

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



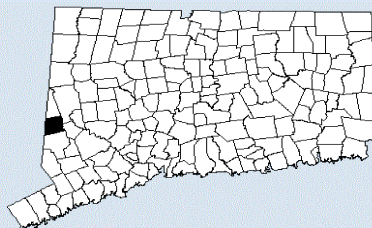
## New Fairfield School District

Dr. Alicia Roy, Superintendent • 203-312-5755 • <http://www.newfairfieldschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,497
Per Pupil Expenditures <sup>1</sup>	\$14,915
Total Expenditures <sup>1</sup>	\$39,105,895

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)

(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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.ct.gov](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,176	47.1	48.3
Male	1,321	52.9	51.6
American Indian or Alaska Native	7	0.3	0.2
Asian	49	2.0	4.9
Black or African American	33	1.3	12.8
Hispanic or Latino	199	8.0	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	55	2.2	2.7
White	2,154	86.3	55.9
English Learners	31	1.2	6.4
Eligible for Free or Reduced-Price Meals	182	7.3	38.0
Students with Disabilities <sup>1</sup>	244	9.8	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	36	3.1	21	1.8
Male	40	3.1	45	3.4
Black or African American	*	*	0	0.0
Hispanic or Latino	8	4.0	*	*
White	60	2.9	58	2.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	16	8.6	14	6.7
Students with Disabilities	16	7.0	16	6.1
District	76	3.1	66	2.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 12

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## New Fairfield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	167.9
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	57.7
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.2
School Level	13.2
<b>Library/Media</b>	
Specialists (Certified)	3.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	15.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	101.2

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### 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	0.9	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	1.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	231	97.9	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	18	*	*	*
White	182	91.0	210	93.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*	7	*
Students with Disabilities	17	*	21	84.0
District	208	91.6	228	93.4
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	14	63.6
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	67	95.7
Other Health Impairment	57	96.6
Other Disabilities	*	*
Speech/Language Impairment	31	93.9
District	182	85.4
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## New Fairfield School District

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

	District	State
	Count	Rate (%)
Autism	22	0.9
Emotional Disturbance	8	0.3
Intellectual Disability	7	0.3
Learning Disability	71	2.9
Other Health Impairment	60	2.5
Other Disabilities	27	1.1
Speech/Language Impairment	35	1.4
All Disabilities	230	9.5

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	23,192,012	8,745	9,387
Instructional Supplies and Equipment	1,121,988	423	318
Improvement of Instruction and Educational Media Services	1,165,846	440	541
Student Support Services	2,830,721	1,067	1,048
Administration and Support Services	4,032,329	1,520	1,790
Plant Operation and Maintenance	3,502,511	1,321	1,608
Transportation	1,933,845	701	845
Costs of Students Tuitioned Out	742,566	N/A	N/A
Other	584,077	220	194
Total	39,105,895	14,915	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,633,641	993	1,524

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	3,544,966	46.7
Noncertified Personnel	1,126,506	14.8
Purchased Services	289,388	3.8
Tuition to Other Schools	689,986	9.1
Special Ed. Transportation	616,646	8.1
Other Expenditures	1,325,417	17.5
Total Expenditures	7,592,909	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.6	83.7
State	11.5	12.1
Federal	1.3	1.3
Tuition & Other	2.6	2.8

