

STRATEGIC SCHOOL PROFILE 2011-12**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.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 13,953

1990-2000 Population Growth: 8.1%

Number of Public Schools: 4

Per Capita Income in 2000: \$34,928

Percent of Adults without a High School Diploma in 2000*: 7.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 96.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 2,868
5-Year Enrollment Change -6.4%

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	281	9.8	9.1	35.2
K-12 Students Who Are Not Fluent in English	22	0.8	2.0	5.6
Students Identified as Gifted and/or Talented*	155	5.4	6.8	4.0
PK-12 Students Receiving Special Education Services in District	300	10.5	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	153	89.0	91.3	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	36	11.4	11.3	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	57	2.0
Black	44	1.5
Hispanic	167	5.8
Pacific Islander	2	0.1
White	2,585	90.1
Two or more races	10	0.3
Total Minority	283	9.9

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.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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 districtwide and schoolwide basis continue to make efforts to reduce racial, ethnic, and economic isolation. These efforts include using grants and local resources. At Consolidated School (PreK-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 have also received the State Personnel Development Grant (SPDG) to help evaluate policies, practices, and the physical environment to make all families and community members feel valued and connected. Meeting House Hill School (3-5) is a community that welcomes parental involvement in their child's educational experience and academic development. The entire staff is committed to working closely with the community and providing a wide variety of opportunities for our parents. Administration reaches out to educate community members by writing monthly newsletters that are focused around educating parents on curriculum, instruction, and childhood development. The PTO meets monthly to discuss how funds can be allocated through mini-grants and gifts to the school so that tools such as Child's Play, High Touch-High Tech, and author visits can enrich the students' education. Through New Fairfield Middle School's (6-8) developmental guidance classes at each grade level, the topics of stereotyping, bias, discrimination, and bullying were 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 New Fairfield High School (9-12) students participate in a variety of traditional 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 young 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, New Fairfield High School held its annual Day of Silence sponsored by GSA. 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 throughout the year to support local charities and non-profit groups.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	70.7	59.2	62.5
Writing	75.7	62.7	70.6
Mathematics	82.4	66.5	74.4
Grade 4 Reading	69.3	64.1	41.9
Writing	74.0	65.3	51.3
Mathematics	87.2	68.0	82.5
Grade 5 Reading	83.3	67.6	74.1
Writing	81.8	68.1	72.0
Mathematics	83.3	71.6	61.9
Science	81.8	63.9	72.6
Grade 6 Reading	79.1	74.1	42.8
Writing	86.3	67.4	84.9
Mathematics	79.5	69.3	53.0
Grade 7 Reading	88.4	79.8	56.6
Writing	85.8	65.6	87.6
Mathematics	84.9	68.1	74.4
Grade 8 Reading	90.0	76.8	72.3
Writing	86.9	68.3	83.8
Mathematics	86.6	67.2	77.4
Science	75.8	61.9	59.4

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.

To see the NCLB Report Card for this school, go to 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 scorable 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	55.3	47.5	55.6
Writing Across the Disciplines	80.9	63.0	70.9
Mathematics	59.1	49.2	59.4
Science	67.8	47.1	78.4

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	58.4	50.6	69.6

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		88.2	77.3	
Average Score	Mathematics	522	505	64.1
	Critical Reading	520	502	59.5
	Writing	523	506	63.4

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, Adjusted Cohort Rate 2011	90.9	82.7	55.6
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	64.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.5	84.5
% Employed (Civilian Employment and in Armed Services)	4.8	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	173.70
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	30.00
Paraprofessional Instructional Assistants	46.90
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	10.85
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	16.09
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	103.00

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	15.0	14.5	13.9
% with Master's Degree or Above	82.3	86.9	79.6

Average Class Size	District	DRG	State
Grade K	21.5	17.9	18.5
Grade 2	21.9	19.8	19.7
Grade 5	23.2	21.9	21.6
Grade 7	18.4	20.9	20.3
High School	23.7	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,004	973	993
Middle School	1,008	1,019	1,024
High School	1,006	999	1,024

*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*	2.3	2.8	2.8
Middle School	1.6	2.1	2.2
High School	2.5	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$22,535	\$7,723	\$8,464	\$8,216	\$8,469
Instructional Supplies and Equipment	\$917	\$314	\$267	\$249	\$271
Improvement of Instruction and Educational Media Services	\$999	\$342	\$487	\$541	\$482
Student Support Services	\$2,889	\$990	\$901	\$970	\$901
Administration and Support Services	\$4,194	\$1,437	\$1,468	\$1,434	\$1,490
Plant Operation and Maintenance	\$3,381	\$1,159	\$1,471	\$1,420	\$1,463
Transportation	\$1,645	\$532	\$735	\$649	\$724
Costs for Students Tuitioned Out	\$528	N/A	N/A	N/A	N/A
Other	\$537	\$184	\$165	\$166	\$165
Total	\$37,625	\$12,974	\$14,238	\$13,971	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,907	\$996	\$1,290	\$1,120	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,340,371	19.5	20.9	21.7

