

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



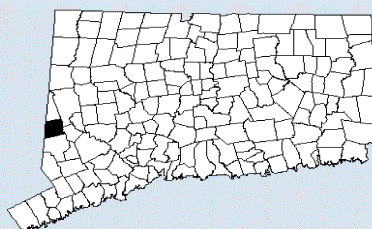
New Fairfield School District

Dr. Alicia Roy, Superintendent • 203-312-5770 • <http://www.newfairfieldschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,662
Per Pupil Expenditures ¹	\$13,811
Total Expenditures ¹	\$37,427,344

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	1,257	47.2	48.3
Male	1,405	52.8	51.6
American Indian or Alaska Native	7	0.3	0.2
Asian	55	2.1	4.7
Black or African American	39	1.5	12.9
Hispanic or Latino	196	7.4	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	41	1.5	2.5
White	2,324	87.3	57.2
English Language Learners	36	1.4	6.3
Eligible for Free or Reduced-Price Meals	267	10.0	37.6
Students with Disabilities ¹	266	10.0	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	34	2.8	20	1.6
Male	41	3.0	66	4.7
Black or African American	*	*	*	*
Hispanic or Latino	7	3.7	8	4.1
White	59	2.6	76	3.2
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	26	11.3	20	7.1
Students with Disabilities	21	8.9	24	8.5
District	75	2.9	86	3.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 25

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	172.5
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	46.9
Administrators, Coordinators and Department Chairs	
District Central Office	5.2
School Level	13.3
Library/Media	
Specialists (Certified)	3.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	16.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	103.3

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	2	0.8	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	4	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	241	97.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
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	9.3	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	*	*	15	*
White	185	83.0	214	91.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*	23	95.8
Students with Disabilities	18	78.3	11	55.0
District	198	82.8	240	92.0
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	11	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	70	97.2
Other Health Impairment	50	83.3
Other Disabilities	10	*
Speech/Language Impairment	35	92.1
District	183	81.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	0.7	1.5
Emotional Disturbance	13	0.5	1.0
Intellectual Disability	8	0.3	0.5
Learning Disability	72	2.8	4.4
Other Health Impairment	60	2.4	2.6
Other Disabilities	31	1.2	1.0
Speech/Language Impairment	40	1.6	1.9
All Disabilities	242	9.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	2.9	8.1
Private Schools or Other Settings	6	2.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,437,901	8,234	9,134
Instructional Supplies and Equipment	979,451	359	334
Improvement of Instruction and Educational Media Services	1,128,469	414	498
Student Support Services	2,841,278	1,043	1,001
Administration and Support Services	3,900,753	1,431	1,694
Plant Operation and Maintenance	3,355,819	1,231	1,572
Transportation	1,653,416	609	813
Costs of Students Tuitioned Out	566,151	N/A	N/A
Other	564,106	207	186
Total	37,427,344	13,811	15,289

Additional Expenditures

Land, Buildings, and Debt Service	3,022,488	1,109	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	3,205,432	47.1	35.1
Noncertified Personnel	1,018,676	15.0	14.2
Purchased Services	310,303	4.6	5.2
Tuition to Other Schools	526,842	7.7	22.0
Special Ed. Transportation	515,330	7.6	8.6
Other Expenditures	1,222,134	18.0	14.9
Total Expenditures	6,798,717	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	83.6	83.0
State	12.6	12.8
Federal	1.6	1.7
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	31	77.8	31	71.7	17	*
Black or African American	19	*	19	*	9	*
Hispanic or Latino	88	71.4	86	60.0	45	58.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	13	*
White	1037	72.1	1016	63.8	565	64.6
English Language Learners	29	57.3	28	48.4	7	*
Non-English Language Learners	1168	72.6	1147	64.0	643	64.2
Eligible for Free or Reduced-Price Meals	119	66.9	121	56.5	59	57.1
Not Eligible for Free or Reduced-Price Meals	1078	72.8	1054	64.4	591	64.7
Students with Disabilities	128	51.4	121	44.7	72	43.9
Students without Disabilities	1069	74.7	1054	65.8	578	66.5
High Needs	244	59.6	238	51.7	123	50.8
Non-High Needs	953	75.4	937	66.6	527	67.1
District	1197	72.2	1175	63.6	650	64.0

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	78.2	85.5	82.9	88.1	768	84.2
Curl Up	88.0	90.5	96.0	90.7	768	91.5
Push Up	69.0	75.5	66.3	74.0	768	71.5
Mile Run/PACER	65.5	73.0	79.9	70.5	768	72.7
All Tests - District	42.3	59.5	52.8	50.7	768	52.0
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	26	88.5	.		.
Students with Disabilities	26	84.6	83.5	Yes	84.6
District	239	96.7	91.6	Yes	91.9
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	89.1	118	49.4
Male	85.1	139	53.3
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	87.7	243	53.2
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	81.3	10	31.3
Students with Disabilities	31.8	*	*
District	87.0	257	51.4
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	86.6	96.5
Male	82.0	88.2
Black or African American	*	*
Hispanic or Latino	*	*
White	83.5	92.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	64.5	95.5
Students with Disabilities	50.0	*
District	84.2	92.8
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	72.2	75	96.3	100	96.3	67.9
	High Needs Students	59.6	75	79.5	100	79.5	56.7
Math Performance Index	All Students	63.6	75	84.8	100	84.8	59.3
	High Needs Students	51.7	75	68.9	100	68.9	47.8
Science Performance Index	All Students	64.0	75	85.3	100	85.3	56.5
	High Needs Students	50.8	75	67.8	100	67.8	45.9
Chronic Absenteeism	All Students	2.9%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	9.3%	<=5%	41.4	50	82.8	17.3%
Preparation for CCR	% Taking Courses	87.6%	75%	50.0	50	100.0	66.1%
	% Passing Exams	51.4%	75%	34.3	50	68.5	37.3%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.7%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		92.7%	94%	98.6	100	98.6	77.6%
Postsecondary Entrance (Class of 2014)		84.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 52.0%	75%	34.6	50	69.3	87.6% 51.0%
Arts Access		41.1%	60%	34.2	50	68.4	45.7%
Accountability Index				1075.7	1250	86.1	

