

**STRATEGIC SCHOOL PROFILE 2005-06****New Fairfield School District****JOSEPH R CASTAGNOLA, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**COMMUNITY DATA**

|                                   |  |
|-----------------------------------|--|
| County: Fairfield                 | Public School Enrollment as a Percent of Town Population: 21.9%  |
| 2000 Population: 13,953           | Public School Enrollment as % of Total Student Population: 95.5% |
| 1990-2000 Population Growth: 8.1% | Percent of Adults without a High School Diploma in 2000: 7.5%    |
| 2000 Per Capita Income: \$34,928  | Adult Education Enrollment in 2004-05 School Year: 15            |
| Number of Public Schools: 4       | Number of Adults Receiving Diplomas in 2004-05 School Yr.: 10    |
| Number of Nonpublic Schools: 0    |  |

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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.
 

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**DISTRICT NEED**

| <b>Current and Past District Need</b>  | <b>Year</b> | <b>District</b> | <b>DRG</b> | <b>State</b> |
|--|-------------|-----------------|------------|--------------|
| % of Students Eligible for Free/Reduced-Price Meals  | 2005-06     | 5.3             | 4.9        | 26.9         |
|  | 2002-03     | 4.5             | N/A        | 25.4         |
| % of K-12 Students with Non-English Home Language  | 2005-06     | 0.6             | 6.4        | 12.6         |
|  | 2000-01     | 2.1             | N/A        | 12.5         |
| % of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr. | 2005-06     | 92.9            | 93.1       | 88.0         |
|  | 2000-01     | 94.8            | N/A        | 87.0         |
| % of Kindergarten Students who Attended Preschool, Nursery School, or Headstart                  | 2005-06     | 93.5            | 90.0       | 79.2         |
|  | 2000-01     | 89.6            | N/A        | 74.7         |
| % of Juniors and Seniors Working More Than 16 Hours Per Week                                     | 2005-06     | 12.5            | 16.9       | 21.7         |
|  | 2000-01     | 27.0            | N/A        | 31.7         |

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

| <b>Enrollment</b>         |       |
|---------------------------|-------|
| Grade Range               | PK-12 |
| Total Enrollment          | 3,133 |
| 5-Year Enrollment Change  | 3.1%  |
| Projected 2010 Enrollment |       |
| Elementary                | 1,208 |
| Middle School             | 727   |
| High School               | 945   |
| Prekindergarten, Other    | 80    |

| <b>Race/Ethnicity</b>  | <b>Number</b> | <b>Percent</b> |
|------------------------|---------------|----------------|
| American Indian        | 1             | 0.0            |
| Asian American         | 48            | 1.5            |
| Black                  | 19            | 0.6            |
| Hispanic               | 88            | 2.8            |
| White                  | 2,977         | 95.0           |
| Total Minority 2005-06 | 156           | 5.0            |
| Total Minority 2000-01 | 133           | 4.4            |

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

New Fairfield is working toward the goal of reducing racial, ethnic and economic isolation on a number of fronts in each of our schools. These efforts include using inter-district grants and activities to achieve this goal as well as a number of programs and initiatives in each of our schools.

Our youngest population at Consolidated School (PreK-2) has focused on character education as a primary goal. Two staff members visited each class to implement "Don't Laugh at Me." Those visits, plus each teacher's reinforcement of good character traits, have resulted in caring, compassionate classrooms for our children.

At Meeting House Hill School (Grades 4-6) efforts were made to celebrate many different cultures. Monthly diversity committee meetings are held throughout the year and a variety of activities were planned to help our students understand and embrace other cultures. Through pen pals with Peace Corps volunteers and with students in other schools, children discuss and learn about how others live and work. Students completed special projects for both Black History Month held in February and for Women in History in March.

At New Fairfield Middle School (Grades 6-8) students participated with a motivational speaker/artist Rob Surette. Surette's work featured heroes such as Martin Luther King, Mother Theresa, and Abraham Lincoln. Students were encouraged to take initiative and make the world a better place for all. Language arts and social studies teachers examined societal, racial and ethnic issues through reading and research. At each grade level, students studied significant historical events resulting from religious and cultural intolerance and discussed what needs to be done so that history does not repeat itself.

