

**STRATEGIC SCHOOL PROFILE 2008-09****New Fairfield School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Fairfield	Per Capita Income in 2000: \$34,928
Town Population in 2000: 13,953	Percent of Adults without a High School Diploma in 2000*: 7.5%
1990-2000 Population Growth: 8.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 95.9%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 3,052  
5-Year Enrollment Change -2.6%

**DISTRICT GRADE RANGE**

Grade Range PK-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	185	6.1	6.4	30.3
K-12 Students Who Are Not Fluent in English	22	0.7	2.2	5.2
Students Identified as Gifted and/or Talented*	155	5.1	6.6	4.0
PK-12 Students Receiving Special Education Services in District	344	11.3	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	161	91.5	91.3	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	29	7.7	14.2	19.0

\*48.4% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	47	1.5
Black	35	1.1
Hispanic	111	3.6
White	2,857	93.6
Total Minority	195	6.4

**Percent of Minority Professional Staff:** 1.6%

**Non-English Home Language:** 0.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The New Fairfield Public Schools on both a district-wide and school basis continues to move forward toward achieving the goal of reducing racial, ethnic and economic isolation. These efforts include using grants and local budgetary resources and activities to achieve this goal.

At Consolidated School (Pre K-2), we teach students to respect and value people of all colors, abilities, ages, nationalities and religions. We look for opportunities to develop an awareness of people and customs from around the world in order to benefit from the wisdom and experience of others. Special area educators teach students about the art, music, literature and recreational choices of different cultures. We continue to select diverse school-wide units of study each year to continue to foster global awareness and appreciation among our students.

At Meeting House Hill School (3-5), the students and staff are invested in recognizing and celebrating many different cultures. The PTO and community involvement help to support and foster our collaborative efforts. Character Education is recognized and reinforced through character awards that are announced on a daily basis. All of our students attend anti-bullying assemblies where proactive tolerance and behaviors are discussed. These topics are consistently reinforced through class meetings. Staff members and several 5th grade students are trained in Peer Mediation to assist students who are having ongoing issues that have not been resolved through other ways.

At New Fairfield Middle School (6-8), an assembly for incoming 5th and 6th graders addressed the negative effects of cyber bullying when the internet, instant messaging, and/or e-mails are used to hurt or attack others. Students are encouraged to appreciate and to celebrate diversity and individuality. Language arts and social studies teachers examined societal, racial and ethnic issues through reading, researching and studying historical events resulting from religious and cultural intolerance, and discussed what needs to be done so that history does not repeat itself.

At New Fairfield High School (9-12), students participate in a variety of traditional co-curricular club and sports activities, including a number of state and national competitions. Students also participated in training regarding internet safety and bullying. These activities expose the students to a diverse group of young people. A number of these events, such as State Latin Day, DECA, Model United Nations, local and regional music competitions, and FBLA state and national competitions, include hundreds of students from throughout the country. 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. Our students and students from Danbury, Bethel, Brookfield, and New Milford participated in *Project CLEAR*. This is the seventh year of the Department of Environmental Protection grant led by New Fairfield High School staff and students who work in teams to monitor the water quality on Candlewood Lake.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.4	54.6	44.0
Writing	66.2	62.5	47.2
Mathematics	65.0	62.8	41.5
Grade 4 Reading	75.1	60.7	71.8
Writing	78.9	64.2	77.0
Mathematics	72.4	63.6	57.9
Grade 5 Reading	80.5	66.0	72.0
Writing	78.7	66.5	66.7
Mathematics	76.9	68.8	56.8
Science	74.5	58.1	65.4
Grade 6 Reading	78.0	68.9	49.1
Writing	80.0	62.2	76.1
Mathematics	88.3	68.8	78.5
Grade 7 Reading	89.4	74.9	81.5
Writing	73.9	62.9	63.1
Mathematics	85.2	66.0	82.2
Grade 8 Reading	84.6	68.4	76.1
Writing	77.4	66.5	56.1
Mathematics	86.4	64.5	83.2
Science	81.9	60.6	76.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	70.2	47.4	81.8
Writing Across the Disciplines	79.9	55.0	88.5
Mathematics	64.7	47.8	69.5
Science	69.7	42.8	90.1

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	43.3	36.2	67.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.2	74.5	
Average Score	Mathematics	536	507	74.4
	Critical Reading	533	503	78.3
	Writing	530	506	72.1

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	99.1	92.1	90.8
Cumulative Four-Year Dropout Rate for Class of 2008	0.8	6.6	86.9
2007-08 Annual Dropout Rate for Grade 9 through 12	0.6	2.5	69.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.2	84.1
% Employed (Civilian Employment and in Armed Services)	0.9	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	179.80
Paraprofessional Instructional Assistants	26.00
Special Education	
Teachers and Instructors	29.40
Paraprofessional Instructional Assistants	47.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	14.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	15.80
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	120.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.2	13.7	13.6
% with Master's Degree or Above	73.7	83.3	76.1

Average Class Size	District	DRG	State
Grade K	17.7	18.4	18.3
Grade 2	21.2	19.4	19.3
Grade 5	23.8	22.0	21.0
Grade 7	22.8	21.6	20.5
High School	24.4	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,007	991	988
Middle School	1,008	1,018	1,016
High School	1,000	977	1,007

