

**STRATEGIC SCHOOL PROFILE 2009-10****New Fairfield School District**

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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: 95.7%

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\*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, 2009	3,029
5-Year Enrollment Change	-3.2%

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**DISTRICT GRADE RANGE**

Grade Range	PK - 12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	210	6.9	7.7	32.6
K-12 Students Who Are Not Fluent in English	29	1.0	2.1	5.4
Students Identified as Gifted and/or Talented*	151	5.0	6.5	4.1
PK-12 Students Receiving Special Education Services in District	332	11.0	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	176	94.1	90.7	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	38	9.9	12.1	13.6

\*58.9 % 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	46	1.5
Black	42	1.4
Hispanic	114	3.8
White	2,825	93.3
Total Minority	204	6.7

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

**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 grants and local budgetary resources and activities to achieve this goal. At Consolidated School (Pre K-2), we teach students to respect and value people of all colors, abilities, ages, nationalities and religions. We look for opportunities to develop an awareness of people and customs from around the world in order to benefit from the wisdom and experience of others. Special area educators teach students about the art, music, literature and recreational choices of different cultures. Meeting House Hill School 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. This year parents were provided with an opportunity to attend informational sessions on Internet Safety and cyberbullying. The P.T.O. 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, The NED Show, High Touch- High Tech, and author visits can enrich the students' education. At New Fairfield Middle School (6-8), an assembly for sixth through eighth graders addressed the qualities of character that historical figures considered to be heroes possess. Martin Luther King, Mother Theresa, and Abe Lincoln were three of the heroes focused on during the presentation. The presenter encouraged students to appreciate and to celebrate diversity and individuality, and to consider that anyone anywhere in the world can accomplish heroic deeds, regardless of socio-economic background, religion, or ethnicity. Through developmental guidance classes at each grade level, the topics of stereotyping, bias, discrimination, and bullying were addressed. At New Fairfield High School (9-12) our students participate 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. The events include State Latin Day, DECA and FBLA state and national competitions, Model United Nations conferences at Yale and Cornell. 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. This year a group of students had the opportunity to learn African drumming. They performed with a professional group at a community heritage festival and in a school assembly. In addition, New Fairfield High School held its first Day of Silence sponsored by Students and Teachers Advocating Respect and Tolerance (START).

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## 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	65.4	57.0	50.3
Writing	62.9	58.3	46.6
Mathematics	74.3	62.4	60.7
Grade 4 Reading	57.9	59.9	30.8
Writing	72.1	63.6	52.5
Mathematics	76.6	67.0	57.9
Grade 5 Reading	68.3	61.8	49.1
Writing	79.6	68.2	63.9
Mathematics	84.5	72.4	66.3
Science	73.0	59.4	56.0
Grade 6 Reading	87.3	74.9	68.1
Writing	87.4	65.9	87.8
Mathematics	85.7	70.7	69.9
Grade 7 Reading	88.0	77.4	61.7
Writing	76.5	61.2	67.5
Mathematics	85.6	68.5	73.4
Grade 8 Reading	85.3	73.3	66.2
Writing	77.4	62.6	69.4
Mathematics	84.8	67.3	77.7
Science	81.4	62.8	73.2

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 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	68.7	45.9	81.8
Writing Across the Disciplines	86.8	59.6	92.5
Mathematics	67.7	48.7	74.2
Science	72.2	45.3	86.4

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
	61.2	50.7	75.4

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.1	68.5	
Average Score	Mathematics	522	508	55.8
	Critical Reading	526	503	66.7
	Writing	527	506	65.9

**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 2009	94.7	91.3	50.8
2008-09 Annual Dropout Rate for Grade 9 through 12	0.8	3.0	61.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.8	84.5
% Employed (Civilian Employment and in Armed Services)	7.6	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	179.10
Paraprofessional Instructional Assistants	29.00
Special Education	
Teachers and Instructors	30.40
Paraprofessional Instructional Assistants	42.50
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	14.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	15.80
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	110.90

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	14.0	14.2	13.8
% with Master's Degree or Above	74.9	84.7	77.8

Average Class Size	District	DRG	State
Grade K	18.7	18.4	18.5
Grade 2	19.8	19.6	19.7
Grade 5	23.8	21.8	21.1
Grade 7	24.8	21.7	20.8
High School	23.8	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,007	990	992
Middle School	1,008	1,023	1,018
High School	1,000	981	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*	4.1	3.3	3.2
Middle School	3.2	2.5	2.5
High School	2.8	2.6	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$20,776	\$6,807	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$864	\$283	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$983	\$322	\$474	\$503	\$459
Student Support Services	\$2,549	\$835	\$863	\$912	\$859
Administration and Support Services	\$3,386	\$1,110	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$3,446	\$1,129	\$1,469	\$1,412	\$1,462
Transportation	\$1,302	\$428	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$611	N/A	N/A	N/A	N/A
Other	\$492	\$161	\$163	\$159	\$162
<b>Total</b>	<b>\$34,410</b>	<b>\$11,312</b>	<b>\$13,458</b>	<b>\$13,145</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,187	\$717	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,778,626	19.7	19.8	20.7

**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	82.9	14.5	1.6	0.9
Excluding School Construction	83.3	14.0	1.7	1.0

