

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



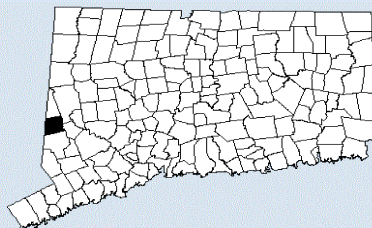
New Fairfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,246
Per Pupil Expenditures ¹	\$17,048
Total Expenditures ¹	\$39,823,839

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 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.

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,095	48.8	48.4
Male	1,151	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	35	1.6	5.2
Black or African American	36	1.6	12.8
Hispanic or Latino of any race	249	11.1	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	49	2.2	3.6
White	1,866	83.1	52.4
English Learners	64	2.8	7.6
Eligible for Free or Reduced-Price Meals	330	14.7	42.1
Students with Disabilities ³	306	13.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	43	4.0	10	0.9
Male	41	3.7	49	4.2
Black or African American	*	*	*	*
Hispanic or Latino of any race	15	5.9	7	2.7
White	66	3.7	49	2.6
English Learners	6	8.8	*	*
Eligible for Free or Reduced-Price Meals	26	8.0	14	3.7
Students with Disabilities	24	7.5	20	5.5
District	84	3.9	59	2.6
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays 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 2018-19

New Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	162.8
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	64.4
Administrators, Coordinators and Department Chairs	
District Central Office	8.2
School Level	12.2
Library/Media	
Specialists (Certified)	3.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	105.2

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.8	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	3	1.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	233	96.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	*	12	*
White	169	98.3	192	98.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	90.0	30	93.8
Students with Disabilities	20	95.2	24	88.9
District	189	97.4	219	97.8
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	21	61.8
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	98	92.5
Other Health Impairment	54	91.5
Other Disabilities	*	*
Speech/Language Impairment	33	91.7
District	219	79.6
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	1.7	1.9
Emotional Disturbance	16	0.7	1.1
Intellectual Disability	10	0.5	0.5
Learning Disability	107	4.9	5.5
Other Health Impairment	59	2.7	3.2
Other Disabilities	23	1.1	1.1
Speech/Language Impairment	37	1.7	1.8
All Disabilities	288	13.3	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,224,791	\$10,798	\$10,545
Support services - students	\$2,868,249	\$1,247	\$1,373
Support services - instruction	\$1,611,536	\$701	\$644
Support services - general administration	\$657,672	\$286	\$462
Support services - school based administration	\$2,564,633	\$1,115	\$1,007
Central and other support services	\$487,830	\$212	\$671
Operation and maintenance of plant	\$3,874,103	\$1,684	\$1,629
Student transportation services	\$2,085,258	\$903	\$1,231
Food services	\$39,444	\$17	\$13
Enterprise operations	\$410,323	\$178	\$157
Minor school construction	.	.	\$65
Total	\$39,823,839	\$17,048	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,163,576	35.9	29.7
Instructional Aide Salaries	\$1,271,839	14.4	9.6
Other Salaries	\$957,191	10.9	10.4
Employee Benefits	\$1,322,422	15.0	13.0
Purchased Services Other Than Transportation	\$264,123	3.0	5.5
Special Education Tuition	\$1,027,611	11.7	22.6
Supplies	\$70,036	0.8	0.6
Property Services	\$710	0.0	0.4
Purchased Services For Transportation	\$656,963	7.5	8.0
Equipment	\$20,902	0.2	0.2
All Other Expenditures	\$53,015	0.6	0.1
Total	\$8,808,387	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.1	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	86.8
State	10.1
Federal	1.7
Tuition & Other	1.4

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	9	*
Black or African American	19	*	19	*	*	*
Hispanic or Latino of any race	127	72.1	126	68.7	39	64.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	20	80.2	20	72.2	*	*
White	949	75.4	947	72.0	440	68.9
English Learners	45	64.2	45	63.9	18	*
Non-English Learners	1,091	75.5	1,088	71.8	478	68.8
Eligible for Free or Reduced-Price Meals	165	70.2	164	66.4	70	63.1
Not Eligible for Free or Reduced-Price Meals	971	75.9	969	72.3	426	69.5
Students with Disabilities	143	52.2	142	48.1	58	48.9
Students without Disabilities	993	78.3	991	74.8	438	71.2
High Needs	302	63.9	301	60.2	123	59.8
Non-High Needs	834	79.1	832	75.6	373	71.5
District	1,136	75.1	1,133	71.5	496	68.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	90.4	83.2	77.5	95.5	636	86.8
Curl Up	98.5	94.2	94.7	83.0	636	92.1
Push Up	95.6	90.2	93.4	75.6	636	88.1
Mile Run/PACER	83.1	81.5	70.9	68.8	636	75.8
All Tests - District	73.5	67.1	53.6	52.8	636	61.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	19	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	89.3
Students with Disabilities	18	*
District	206	96.6
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	122	60.4
Male	99.5	140	64.8
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	15	53.6
White	100.0	233	63.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	29	46.8
Students with Disabilities	100.0	*	*
District	99.8	262	62.7
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	91.7	95.6
Male	75.5	94.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	84.5	95.3
English Learners	84.5	*
Eligible for Free or Reduced-Price Meals	71.1	85.7
Students with Disabilities	*	*
District	83.2	94.7
State	71.0	87.8