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.3	3.4	3.3
Middle School	3.3	2.5	2.6
High School	2.7	2.9	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$20,308	\$6,671	\$7,521	\$7,233	\$7,522
Instructional Supplies and Equipment	\$669	\$220	\$267	\$245	\$271
Improvement of Instruction and Educational Media Services	\$709	\$233	\$461	\$461	\$446
Student Support Services	\$2,532	\$832	\$808	\$862	\$806
Administration and Support Services	\$3,560	\$1,170	\$1,351	\$1,342	\$1,369
Plant Operation and Maintenance	\$3,458	\$1,136	\$1,382	\$1,386	\$1,377
Transportation	\$1,387	\$460	\$649	\$575	\$644
Costs for Students Tuitioned Out	\$612	N/A	N/A	N/A	N/A
Other	\$426	\$140	\$152	\$164	\$151
<b>Total</b>	<b>\$33,662</b>	<b>\$11,110</b>	<b>\$12,869</b>	<b>\$12,531</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,272	\$747	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,489,892	19.3	19.2	20.5

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	83.1	14.3	1.5	1.1
Excluding School Construction	83.6	13.6	1.6	1.2

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The New Fairfield Board of Education believes that at all times the schools should be well-equipped, appropriately staffed, and properly maintained within the existing financial resources. Each school, beginning at the teacher level, is required to submit an annual budget request to the Principal and then to the Superintendent of Schools. District administrators are charged with the responsibility to address students' needs as they prepare their individual school or departmental requests. Individual meetings are held with central office personnel which includes each administrator to determine school budgetary priorities. Additional meetings are conducted with the administrative council in order to prioritize district needs and to ensure that an equitable allocation of resources spread across all schools and programs is realized. When the Superintendent's budget is finalized the Superintendent meets with the administrative council to discuss any impact to schools and programs. The Superintendent prepares an annual budget for consideration by the Board of Education. Many workshops are conducted as the board examines the budget recommendations to ensure that all programs and departments are treated in an equitable fashion. After approval of the Board of Education the process continues to the Town of New Fairfield 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 and contributions that have helped support many district programs and that have been allocated appropriately and equitably across all schools and programs.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	310
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.4%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	23	0.8	1.0	0.8
Learning Disability	96	3.2	3.5	3.9
Intellectual Disability	5	0.2	0.3	0.5
Emotional Disturbance	20	0.7	0.6	1.0
Speech Impairment	65	2.2	2.1	2.3
Other Health Impairment*	71	2.4	2.1	2.1
Other Disabilities**	30	1.0	0.7	0.9
Total	310	10.4	10.2	11.6

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2007-08 with a Standard Diploma	96.4	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	38.7	30.2	78.4	65.7
	Writing	24.0	19.5	76.1	64.1
	Mathematics	41.9	30.7	79.6	65.7
	Science	31.7	23.8	78.4	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	70.2	47.4
	Writing Across the Disciplines	N/A	N/A	79.9	55.0
	Mathematics	N/A	N/A	64.7	47.8
	Science	N/A	N/A	69.7	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	5.2
	% With Accommodations	94.8
CAPT	% Without Accommodations	36.0
	% With Accommodations	64.0
% Assessed Using Skills Checklist		6.0

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	8	2.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	273	88.1	75.9	72.7
40.1 to 79.0 Percent of Time	26	8.4	17.2	16.1
0.0 to 40.0 Percent of Time	11	3.5	6.9	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Within the New Fairfield Public Schools, all principals and district administrators are required to submit a school/department improvement plan which must include plans to improve student achievement. This document is utilized by the Superintendent of Schools as part of the administrator's annual evaluation.

The district three-to-five year goal was updated in the fall of 2008 to ensure continuous improvement and measurable achievement for all students through implementation of Response to Instruction (RtI)/Scientifically Research-Based Instruction (SRBI). A district-wide RtI/SRBI committee including involvement from parents, teachers, and administrators guided the district implementation.

Within each school there is an effort to raise student achievement at each building as it functions as a Professional Learning Community. This district initiative ensures that all of our students achieve high levels of learning as we focus on student academic results by using relevant data and information to promote continuous improvement by creating a collaborative culture through high-performing teams. At the elementary level the Response to Intervention (RtI/SRBI) team provided quality in-service, became the grade level reps at CST meetings and monitored the implementation of the school RtI plan. The meetings focused on discussions around formative and summative assessments and how the data would be used to plan for instructional needs of the students. Professional development focused on developing SMART Goals and applying SRBI as they relate to student success. Title I funds provided free tutoring and summer school to students with both academic and financial needs. Our special education teachers, who are integral members of our grade level teaching teams, provided their instructional expertise to plan any necessary specialized instruction.

At New Fairfield Middle School the RtI initiative was implemented across all grades and subjects. The staff participated in four professional development programs to learn about the use of data walls and data spreadsheets to track student performance, the use of the intervention pyramid to track interventions for specific students, and the use of Hands Up! to make discussions about students more meaningful and productive. Following each workshop, teachers, administrators, and paraprofessionals implemented the new learning.

New Fairfield High School remains committed to offering a broad spectrum of programs and support services to address the needs of the entire population. The focus of the high school is to implement RtI including strategies to help students achieve success in all disciplines. In order to provide a forum for professional discussion and review of student work and progress, teachers participate monthly in professional learning communities in all disciplines. To this end, New Fairfield High School offers the Alternative Learning Center (ALC) and the FLEX program (applying grant funds from the DERX Foundation). Both programs are designed to provide intensive educational supports and resources for students experiencing significant academic difficulties. The ALC has been a vital part of New Fairfield High School for the past eight years. A peer mentoring program has been implemented to assist students in the middle school and high school. In an effort to provide students with more real-life experiences, seniors have the opportunity to participate in the Senior Enrichment Experience (SEE). Over 50% of the seniors participated in this capstone experience. Students completed community service projects, embarked on entrepreneurial ventures, and were interns in public and private organizations.

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