

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



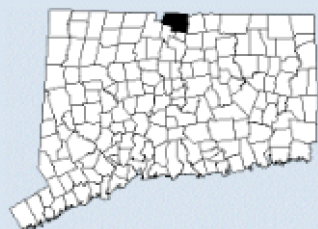
Suffield School District

Matthew Dunbar, Superintendent • 860-668-3800 • www.suffield.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,027
Per Pupil Expenditures	\$20,794
Total Expenditures	\$43,167,602

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,031	50.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	7	0.3	0.2
Asian	88	4.3	5.2
Black or African American	83	4.1	12.4
Hispanic or Latino of any race	191	9.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	4.8
White	1,652	81.5	45.1
English Learners/Multilingual Learners	51	2.5	11.3
Eligible for Free or Reduced-Price Meals	308	15.2	44.8
Students with Disabilities	343	16.9	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	114	11.9	*	*
Male	82	8.2	48	4.5
Non-Binary	0	*	*	*
Black or African American	20	25.3	6	7.1
Hispanic or Latino of any race	35	18.6	14	6.7
White	128	8.0	48	2.8
English Learners/Multilingual Learners	10	20.0	*	*
Eligible for Free or Reduced-Price Meals	78	23.4	32	8.6
Students with Disabilities	61	18.0	16	3.9
All Students - District	196	10.0	72	3.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 164
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	140.2
General Education Paraprofessionals	19.7
Special Education Teachers and Instructors	24.0
Special Education Paraprofessionals	44.6
District Central Office Administrators	4.0
School Level Administrators	11.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	18.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	87.5

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	5.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	3	1.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.5	0.3
White	212	98.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	25	11.6	6.8
Teachers	22	13	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	13	*	17	*
White	111	94.9	114	98.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	26	96.3	26	100.0
Students with Disabilities	21	91.3	22	95.7
All Students - District	137	95.1	151	98.1
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	26	50.0
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	115	91.3
Other Health Impairment	49	81.7
Other Disabilities	*	*
Speech/Language Impairment	25	96.2
All Disabilities - District	228	78.6
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	54	2.8	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	126	6.6	6.5
Other Health Impairment	61	3.2	3.6
Other Disabilities	18	0.9	1.1
Speech/Language Impairment	32	1.7	2.0
All Disabilities	309	16.3	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	14	4.5	8.2
Private Schools or Other Settings	16	5.2	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$28,627,027	\$13,790	\$13,471
Support services - students	\$3,390,775	\$1,676	\$1,826
Support services - instruction	\$885,825	\$438	\$972
Support services - general administration	\$1,706,568	\$844	\$568
Support services - school based administration	\$2,466,773	\$1,219	\$1,274
Central and other support services	\$50,120	\$25	\$761
Operation and maintenance of plant	\$3,425,925	\$1,693	\$2,125
Student transportation services	\$1,793,807	\$1,116	\$1,695
Food services	.	.	\$10
Enterprise operations	\$820,782	\$406	\$219
Total	\$43,167,602	\$20,794	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,008,018	28.3	26.4
Instructional Aide Salaries	\$1,246,730	11.7	10.1
Other Salaries	\$600,629	5.7	10.5
Employee Benefits	\$1,205,937	11.4	13.3
Purchased Services Other Than Transportation	\$440,904	4.1	6.8
Special Education Tuition	\$3,336,849	31.4	22.8
Supplies	\$12,820	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$772,749	7.3	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$10,624,636	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	74.5
State	18.9
Federal	2.8
Tuition & Other	3.9

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	49	75.0	48	77.2	21	83.9
Black or African American	39	60.8	39	55.2	*	*
Hispanic or Latino of any race	93	61.2	93	62.8	46	59.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	0	N/A	0	N/A	0	N/A
White	862	72.6	861	72.4	361	75.6
English Learners/Multilingual Learners	53	64.4	53	70.2	26	70.5
Non-English Learners/Non-Multilingual Learners	995	71.8	993	71.2	421	74.2
Eligible for Free or Reduced-Price Meals	175	61.5	174	60.4	72	63.4
Not Eligible for Free or Reduced-Price Meals	873	73.4	872	73.3	375	76.0
Students with Disabilities	184	52.5	183	52.0	77	56.9
Students without Disabilities	864	75.4	863	75.2	370	77.5
High Needs	343	60.1	341	60.0	146	64.0
Non-High Needs	705	76.9	705	76.6	301	78.8
All Students - District	1,048	71.4	1,046	71.2	447	74.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	80.4	64.1	70.2	72.2	623	71.9
Curl Up	86.1	72.9	78.8	81.7	622	80.1
Push Up	81.0	47.2	54.3	71.2	623	64.0
Mile Run/PACER	84.2	68.1	51.7	58.1	620	65.5
All Tests - District	57.6	32.6	31.8	44.3	620	41.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	24	91.7
White	157	97.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	44	90.9
Students with Disabilities	34	88.2
All Students - District	199	96.5
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	116	70.3
Male	67	50.8
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	15	50.0
White	145	62.2
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	22	41.5
Students with Disabilities	10	21.7
All Students - District	183	61.4
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	89.8	94.2
Male	76.7	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	71.4	*
White	86.9	92.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	71.8	75.0
Students with Disabilities	83.3	*
All Students - District	84.8	89.1
All Students - State	67.0	88.2

