

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



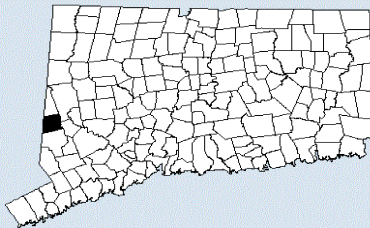
New Fairfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,186
Per Pupil Expenditures ¹	\$18,282
Total Expenditures ¹	\$41,519,406

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,091	49.9	48.4
Male	1,095	50.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	34	1.6	5.2
Black or African American	34	1.6	12.7
Hispanic or Latino of any race	287	13.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	45	2.1	3.8
White	1,778	81.3	51.1
English Learners	83	3.8	8.3
Eligible for Free or Reduced-Price Meals	300	13.7	43.3
Students with Disabilities ³	329	15.1	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	131	12.4	13	1.2
Male	106	10.0	33	2.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	30	10.9	9	3.0
White	193	11.2	34	1.9
English Learners	16	18.6	*	*
Eligible for Free or Reduced-Price Meals	66	19.3	15	3.9
Students with Disabilities	47	14.3	14	3.7
District	237	11.2	46	2.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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 2019-20 New Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	159.4
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	66.5
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	8.0
Counselors, Social Workers and School Psychologists	16.6
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	106.1

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

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.8	1.2
Black or African American	1	0.4	4.0
Hispanic or Latino of any race	4	1.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	233	97.1	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.4

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	22	88.0	14	*
White	142	95.3	164	95.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	92.3	26	83.9
Students with Disabilities	21	75.0	18	90.0
District	173	93.5	185	95.9
State		75.8		84.8

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	22	61.1
Emotional Disturbance	12	*
Intellectual Disability	*	*
Learning Disability	106	93.0
Other Health Impairment	69	88.5
Other Disabilities	*	*
Speech/Language Impairment	29	90.6
District	241	80.3
State		67.8

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

District Profile and Performance Report for School Year 2019-20 New Fairfield School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.8	2.0
Emotional Disturbance	14	0.7	1.1
Intellectual Disability	11	0.5	0.5
Learning Disability	116	5.5	5.7
Other Health Impairment	79	3.8	3.3
Other Disabilities	25	1.2	1.1
Speech/Language Impairment	35	1.7	1.8
All Disabilities	318	15.1	15.6

¹ This 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	6	1.9	8.2
Private Schools or Other Settings	6	1.9	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,824,458	\$11,371	\$10,923
Support services - students	\$2,753,917	\$1,231	\$1,277
Support services - instruction	\$2,259,072	\$1,010	\$682
Support services - general administration	\$860,515	\$385	\$467
Support services - school based administration	\$2,576,672	\$1,152	\$1,021
Central and other support services	\$399,404	\$179	\$679
Operation and maintenance of plant	\$4,139,645	\$1,851	\$1,718
Student transportation services	\$2,195,843	\$977	\$1,288
Food services	\$40,105	\$18	\$12
Enterprise operations	\$469,774	\$210	\$163
Minor school construction	.	.	\$59
Total	\$41,519,406	\$18,282	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,227,978	35.9	28.5
Instructional Aide Salaries	\$1,326,903	14.8	10.1
Other Salaries	\$944,996	10.5	11.1
Employee Benefits	\$1,408,012	15.7	13.0
Purchased Services Other Than Transportation	\$243,691	2.7	5.7
Special Education Tuition	\$917,294	10.2	22.5
Supplies	\$105,974	1.2	0.6
Property Services	\$807	0.0	0.3
Purchased Services For Transportation	\$655,809	7.3	8.0
Equipment	\$13,590	0.2	0.2
All Other Expenditures	\$145,344	1.6	0.1
Total	\$8,990,398	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.7	24.6

Expenditures by Revenue Source⁴:

2018-19

	Percent of Total (%) Excluding School Construction
Local	87.1
State	9.8
Federal	1.6
Tuition & Other	1.5

⁴ Revenue 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 2019-20 New Fairfield School District

Performance and Accountability

District Performance Index (DPI)

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

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

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	40	97.5
Students with Disabilities	29	89.7
District	222	98.2
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³ Rate (%)	Persistence ⁴ Rate (%)
Female	85.4	95.4
Male	84.3	90.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.3	91.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	70.3	92.6
Students with Disabilities	72.0	*
District	84.8	92.8
State	71.5	87.5

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	76.5%	100%	60.4%
	Oral	74.4%	100%	57.6%
Chronic Absenteeism	All Students	11.2%	<=5%	12.2%
	High Needs Students	15.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	94.7%	75%	80.4%
On-track to High School Graduation		99.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		100.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		84.7%	75%	71.5%
Arts Access		32.3%	60%	51.8%

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
Graduation Rate Gap	94.0%	100.0%	-6.0%	10.9%	N

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

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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 New Fairfield 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. (This program did not take place due to COVID-19). 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 grants and local resources to make efforts to reduce racial, ethnic, and economic isolation, although the COVID-19 pandemic made it difficult in the spring of 2020. At Consolidated School (PK-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 evaluates policies, practices, and the physical environment to make families and community members feel valued and connected. Consolidated School and Meeting House Hill School (3-5) welcome parental involvement in their child's educational experience. The PTO supports the schools 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. MHHS is continuing with C.A.R.E.S. 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. JoAnn Freiberg has worked with district administrators and middle school staff on improving school climate, restorative practices and implicit bias. The world language department sponsored a cultural heritage day and scheduled multicultural trips to New York City. High school students participate in a variety of co-curricular club and sports activities, including 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, 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 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. Students participate in fundraisers to support non-profit groups.

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New Fairfield School District

Equitable Allocation of Resources among District Schools

The Board of Education (BoE) allocates resources to ensure that all schools are well equipped, appropriately staffed, and properly maintained. Each school, beginning at the teacher level, is required to submit an annual budget request to the principal. While preparing the school requests, principals and district administrators are charged with the responsibility of addressing students' needs through alignment with the district 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.