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	59.6	15.4	17.3	
Math Performance Index Gap	66.6	51.7	14.9	19.6	
Science Performance Index Gap	67.1	50.8	16.2	17.2	
Graduation Rate Gap	94.0%	92.7%	1.3%	15.2%	N

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	87.0
	High Needs Students	89.2
Math	All Students	85.4
	High Needs Students	86.8
Science	All Students	99.7
	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: 49.2

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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New Fairfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Each of the New Fairfield Public Schools prepares a school improvement plan aligned with the district goal, including steps to improve student achievement. Our staff has continued to function as a Professional Learning Community (PLC) to ensure that ALL students achieve high levels of learning, that we focus on student academic results by using relevant data and information to promote continuous improvement, that we create a collaborative culture through high-performing teams, and that we maintain a welcoming environment for our families. All schools also use Positive Behavioral Interventions and Supports (PBIS). As part of the State Personnel Resource Center grant, a building evaluation was conducted at MHHS by a state reviewer who said the following: "My visit to MHHS revealed that its hard work, commitment, and student and staff engagement has paid off and created an environment that is welcoming!" NWEA data is used districtwide to inform targeted academic interventions. Our reading teachers and consultant at Consolidated School work with staff to increase benchmarks in language arts for K-2nd grade. The math coach uses Stepping Stones to help teacher teams develop SRBI goals to address students' needs across the grade levels. MHHS and Consolidated staff members continue to be active participants in data teams that analyze student data based on pre and post-common formative assessments (CFAs) and benchmark assessments to adjust instructional plans and incorporate best practices to maximize student achievement. At MHHS data teams at each grade level meet on a seven-day cycle to analyze identified problems of practice. A vertical data team oversees the work across grade levels. At the middle school teams met with administrators to develop action plans for students not meeting expectations. Students on one 8th grade team also prepared a Student Showcase for their families to discuss their plans for continuous improvement and learning, while other teachers in the school emailed parents regularly to share progress toward student goals. At New Fairfield High School the data team worked to improve instruction and student achievement. The Flex program and the Alternative Learning Center programs continued to support student needs. The senior capstone continues to thrive, offering students the opportunity to participate in the Senior Enrichment Experience (SEE), culminating in a community exposition where students present their work: community service projects; entrepreneurial ventures; internships in public and private organizations; and as teacher assistants. Programs held for parents include course selection, cocurricular events, and college financial aid. The high school also works closely with the Local Prevention Council to support programs and activities to strengthen the school and community. All schools are committed to providing a broad spectrum of programs and support services to address student needs and inform families regarding student progress. A new district social worker position was added this school year to engage families and provide support across multiple buildings. The district social worker also led parent workshops. Follow our Twitter feeds through the district website for more about our schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Fairfield Public Schools continue to use both grants and local resources to make efforts to reduce racial, ethnic, and economic isolation. At Consolidated School (PreK-2), students learn to respect and value all people, seeking opportunities to develop an awareness of people and customs from around the world and to benefit from the ideas, wisdom and experience of others. Special area educators teach the art, music, literature and recreational choices of different cultures. The State Personnel Development Grant (SPDG) helped evaluate policies, practices, and the physical environment to make families and community members feel valued and connected. Meeting House Hill School (3-5) welcomes parental involvement in their child's educational experience and academic development. The entire staff is committed to providing a wide variety of opportunities for families. The PTO supports the school in many ways, including through mini-grants and gifts so that tools such as Child's Play, High Touch- High Tech, and author visits can enrich the students' education. Through the middle school's (6-8) developmental guidance classes, the topics of stereotyping, bias, discrimination, and bullying are addressed. The world language department sponsored a cultural heritage day and some students also visited the Modern Museum of Art in New York and the United Nations. At the high school students participate in a variety of cocurricular club and sports activities, including a number of state and national competitions. These activities— State Latin Day, DECA and FBLA state and national competitions, Model United Nations conferences at Yale and Cornell—expose the students to a diverse group of people. Students participated in Virtual High School (VHS), taking semester or yearlong courses, interacting with and learning from students throughout the country and around the world. In addition, the mission of the high school includes the expectation that every student every year will have the opportunity to understand varying opinions, diverse beliefs, and cultural differences. Student groups at all schools also participated in various fundraisers to support local charities and non-profit groups.

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Equitable Allocation of Resources among District Schools

The Board of Education (BoE) allocates resources to ensure that all schools are well equipped, appropriately staffed, and properly maintained. Each school, beginning at the teacher level, is required to submit an annual budget request to the principal. While preparing the school requests, principals and district administrators are charged with the responsibility of addressing students' needs through alignment with the district goal. Individual meetings are held with central office personnel to review budget priorities. Additional meetings are conducted with the administrative council to prioritize district needs to allocate resources equitably across all schools and programs. The superintendent prepares an annual budget for consideration by the BoE. Many workshops are conducted as the Board examines the budget recommendations. After approval of the BoE the process continues to the Board of Finance and the budget is voted on by the taxpayers at referendum. New Fairfield has been a community that has received tremendous legislative and community support with grants, bonding for school projects, and contributions that have helped support growth throughout the district.