## 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 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. Principals and district administrators are charged with the responsibility to address students' needs as they prepare their individual school or departmental requests. Individual meetings are held with central office personnel, which includes each administrator, to determine budgetary priorities. Additional meetings are conducted with the administrative council to prioritize district needs and to ensure that an equitable allocation of resources spread across all schools and programs is realized. When the Superintendent's budget is finalized, the Superintendent meets with the administrative council to discuss any impact to schools and programs, then prepares an annual budget for consideration by the Board of Education. Many workshops are conducted as the board examines the budget recommendations to ensure that all programs and departments are treated in an equitable fashion. After approval of the Board of Education the process continues to the Board of Finance and the budget is voted on by the taxpayers at referendum. New Fairfield has been a community that has received tremendous legislative and community support with grants and contributions that have helped support many district programs and that have been allocated appropriately and equitably across all schools and programs.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	303
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

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	18	0.6	1.1	1.0
Learning Disability	106	3.6	3.4	3.9
Intellectual Disability	5	0.2	0.3	0.5
Emotional Disturbance	19	0.6	0.5	1.0
Speech Impairment	51	1.7	2.0	2.2
Other Health Impairment*	65	2.2	2.1	2.1
Other Disabilities**	39	1.3	0.7	0.9
<b>Total</b>	<b>303</b>	<b>10.2</b>	<b>10.1</b>	<b>11.6</b>

\*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 2008-09 with a Standard Diploma	85.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.2	4.1

## 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	33.7	31.6	76.3	67.5
	Writing	28.7	19.6	76.4	63.3
	Mathematics	35.5	32.9	82.3	68.1
	Science	21.4	23.7	77.2	61.1
CAPT	Reading Across the Disciplines	21.4	13.8	68.7	45.9
	Writing Across the Disciplines	46.7	16.8	86.8	59.6
	Mathematics	26.7	16.7	67.7	48.7
	Science	20.0	13.0	72.2	45.3

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	16.0
	% With Accommodations	84.0
CAPT	% Without Accommodations	9.5
	% With Accommodations	90.5
% Assessed Using Skills Checklist		5.3

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	7	2.3

### 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	286	94.4	77.2	73.4
40.1 to 79.0 Percent of Time	9	3.0	15.8	15.3
0.0 to 40.0 Percent of Time	8	2.6	7.0	11.3

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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, principals and district administrators are required to submit a school/department improvement plan that must include plans to improve student achievement. This document is utilized by the Superintendent of Schools as part of the administrator's annual evaluation. The district three-to-five year goal was updated in the fall of 2009 to ensure continuous improvement and measurable achievement for all students through implementation of Response to Instruction (RtI)/Scientifically Research-Based Instruction (SRBI). A district-wide RtI/SRBI committee including parents, teachers, and administrators guides the district implementation.

In an effort to raise student achievement, our staff has continued to function as a Professional Learning Community 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 Kindergarten, on the June assessment, 91% of our students read at Level 3 or better. 80% of our 1st graders were reading at the DRA benchmark of Level J or better on the end of the year assessment. Our 2nd graders excelled this year, with 86% reading at or above the DRA benchmark of Level M. 79.5% of the 1st graders scored 80% or higher on the end of the year Math CFA. 81.5% of the 2nd graders scored 80% or higher on the spring math test and 92.8% of the 2nd graders achieved a score of 2 out of 3 on the mathematics application problems. Our PLC teams meet weekly to assess student progress, analyze data and to plan specialized instruction.

At the middle school our RtI initiative continued for all grades and subjects. In August, teams created data walls and identified student groups needing remediation or enrichment early in the school year. In September, teams met with administrators to develop SMART Goals and Action Plans for each student who fell below goal in reading, writing, and/or math on the 2009 CMT. Goals and plans were implemented by October through use of differentiated instruction and/or small focus skills groups held before or after school or during X-TIME, and enrichment was provided by Unified Arts and World Language teachers during X. Goals and plans were revised every 8-10 weeks during the school year. Transition goals and plans were written in June. Intensive "focus" programs in reading, writing, and mathematics at each grade level addressed the needs of both regular and special education students functioning significantly below grade level. 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 with grade level skills who struggle to meet academic expectations for organizational, social/ emotional, and/or behavioral reasons.

At New Fairfield High School the goal of the district and subsequently the high school is to continue implementing the principles of the RtI model. Strategies were developed to help students achieve success in all disciplines. In order to provide a forum for professional discussion and review of student work and progress, teachers now participate monthly in professional learning communities in all disciplines. All classrooms have at least one computer. The computer lab that adjoins the library media center and two state-of-the-art portable/wireless laptop labs and 25 Net Books are available as well. The World Language lab is utilizing an iPod language lab. New Fairfield now has a state-of-the-art Wellness Center which includes TechnoGym software. Heart monitors were purchased to monitor student progress in the gym. Additional MACs were purchased for the Art Department. A \$5 million renovation project of the science wing is underway. This renovation plan includes state-of-the-art science lab technology, new lighting, ventilation systems, and flooring. Sections of the floor will include new lockers and student bathrooms will be renovated on the 2nd and 3rd floors. In an effort to provide students with more real-life experiences, seniors now have the opportunity to participate in the Senior Enrichment Experience (SEE). Over 60% of the seniors participated this year. Students completed community service projects, embarked on entrepreneurial ventures, were interns in public and private organizations and chose internships as teacher assistants in the district.

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