

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



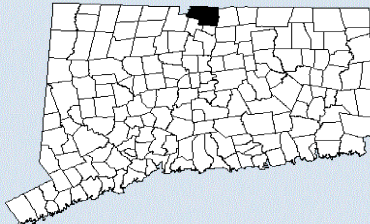
## Suffield School District

Dr. Timothy Vantasel, Superintendent – Acting • 860-668-3800 • [www.suffield.org/](http://www.suffield.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,073
Per Pupil Expenditures <sup>1</sup>	\$17,369
Total Expenditures <sup>1</sup>	\$37,967,542

<sup>1</sup> Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,050	50.7	48.4
Male	*	*	51.5
American Indian or Alaska Native	*	*	0.3
Asian	90	4.3	5.2
Black or African American	84	4.1	12.7
Hispanic or Latino of any race	148	7.1	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	21	1.0	4.0
White	1,725	83.2	49.9
English Learners	49	2.4	8.3
Eligible for Free or Reduced-Price Meals	356	17.2	42.7
Students with Disabilities <sup>3</sup>	293	14.1	16.3

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	105	10.1	14	1.3
Male	92	9.3	23	2.2
Black or African American	17	19.8	0	0.0
Hispanic or Latino of any race	24	16.1	*	*
White	148	8.8	31	1.7
English Learners	9	19.6	0	0.0
Eligible for Free or Reduced-Price Meals	71	22.3	11	2.8
Students with Disabilities	58	20.3	11	3.2
District	197	9.7	37	1.7
State		19.0		1.4

**Number of students in 2019-20 qualified as truant under state statute: 156**

**Number of school-based arrests: 0**

*NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> 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 2020-21

## Suffield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	154.3
Paraprofessional Instructional Assistants	18.6
<b>Special Education</b>	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	40.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	84.5

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.3
Black or African American	1	0.5	4.1
Hispanic or Latino of any race	3	1.4	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	217	97.8	89.9

<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.

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.6	7.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino of any race	9	*	10	*
White	167	95.4	168	98.2
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	22	88.0	35	100.0
Students with Disabilities	16	61.5	26	89.7
District	194	93.7	190	97.4
State		75.9		85.6

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	16	48.5
Emotional Disturbance	18	72.0
Intellectual Disability	*	*
Learning Disability	97	94.2
Other Health Impairment	41	80.4
Other Disabilities	*	*
Speech/Language Impairment	27	93.1
District	203	79.9
State		67.9

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## Suffield School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	37	1.9	2.1
Emotional Disturbance	25	1.3	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	103	5.2	5.8
Other Health Impairment	51	2.6	3.3
Other Disabilities	7	0.4	1.2
Speech/Language Impairment	33	1.7	1.9
<b>All Disabilities</b>	<b>262</b>	<b>13.3</b>	<b>15.9</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	2.3	8.3
Private Schools or Other Settings	15	5.7	4.8

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,317,858	\$11,582	\$11,205
Support services - students	\$3,598,021	\$1,706	\$1,346
Support services - instruction	\$405,554	\$192	\$698
Support services - general administration	\$1,236,392	\$586	\$464
Support services - school based administration	\$2,402,693	\$1,139	\$1,037
Central and other support services	\$243,981	\$116	\$691
Operation and maintenance of plant	\$2,894,390	\$1,372	\$1,692
Student transportation services	\$1,371,865	\$695	\$1,159
Food services	\$13,353	\$6	\$21
Enterprise operations	\$483,436	\$229	\$151
<b>Total</b>	<b>\$37,967,542</b>	<b>\$17,369</b>	<b>\$17,838</b>

<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: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,610,875	29.3	29.6
Instructional Aide Salaries	\$1,250,588	14.0	11.1
Other Salaries	\$531,786	6.0	9.5
Employee Benefits	\$841,252	9.4	13.5
Purchased Services Other Than Transportation	\$525,438	5.9	5.4
Special Education Tuition	\$2,657,332	29.8	22.5
Supplies	\$26,250	0.3	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$467,839	5.2	7.2
Equipment	\$6,369	0.1	0.2
All Other Expenditures	\$1,000	0.0	0.1
<b>Total</b>	<b>\$8,918,729</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		23.5	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	74.0
State	20.4
Federal	2.3
Tuition & Other	3.3

<sup>4</sup> 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 2020-21

## 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

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

READING	NAEP 2019		NAEP 2013
	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
National Public	40	33	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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

## Suffield School District

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

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	34	97.1
Students with Disabilities	26	84.6
District	188	97.3
State		88.8

<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 2019-20 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	91.5	116	54.7
Male	84.7	88	46.3
Black or African American	*	*	*
Hispanic or Latino	91.7	9	37.5
White	87.6	178	51.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	73.3	16	26.7
Students with Disabilities	72.7	7	12.7
District	88.3	204	50.7
State	85.0		36.0

<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

<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 percentage.

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.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	84.2	90.4
Male	62.5	89.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	74.5	89.5
English Learners	N/A	*
Eligible for Free or Reduced-Price Meals	57.6	87.5
Students with Disabilities	40.0	*
District	74.6	89.9
State	67.4	84.9

<sup>3</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>4</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 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	9.7%	<=5%	19.0%
	High Needs Students	18.7%	<=5%	30.2%
Preparation for CCR	% Taking Courses	95.5%	75%	80.6%
	% Passing Exams	50.7%	75%	36.0%
On-track to High School Graduation		93.1%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		97.3%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		90.0%	94%	85.2%
Postsecondary Entrance (Class of 2020)		74.5%	75%	67.4%
Arts Access		42.5%	60%	50.7%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	90.0%	4.0%	9.8%	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.

*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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## Suffield School District

### Narratives

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#### **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 2020-2021 school year. In addition, the district has participated in multiple school-based professional learning endeavors related to diversity, equity and inclusion. To further engage with stakeholders on these important topics, the district created a district-level Diversity, Equity, and Inclusion (DEI) Council. This group, which included faculty, staff, parents and students, met five times over the course of the school year. Additionally, several DEI Council subgroups were formed, of which met multiple times to discuss grants, professional development, curriculum, and how best to communicate our efforts in creating a more welcoming and inclusive school district. In addition, as part of their annual goal-setting, the Suffield Board of Education adopted a DEI goal for the district. The goal was then incorporated into program initiatives in the district and school Advancement Plans.

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.

# District Profile and Performance Report for School Year 2020-21

## Suffield School District

### **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.