

**STRATEGIC SCHOOL PROFILE 2007-08****New Fairfield School District**

JOSEPH R. CASTAGNOLA, Superintendent  
Telephone: (203) 312-5770

Location: 3 Brush Hill Road  
New Fairfield,  
Connecticut

Website: [www.newfairfieldschools.org](http://www.newfairfieldschools.org)

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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: 95.6%

\*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, 2007 3,044  
5-Year Enrollment Change -3.7%

**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	124	4.1	5.3	28.7
K-12 Students Who Are Not Fluent in English	18	0.6	2.2	5.4
Students Identified as Gifted and/or Talented*	179	5.9	6.2	4.0
PK-12 Students Receiving Special Education Services in District	338	11.1	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	170	92.9	91.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	17	4.6	15.5	20.2

\*41.3% 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	49	1.6
Black	16	0.5
Hispanic	103	3.4
White	2,874	94.4
Total Minority	170	5.6

**Percent of Minority Professional Staff:** 0.8%

**Non-English Home Language:** 1.0% 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 8.

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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 inter-district grants, local budgetary resources and activities to achieve this goal.

At Consolidated School (PreK-2), the staff taught students to respect and value people of all colors, abilities, ages, nationalities and religions. They developed opportunities to learn to live respectfully together and benefit from one another's wisdom and experiences. One of the school goals for the past two years has been to foster understanding of differences among people and to respect and celebrate these variations. Special area teachers planned units to encourage our students to learn about the art, music, literature and recreational choices of two different cultures. At Meeting House Hill School (Grades 3-5), the students and staff at Meeting House Hill School are invested in recognizing and celebrating many different cultures. The PTO and community involvement help to support and foster our collaborative efforts. Students have the opportunity to attend many culturally enriching activities such as our Cool Cat Jazz performance or our Cultural Evening. Students complete special projects around celebrations such as Black History Month, Women's History Month, and Mardi Gras. On the classroom level students raised money for the local organizations.

New Fairfield Middle School (Grades 6-8) conducted an all-school assembly to address the negative effects of cyberbullying when the internet, instant messaging, and e-mails are used to hurt or attack others. The speaker encouraged students to appreciate and to celebrate diversity and individuality. Language arts and social studies teachers examined societal, racial and ethnic issues through reading and research. At each grade level, students studied significant historical events resulting from religious and cultural intolerance and discussed what needs to be done so that history does not repeat itself. For example, during Black History Month, students studied the civil rights movement through novels, newspaper and magazine articles, and film. Through developmental guidance classes at each grade level, the topics of stereotyping, bias, discrimination, and bullying were addressed.

Students at New Fairfield High School participated in a variety of traditional co-curricular club and sports activities, including a number of state and national competitions. 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, 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. All of the seats in the program were filled. Students participated in the Connecticut Learning Program.

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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	60.0	52.0	48.5
Writing	71.2	63.4	50.9
Mathematics	59.5	60.0	34.4
Grade 4 Reading	66.1	55.9	58.2
Writing	76.4	62.9	69.8
Mathematics	75.5	60.3	69.8
Grade 5 Reading	73.3	62.2	55.6
Writing	82.5	64.5	80.9
Mathematics	72.9	65.9	51.2
Science	72.5	54.9	67.9
Grade 6 Reading	80.5	66.3	69.0
Writing	79.7	61.9	82.1
Mathematics	86.1	66.4	81.5
Grade 7 Reading	82.4	71.1	56.1
Writing	77.4	62.0	71.0
Mathematics	80.5	63.0	71.6
Grade 8 Reading	86.7	64.8	86.2
Writing	86.3	63.4	86.8
Mathematics	87.8	60.8	91.8
Science	86.7	58.6	92.5

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	70.1	45.5	83.1
Writing Across the Disciplines	76.7	57.9	71.5
Mathematics	71.4	50.1	73.1
Science	69.6	46.3	80.0

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
	38.1	36.1	48.7

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		99.6	77.6	
Average Score	Mathematics	517	504	60.8
	Critical Reading	518	502	65.4
	Writing	516	503	61.5

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 2007	97.4	92.6	66.2
Cumulative Four-Year Dropout Rate for Class of 2007	2.6	6.2	60.9
2006-07 Annual Dropout Rate for Grade 9 through 12	0.6	1.7	74.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.5	83.4
% Employed (Civilian Employment and in Armed Services)	10.1	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	181.40
Paraprofessional Instructional Assistants	35.00
Special Education	
Teachers and Instructors	29.80
Paraprofessional Instructional Assistants	46.50
Library/Media Specialists and Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	12.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	16.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	124.50

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	13.6	13.6
% with Master's Degree or Above	73.5	82.7	75.6

Average Class Size	District	DRG	State
Grade K	18.3	18.3	18.1
Grade 2	20.1	19.8	19.3
Grade 5	21.9	22.3	20.9
Grade 7	26.0	21.2	20.5
High School	20.3	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	977	988	987
Middle School	1,008	1,022	1,017
High School	974	977	1,006

