structure create many opportunities for parents to meet with teachers. Suffield High School offers a wide-range of classes including AP classes and UCONN ECE classes and Agriscience. AP course offerings will be expanded. Our improvement plan includes working to engage all students in college and career readiness by reviewing structures and activities to support student learning. We assess participation rates in our co-curricular programs. A transition coordinator was added in 14-15 to provide additional supports and opportunities relating to post-secondary programming and community based experiences. Parents are engaged in the improvement process through representation on the Safe School Climate Committee and the Parent Advisory Council. This Council functions in the spirit of collaborative leadership and participates in committees that help guide policy and practice. Our student advisory council meets monthly with administration. The school website includes daily announcements, messages from the principal, guidance and athletic information, and school events. All parents have access to the PowerSchool

Efforts to Reduce Racial, Ethnic and Economic Isolation

Spaulding School continues its partnership with Open Choice. Increasing student awareness of diversity & individual differences is addressed within classroom lessons. Social skills lessons reinforce efforts to understand & celebrate differences & build acceptance. Spaulding Stars addresses & promotes positive social interaction & responsibility. McAlister Intermediate School students participate in programs & efforts that broaden their experiences as citizens in a diverse world. We provide programs that celebrate & increase awareness of diversity. Each year McAlister enrolls a number of students in the Open Choice Program. At SMS opportunities to integrate & relate students to the diverse cultures & people of the global society are embedded in the school's mission, curriculums, extra-curricular activities & community service opportunities. Partnerships with Windsor, Hartland & Hartford allowed students & parents to organize & facilitate "I am Unique! I am Woman!" Health Fair. Support of groups such as the Emergency Aid Society Relay for Life fundraiser, Leadership Symposium VII, Mix-It-Up Day & CREC programs are initiatives that the students & staff focus on which contribute to a Positive School Culture. The Anti-Defamation League trained all teachers & staff in the "Let's Get Real" middle program and trained 42 students to be Positive School Ambassadors with an active role in promoting positive school climate. SHS participates in the Open Choice program & several inter-district programs & projects in racially-mixed communities. We engage in activities designed to increase student awareness of diversity & cultures. As a Regional Agriscience School, we increased students from Hartford helping to provide diversity that represents our broader cultural, racial, & ethnic world. SHS participates in the Bridges program, sponsored by the NCCJ & has active awareness & appreciation organizations such as Gay-Straight Alliance, Best Buddies & Friends of Rachel. We host the Names Can Really Hurt Us assembly program sponsored by the Anti-Defamation League. We host foreign exchange students & the flags of these students' countries are on permanent display. Our faculty is trained on culturally responsive education strategies & is sensitive to issues of diversity.

District Profile and Performance Report for School Year 2014-15 Suffield School District

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.