⁵College 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.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.1	75	50.0	50	100.0	67.7
	High Needs Students	63.9	75	42.6	50	85.2	58.1
Math Performance Index	All Students	71.5	75	47.7	50	95.3	63.1
	High Needs Students	60.2	75	40.1	50	80.2	52.7
Science Performance Index	All Students	68.6	75	45.7	50	91.4	63.8
	High Needs Students	59.8	75	39.8	50	79.7	54.2
ELA Academic Growth	All Students	62.1%	100%	62.1	100	62.1	59.9%
	High Needs Students	48.5%	100%	48.5	100	48.5	55.1%
Math Academic Growth	All Students	65.5%	100%	65.5	100	65.5	62.5%
	High Needs Students	53.6%	100%	53.6	100	53.6	55.2%
Progress Toward English Proficiency	Literacy	65.8%	100%	32.9	50	65.8	60.0%
	Oral	62.7%	100%	31.3	50	62.7	52.1%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.3%	<=5%	47.3	50	94.6	16.1%
Preparation for CCR	% Taking Courses	97.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	62.7%	75%	41.8	50	83.6	42.6%
On-track to High School Graduation		96.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		87.2%	94%	92.8	100	92.8	83.3%
Postsecondary Entrance (Class of 2018)		83.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.4% 61.3%	75%	40.9	50	81.8	96.4% 52.9%
Arts Access		34.7%	60%	28.9	50	57.9	51.9%
Accountability Index				1161.6	1450	80.1	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.9	11.1	15.4	
Math Performance Index Gap	75.0	60.2	14.8	17.6	
Science Performance Index Gap	71.5	59.8	11.7	16.1	
Graduation Rate Gap	94.0%	87.2%	6.8%	11.1%	N

¹If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.5
	High Needs Students	96.6
Math	All Students	98.2
	High Needs Students	96.2
Science	All Students	97.9
	High Needs Students	94.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 49.5 State: 51.5

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New Fairfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Each of the New Fairfield Public Schools prepares a school improvement plan aligned with the district priorities and goals, including steps to improve student achievement. The staff continues 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 use Positive Behavioral Interventions and Supports (PBIS). The elementary schools have benefited 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. Reading teachers, coaches and consultants in the district work with staff using benchmark data in language arts. The elementary and middle school math coaches help teachers develop goals to address students' needs across 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 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 six-day cycle to analyze identified problems of practice. A vertical data team oversees the work across grade levels. At the NF Middle School, teams meet with administrators to develop action plans for students not meeting expectations. Students prepare a Student Showcase for their families to discuss their plans for continuous improvement and learning. At New Fairfield High School the data teams work to improve instruction and student achievement. Seminars and the Alternative Learning Center programs continue to support student needs. The Senior Capstone is 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, co-curricular 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. Visit our website at www.newfairfieldschools.org and follow our Twitter feeds for more information about our schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Fairfield Public Schools continue to utilize 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 art, music, literature and recreational customs of different cultures. The State Personnel Development Grant (SPDG) evaluates policies, practices, and the physical environment to make families and community members feel valued and connected. Consolidated School (PK-2) and Meeting House Hill School (3-5) welcome parental involvement in their child's educational experience and academic development. The PTO supports the schools 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. Meeting House is continuing with C.A.R.E.S. this year to focus on Cooperation, Assertion, Responsibility, Empathy, and Self-Control. 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 visited the Modern Museum of Art in New York and the United Nations. At the high school students participate in a variety of co-curricular 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 participate in Virtual High School (VHS), taking semester or year-long courses, interacting with and learning from students throughout the country and around the world. The high school expects that every student, every year, will have the opportunity to understand varying opinions, diverse beliefs, and cultural differences. Link Crew acclimates incoming students and serves as a student-student support program. Student groups at all schools also participate in various fundraisers to support local charities and non-profit groups.

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Equitable Allocation of Resources among District Schools

The Board of Education (BoE) allocates resources to ensure that all schools are well equipped, appropriately staffed, and properly maintained. Each school, beginning at the teacher level, is required to submit an annual budget request to the principal. While preparing the school requests, principals and district administrators are charged with the responsibility of addressing students' needs through alignment with the district annual priorities and goals. 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 received tremendous community support with grants, bonding for school projects, and contributions that have helped support growth throughout the district.