

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



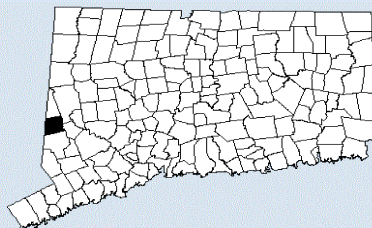
New Fairfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,394
Per Pupil Expenditures ¹	\$15,553
Total Expenditures ¹	\$38,461,799

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,141	47.7	48.4
Male	1,253	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	46	1.9	5.1
Black or African American	27	1.1	12.9
Hispanic or Latino	228	9.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	47	2.0	2.9
White	2,037	85.1	54.8
English Learners	31	1.3	6.8
Eligible for Free or Reduced-Price Meals	195	8.1	35.9
Students with Disabilities ¹	239	10.0	14.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	25	2.3	14	1.2
Male	38	3.1	58	4.6
Black or African American	*	*	*	*
Hispanic or Latino	7	3.3	*	*
White	51	2.6	60	2.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	6.6	10	4.7
Students with Disabilities	15	5.9	20	6.8
District	63	2.7	72	3.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 9

Number of school-based arrests: Fewer than 6

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	165.7
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	57.7
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	7.0
Counselors, Social Workers and School Psychologists	14.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	103.0

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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	3	1.3	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	233	97.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	17	*	16	*
White	177	98.9	199	95.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*	11	*
Students with Disabilities	16	*	17	70.8
District	204	99.0	224	95.3
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	15	57.7
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	69	95.8
Other Health Impairment	50	98.0
Other Disabilities	*	*
Speech/Language Impairment	30	90.9
District	174	82.9
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.2	1.7
Emotional Disturbance	9	0.4	1.0
Intellectual Disability	6	0.3	0.5
Learning Disability	72	3.1	4.9
Other Health Impairment	51	2.2	2.9
Other Disabilities	21	0.9	1.1
Speech/Language Impairment	34	1.5	1.8
All Disabilities	221	9.6	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,632,753	9,089	9,663
Instructional Supplies and Equipment	689,825	277	321
Improvement of Instruction and Educational Media Services	1,308,601	526	578
Student Support Services	2,931,961	1,177	1,103
Administration and Support Services	4,021,686	1,615	1,861
Plant Operation and Maintenance	3,414,126	1,371	1,637
Transportation	2,027,229	766	877
Costs of Students Tuitioned Out	883,662	N/A	N/A
Other	551,956	222	201
Total	38,461,799	15,553	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,649,890	1,064	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,435,994	45.0	34.6
Noncertified Personnel	1,170,539	15.3	14.6
Purchased Services	293,584	3.8	5.8
Tuition to Other Schools	817,396	10.7	21.8
Special Ed. Transportation	647,423	8.5	8.5
Other Expenditures	1,262,224	16.5	14.7
Total Expenditures	7,627,160	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.8	83.8
State	11.9	12.6
Federal	1.5	1.6
Tuition & Other	1.9	2.1

⁴Revenue 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 2016-17

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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	26	78.2	26	79.2	13	*
Black or African American	15	*	15	*	8	*
Hispanic or Latino	102	70.8	102	64.5	53	63.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	19	*	19	*	14	*
White	1010	73.8	1005	69.9	497	64.9
English Learners	35	70.7	35	66.8	13	*
Non-English Learners	1141	73.7	1136	69.7	575	65.0
Eligible for Free or Reduced-Price Meals	79	67.2	79	63.4	43	62.8
Not Eligible for Free or Reduced-Price Meals	1097	74.1	1092	70.0	545	64.9
Students with Disabilities	108	50.7	106	47.5	66	46.8
Students without Disabilities	1068	75.9	1065	71.8	522	67.0
High Needs	210	60.2	208	56.8	114	53.5
Non-High Needs	966	76.5	963	72.4	474	67.5
District	1176	73.6	1171	69.6	588	64.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.1	86.8	80.1	91.1	702	87.0
Curl Up	90.7	86.8	86.9	96.3	702	90.6
Push Up	84.5	81.6	79.6	71.5	702	78.6
Mile Run/PACER	69.6	70.6	79.6	75.7	702	74.4
All Tests - District	55.3	54.4	64.4	51.4	702	56.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

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

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	25	88.0
Students with Disabilities	26	80.8
District	243	97.5
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	115	56.7
Male	99.6	138	58.0
Black or African American	*	*	*
Hispanic or Latino	100.0	16	47.1
White	99.2	227	58.5
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	96.3	9	33.3
Students with Disabilities	95.1	*	*
District	99.3	253	57.4
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	84.9	95.6
Male	76.3	87.6
Black or African American	*	*
Hispanic or Latino	*	*
White	81.7	94.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	68.2	85.0
Students with Disabilities	47.6	*
District	80.2	91.9
State	72.0	88.5

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	73.6	75	49.1	50	98.2	67.1
	High Needs Students	60.2	75	40.1	50	80.3	55.9
Math Performance Index	All Students	69.6	75	46.4	50	92.8	62.2
	High Needs Students	56.8	75	37.9	50	75.8	50.5
Science Performance	All Students	64.8	75	43.2	50	86.4	55.3
	High Needs Students	53.5	75	35.7	50	71.4	45.2
ELA Academic Growth	All Students	53.0%	100%	53.0	100	53.0	55.4%
	High Needs Students	44.3%	100%	44.3	100	44.3	49.8%
Math Academic Growth	All Students	69.0%	100%	69.0	100	69.0	61.7%
	High Needs Students	53.3%	100%	53.3	100	53.3	53.7%
Chronic Absenteeism	All Students	2.7%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	6.0%	<=5%	48.0	50	95.9	15.8%
Preparation for CCR	% Taking Courses	97.1%	75%	50.0	50	100.0	70.7%
	% Passing Exams	57.4%	75%	38.2	50	76.5	43.5%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.5%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.8%	94%	97.7	100	97.7	82.0%
Postsecondary Entrance (Class of 2016)		80.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.4% 56.4%	75%	37.6	50	75.2	92.0% 51.6%
Arts Access		45.9%	60%	38.2	50	76.4	50.5%
Accountability Index				1081.7	1350	80.1	

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	60.2	14.8	16.7	
Math Performance Index Gap	72.4	56.8	15.5	18.7	
Science Performance Index Gap	67.5	53.5	13.9	16.6	
Graduation Rate Gap	94.0%	91.8%	2.2%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	95.9
	High Needs Students	94.6
Math	All Students	95.5
	High Needs Students	93.7
Science	All Students	99.0
	High Needs Students	95.9

³Minimum 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: * **State: 50.2**

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 2016-17

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 annual theories of action and goals, 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 using 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 six-day cycle to analyze identified problems of practice. A vertical data team oversees the work across grade levels. At the middle school teams meet with administrators to develop action plans for students not meeting expectations. Students also prepared a Student Showcase for their families to discuss their plans for continuous improvement and learning. 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 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. Follow our Twitter feeds through the district website for more about our schools.

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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 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. Meeting House started 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 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 high school expects 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.

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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 theories of action 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.