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	83.5	11.6	3.8	1.1
Excluding School Construction	83.8	10.9	4.1	1.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

The Board of Education believes that at all times the schools should be well equipped, appropriately staffed, and properly maintained using 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. While preparing their school or department 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 determine budgetary priorities. Additional meetings are conducted with the administrative council to prioritize district needs and to ensure that the allocation of resources spread across all schools and programs is equitable. Before 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 equitably. After approval of the Board of Education 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	279
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

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	15	0.5	1.3	1.2
Learning Disability	91	3.3	3.2	3.9
Intellectual Disability	5	0.2	0.3	0.4
Emotional Disturbance	13	0.5	0.6	1.0
Speech Impairment	55	2.0	1.7	2.1
Other Health Impairment*	62	2.2	2.2	2.2
Other Disabilities**	38	1.4	0.7	1.0
Total	279	10.0	10.0	11.7

*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 2010-11 with a Standard Diploma	80.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

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	37.1	36.0	80.8	70.4
	Writing	34.8	21.5	82.1	66.3
	Mathematics	33.0	31.8	84.1	68.4
	Science	28.2	23.0	78.6	62.9
CAPT	Reading Across the Disciplines	35.3	14.5	55.3	47.5
	Writing Across the Disciplines	27.3	18.2	80.9	63.0
	Mathematics	11.8	15.4	59.1	49.2
	Science	22.7	13.6	67.8	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	33.3
	% With Accommodations	66.7
CAPT	% Without Accommodations	4.5
	% With Accommodations	95.5
% Assessed Using Skills Checklist		3.8

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	1	0.4
Private Schools or Other Settings	8	2.9

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	214	76.7	75.7	72.1
40.1 to 79.0 Percent of Time	59	21.1	16.5	16.3
0.0 to 40.0 Percent of Time	6	2.2	7.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Each of the New Fairfield Public Schools' principals and district administrators are required to submit a school/department improvement plan aligned with the district goal and theories of action, including steps to improve student achievement. This plan is the basis of the administrator's annual evaluation by the Superintendent of Schools. The district three-to-five year goal was updated in August 2011 to incorporate technology and use data to drive and personalize instruction, ensuring continuous improvement for all students. A districtwide data team committee including parents, teachers, and administrators guided the district's first year of implementation. In an effort to raise student achievement, our staff has continued to function as a Professional Learning Community (PLC) to ensure that ALL of our students achieve high levels of learning, that we focus on student academic results by using relevant data and information to promote continuous improvement, and that we create a collaborative culture through high-performing teams. Our Reading Consultant works with staff to increase benchmarks in language arts for K-2nd grade in Consolidated School. In kindergarten, on the June assessment, 85% of our students read at Level 4 C or better: 47% of that number are above goal; 81% of our first graders were reading at or above the DRA-2 Level 18 J, the expected year end benchmark; 86% of our second grade students were reading at or above the DRA benchmark of Level 28 M. The Math Specialist worked with the first and second grade teachers to modify the common math assessments that focused on the different CMT Math Strands, analyze the results, and help teams develop goals to address students' needs across the grade levels. 91% of the first graders and 86% of the second graders were at or above goal on the end-of-year math benchmark assessment. Meeting House Hill School is undergoing a twenty-eight million dollar building renovation project to provide a complete renovation to the school. PLCs and grade level data discussions provided dedicated time to discuss improvements in all academic areas. Use of Blue Ribbon, a midyear DRP, and DRA2 assessments also assisted the staff in maintaining focus on achievement. At the middle school all students took the reading, math, and language arts sections of NWEA, and teams met with the principal to develop SMART Goals and Action Plans for each student who fell below goal in reading, writing, and/or math on the 2011 CMT and/or whose NWEA scores were of concern. Goals and plans were implemented through use of differentiated instruction and/or small focused skills groups held before or after school or during X-time. Enrichment was provided by Unified Arts and World Language teachers during X-time. NWEA was administered again in January, and then goals and plans were revised. Language! and Lexia remedial reading programs were used for struggling readers. Safety Web, an alternative education program for regular and special education students, helped those students struggling to attain grade level skills to meet academic expectations for organizational, social/ emotional, and/or behavioral reasons. Staff also fully implemented Positive Behavioral Interventions and Supports (PBIS) schoolwide. At New Fairfield High School a new schoolwide data team worked to improve instruction and student achievement. The Flex program and both the day and after-school Alternative Learning Center (ALC) programs continued to support student needs. The world language department used its iPod language lab to continue to assist students develop communication skills. New Fairfield's state-of-the-art Wellness Center including TechnoGym equipment with software was also used to individualize instruction. The senior capstone continues to thrive, offering students the opportunity to participate in the Senior Enrichment Experience (SEE). Students completed community service projects, embarked on entrepreneurial ventures, were interns in public and private organizations, and chose internships as teacher assistants. All schools are committed to providing a broad spectrum of programs and support services to address student needs.