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## New Fairfield School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	25	78.8	25	75.0	11	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	104	69.9	102	63.2	41	58.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	21	74.9	21	67.3	8	*
White	1038	75.8	1027	69.1	485	63.8
English Learners	24	61.3	23	53.4	9	*
Non-English Learners	1184	75.6	1172	68.9	543	63.5
Eligible for Free or Reduced-Price Meals	113	68.2	110	62.5	55	54.5
Not Eligible for Free or Reduced-Price Meals	1095	76.1	1085	69.3	497	64.2
Students with Disabilities	121	56.2	115	49.9	51	43.3
Students without Disabilities	1087	77.5	1080	70.6	501	65.3
High Needs	232	62.8	224	56.5	101	50.6
Non-High Needs	976	78.3	971	71.4	451	66.1
District	1208	75.3	1195	68.6	552	63.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.1	84.5	82.3	95.5	740	86.6
Curl Up	84.3	95.0	91.9	84.6	740	88.9
Push Up	82.0	78.5	76.9	77.6	740	78.6
Mile Run/PACER	64.0	71.8	88.7	62.7	740	71.8
All Tests - District	43.0	56.9	61.8	49.3	740	52.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## New Fairfield School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	38	97.4	.		.
Students with Disabilities	24	91.7	84.6	Yes	85.8
District	264	98.9	91.9	Yes	92.1
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	119	56.7
Male	98.1	147	56.3
Black or African American	*	0	*
Hispanic or Latino	100.0	9	39.1
White	98.1	248	58.4
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	9	40.9
Students with Disabilities	*	*	*
District	98.3	266	56.5
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	83.8	95.9
Male	77.0	92.0
Black or African American	*	*
Hispanic or Latino	*	*
White	79.3	93.8
English Learners	79.3	*
Eligible for Free or Reduced-Price Meals	55.6	*
Students with Disabilities	36.4	*
District	80.5	93.9
State	71.9	88.3

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2015-16

## New Fairfield School District

### Next Generation Accountability Results

These statistics are the 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	75.3	75	50.0	50	100.0	67.7
	High Needs Students	62.8	75	41.9	50	83.8	56.7
Math Performance Index	All Students	68.6	75	45.8	50	91.5	61.4
	High Needs Students	56.5	75	37.7	50	75.4	49.9
Science Performance Index	All Students	63.2	75	42.2	50	84.3	57.5
	High Needs Students	50.6	75	33.7	50	67.5	47.0
ELA Academic Growth	All Students	71.1%	100%	71.1	100	71.1	63.8%
	High Needs Students	63.7%	100%	63.7	100	63.7	58.3%
Math Academic Growth	All Students	79.4%	100%	79.4	100	79.4	65.0%
	High Needs Students	71.9%	100%	71.9	100	71.9	57.4%
Chronic Absenteeism	All Students	3.1%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	6.8%	<=5%	46.4	50	92.9	15.6%
Preparation for CCR	% Taking Courses	92.6%	75%	50.0	50	100.0	67.6%
	% Passing Exams	56.5%	75%	37.7	50	75.3	40.7%
On-track to High School Graduation		98.9%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		98.9%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		89.5%	94%	95.2	100	95.2	78.6%
Postsecondary Entrance (Class of 2015)		80.5%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.2%   52.8%	75%	35.2	50	70.5	89.2%   50.5%
Arts Access		39.8%	60%	33.2	50	66.3	47.5%
<b>Accountability Index</b>				<b>1135.1</b>	<b>1350</b>	<b>84.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.8	12.2	16.5	
Math Performance Index Gap	71.4	56.5	14.9	18.9	
Science Performance Index Gap	66.1	50.6	15.4	17.2	
Graduation Rate Gap	94.0%	89.5%	4.5%	15.3%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	93.3
	High Needs Students	90.8
Math	All Students	92.3
	High Needs Students	87.8
Science	All Students	98.6
	High Needs Students	96.4

<sup>3</sup>Minimum participation standard is 95%.

### 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: 55.3**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## New Fairfield School District

### Narratives

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#### **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). The elementary schools have also benefitted from the State Personnel Resource Center grant, resulting in Meeting House Hill School (MHHS) being named a banner PBIS school. STAR data is used districtwide to inform targeted academic interventions. Our reading teachers, coaches and consultant in the district work with staff to increase benchmarks in language arts. The elementary and middle school math coaches help teachers develop goals to address students' needs across the teams and 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 and one 7th 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 Seminar and the Alternative Learning Center programs continued to support student needs. The senior capstone is now a graduation requirement for all students, 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. The district social worker engaged families and provided support across multiple buildings, while also leading 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. DECA and FBLA state and national competitions and 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.

# District Profile and Performance Report for School Year 2015-16

## New Fairfield School District

### **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.