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.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.4	75	47.6	50	95.2	64.7
ELA Performance Index	High Needs Students	60.1	75	40.0	50	80.1	54.9
Math Performance Index	All Students	71.2	75	47.5	50	94.9	61.1
Math Performance Index	High Needs Students	60.0	75	40.0	50	80.0	50.6
Science Performance Index	All Students	74.0	75	49.3	50	98.6	62.6
Science Performance Index	High Needs Students	64.0	75	42.6	50	85.3	52.1
ELA Academic Growth	All Students	63.8%	100%	63.8	100	63.8	60.6%
ELA Academic Growth	High Needs Students	54.3%	100%	54.3	100	54.3	55.7%
Math Academic Growth	All Students	78.1%	100%	78.1	100	78.1	62.3%
Math Academic Growth	High Needs Students	67.0%	100%	67.0	100	67.0	55.9%
Progress Toward English Proficiency	Literacy	69.3%	100%	34.6	50	69.3	58.7%
Progress Toward English Proficiency	Oral	79.9%	100%	40.0	50	79.9	55.7%
Chronic Absenteeism	All Students	10.0%	<=5%	40.0	50	80.0	17.2%
Chronic Absenteeism	High Needs Students	18.0%	<=5%	24.1	50	48.2	24.8%
% Taking CCR Courses	All Students	96.6%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	61.4%	75%	40.9	50	81.9	47.2%
On-track to High School Graduation	All Students	87.0%	94%	46.3	50	92.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.5%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.8%	94%	97.7	100	97.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	84.8%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	41.9%	75%	28.0	50	55.9	49.0%
Arts Access	All Students	50.0%	60%	41.7	50	83.3	55.1%
Accountability Index				1173.4	1450	80.9	

Physical Fitness Estimated Participation Rate - District: 98.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.1	14.9	16.9	N
Math Performance Index Gap	75.0	60.0	15.0	18.4	N
Science Performance Index Gap	75.0	64.0	11.0	18.2	N
Graduation Rate Gap	94.0%	91.8%	2.2%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	98.3
Math	All Students	99.0
Math	High Needs Students	98.0
Science	All Students	98.7
Science	High Needs Students	96.7

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 54.9

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District Improvement Plan focuses on the school goals district goals and Board of Education goals. 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. The district focuses on Tier 1 interventions, particularly in reading and math, developed universal screens, progress monitoring, and identified grade level expectations. The district developed an MTSS process to meet the needs of students through intervention work. Parent-school community relationships are supported through the multiple family events, school concerts, art shows, literacy and math nights, Ecology Explore events and through the work of our Family Liaison. The engagement of the community has proven to be highly successful in deepening understanding about our purpose. 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. All students have access to advanced placement courses and early college experiences. The Suffield Public Schools also utilizes Positive Behavior Support programs in all four schools. Responsive Classroom is utilized in our elementary and middle schools, and elements of it exist at the high school level. The secondary schools are utilizing the RULER approach to address social emotional learning.

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Equitable Allocation of Resources among District Schools

Since the Suffield School District can be best characterized as a small district with approximately 2,100 students. Due to our size, we are able to ensure the equitable distribution of resources among our four schools to meet the needs of all learners. District committees are constructed with equitable representation from all schools for the purpose of maintaining an even proportion of resources and input required to make thoughtful decisions. Important to note, the Suffield Public Schools budget is prepared to support the district mission, and vision. 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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	5.6	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	13	72.2	32.0
Retired	3	16.7	23.7
Teach/Admin in Other CT Dist	1	5.6	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	18		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.