\*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*	5.0	3.6	3.4
Middle School	5.1	2.7	2.7
High School	2.7	3.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$19,680	\$6,421	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$844	\$275	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$609	\$199	\$443	\$491	\$429
Student Support Services	\$2,272	\$741	\$764	\$803	\$761
Administration and Support Services	\$3,240	\$1,057	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$3,248	\$1,060	\$1,329	\$1,365	\$1,322
Transportation	\$1,321	\$432	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$621	N/A	N/A	N/A	N/A
Other	\$279	\$91	\$147	\$159	\$145
<b>Total</b>	<b>\$32,113</b>	<b>\$10,522</b>	<b>\$12,203</b>	<b>\$11,984</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,354	\$768	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,797,964
Percent of Total PK-12 Expenditures Used for Special Education	18.1%

**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	83.2	14.5	1.6	0.8
Excluding School Construction	83.7	13.8	1.7	0.8

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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. Individual meetings are held with central office personnel which includes each administrator to determine school budgetary priorities. Additional meetings are conducted with the entire administrative council in order to prioritize district needs and to ensure that equitable allocation of resources spread across all schools and programs are realized. The Superintendent of Schools prepares an annual budget for consideration by the New Fairfield 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 New Fairfield 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 programs throughout the district. This additional financial support is allocated appropriately and equitably across all schools and programs.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	318
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

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Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	22	0.7	0.9	0.7
Learning Disability	94	3.2	3.5	4.0
Intellectual Disability	6	0.2	0.3	0.5
Emotional Disturbance	18	0.6	0.6	1.0
Speech Impairment	60	2.0	2.2	2.4
Other Health Impairment*	89	3.0	2.2	2.1
Other Disabilities**	29	1.0	0.6	0.9
Total	318	10.7	10.4	11.5

\*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	53.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.0	2.8

## 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	27.3	20.4	75.3	62.1
	Writing	27.3	19.3	79.1	63.0
	Mathematics	28.3	22.6	77.4	62.7
	Science	43.9	22.2	79.8	56.8
CAPT	Reading Across the Disciplines	21.4	11.4	70.1	45.5
	Writing Across the Disciplines	35.7	16.3	76.7	57.9
	Mathematics	29.6	14.7	71.4	50.1
	Science	17.2	14.4	69.6	46.3

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	16.8
	% With Accommodations	83.2
CAPT	% Without Accommodations	17.9
	% With Accommodations	82.1
% Assessed Using Skills Checklist		3.5

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	5	1.6

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	244	76.7	75.0	71.6
40.1 to 79.0 Percent of Time	52	16.4	17.7	16.6
0.0 to 40.0 Percent of Time	22	6.9	7.3	11.8

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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. This document is utilized by the Superintendent of Schools as part of the administrative evaluation document.

Consolidated School - In an effort to continually raise student achievement, our staff has focused on becoming a Professional Learning Community, commonly known as a PLC. As part of becoming a PLC, the staff has become actively involved in RtI, which can be either Response to Intervention or Instruction. A school team attended the RtI and Early Intervention workshops offered in the fall of 2007 in an effort to develop and to provide high-quality instruction/intervention that is matched to student needs.

Meeting House Hill School - At the start of the school year the staff receives disaggregated CMT scores and meets to analyze and interpret this data. After reviewing summative and formative data including CMT scores, student literacy portfolios, Individual Reading Inventories, as well as direct student observation, teachers and administration work in teams to develop our School Improvement Plan. This plan includes the following academic related goals: to improve student performance with the implementation of strategies and instruction techniques, to foster reading comprehension achievement across all content areas, to improve student performance in the area of writing, to improve student performance in the area of math, to continue to function as a learning organization to best meet the changing needs of our students by further developing and assessing the PLC, including creating an RtI model.

New Fairfield Middle School - During 2007-2008, middle school teachers were focused on departmental initiatives related to the School Improvement Plan. Language arts teachers provided direct instruction, practice, and review in four levels of reading comprehension tested by the CMT. Content area teachers provided review and practice in reading comprehension skills and in expository or persuasive writing using subject-specific content. During this year, X-TIME was included in the school schedule. X-TIME is one-half hour at the end of the school day when teachers are able to offer students the chance to get organized for homework, begin homework, work on short or long-range assignments, make up missed work, or get extra help. Parents, students, and teachers all expressed great satisfaction with the continuation of X-TIME at our school. The number of grades below C continued to decrease as students benefited from extra time and teacher support.

New Fairfield High School - The focus of the high school for the last two years has been to incorporate literacy skills across the curriculum in every discipline. Teachers are encouraged to incorporate a variety of literacy strategies into their lesson plans and to develop literacy incentive programs with the library. Reading for Enjoyment periods have been scheduled into the school day. In an effort to provide students with more real-life experiences, seniors now have the opportunity to participate in the Senior Enrichment Experience (SEE). One hundred and twenty-five seniors who participated this year completed community service projects, embarked on entrepreneurial ventures, were interns in public and private organizations and chose internships as teacher assistants throughout the district.

Parental involvement in their child's progress in education is encouraged and sustained in many ways. Teachers issue regular correspondence with parents through e-mail, conferences, newsletters, progress reports and the school web site on a regular basis. We also have very active PTO's in which there are monthly meetings with the Superintendent of Schools to discuss building and district issues. The superintendent attends two building PTO meetings yearly to conduct an open dialogue with our parents.

A continued K-5 initiative was to implement a student centered collaborative delivery model of inclusion. This model provides total inclusion of our special education population within regular education classes. Regular and special education teachers along with paraprofessionals provide appropriate services to all students. Classroom paraprofessionals received additional training in reading, math, writing and special education strategies to use with individual and small groups of students. This collaborative model has been well received by parents and staff and has shown instructional results for our elementary population.

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