For the first year, students at New Fairfield High School (Grades 9-12) participated in the Virtual High School program by taking semester or year-long courses, interacting with and learning from students throughout the country.

Traditional activities, including the many state and national competitions in which the clubs of the high school participate, expose the students to a diverse group of young people. Throughout the year, speakers address individual classrooms, larger groups of two or three classrooms, or even the entire school population. As part of Black History Month, every student heard stories told by professional storyteller Lott Therio. Mr. Therio involved the students in discussion regarding topics of respect and tolerance.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



|                               |       |
|-------------------------------|-------|
| # of Certified Staff          |       |
| Teachers                      | 209.8 |
| Administrators                | 13.0  |
| Department Chairs             | 3.1   |
| Library/Media Staff           | 4.0   |
| Other Professionals           | 25.4  |
| % Minority 2005-06            | 1.2   |
| % Minority 2000-01            | 0.0   |
| # Non-Certified Instructional | 68.9  |

| Average Class Size |         | District | DRG  | State |
|--------------------|---------|----------|------|-------|
| Grade K            | 2005-06 | 18.6     | 19.0 | 18.3  |
|                    | 2000-01 | 20.2     | N/A  | 18.1  |
| Grade 2            | 2005-06 | 21.4     | 20.0 | 19.7  |
|                    | 2000-01 | 20.9     | N/A  | 19.5  |
| Grade 5            | 2005-06 | 23.3     | 22.1 | 21.2  |
|                    | 2000-01 | 22.3     | N/A  | 21.7  |
| Grade 7            | 2005-06 | 25.3     | 21.1 | 21.1  |
|                    | 2000-01 | 24.1     | N/A  | 21.9  |
| High School        | 2005-06 | 21.0     | 19.9 | 20.3  |
|                    | 2000-01 | 24.4     | N/A  | 20.0  |

| Professional Staff Experience and Training               | District | DRG  | State |
|--|----------|------|-------|
| Average Number of Years Experience in Connecticut        | 13.2     | 12.8 | 13.1  |
| % with Master's Degree or Above                          | 73.7     | 83.2 | 78.5  |
| % Trained as Mentors, Assessors, or Cooperating Teachers | 29.0     | 32.9 | 28.5  |

**DISTRICT RESOURCES, continued**

| Total Hours of Instruction Per Yr.* | Dist  | DRG   | State |
|-------------------------------------|-------|-------|-------|
| Elementary                          | 971   | 989   | 986   |
| Middle School                       | 1,010 | 1,022 | 1,015 |
| High School                         | 974   | 977   | 1,002 |

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

| Resource Ratios                | District | DRG  | State |
|--------------------------------|----------|------|-------|
| Students Per Academic Computer | 4.2      | 3.7  | 3.4   |
| Students Per Teacher           | 14.9     | 14.2 | 13.6  |
| Teachers Per Administrator     | 13.0     | 14.3 | 13.9  |

**STUDENT PERFORMANCE**

| Physical Fitness      | District | State |
|-----------------------|----------|-------|
| % Passing All 4 Tests | 37.9     | 35.6  |

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

| Connecticut Mastery Test<br>% Meeting State Goal in: | District    | State | Of All Districts in State |           |       |
|--|-------------|-------|---------------------------|-----------|-------|
|  |             |       | Lowest %                  | Highest % |       |
| Grade 3  | Reading     | 62.5  | 54.4                      | 10.3      | 91.3  |
|  | Writing     | 76.8  | 61.0                      | 13.6      | 100.0 |
|  | Mathematics | 54.6  | 56.3                      | 13.6      | 90.0  |
| Grade 4  | Reading     | 72.6  | 57.8                      | 17.5      | 89.7  |
|  | Writing     | 78.3  | 62.8                      | 29.9      | 91.1  |
|  | Mathematics | 69.0  | 58.8                      | 22.4      | 92.3  |
| Grade 5  | Reading     | 77.9  | 60.9                      | 19.5      | 92.0  |
|  | Writing     | 80.7  | 65.0                      | 25.0      | 90.8  |
|  | Mathematics | 72.9  | 60.7                      | 18.2      | 89.9  |
| Grade 6  | Reading     | 88.0  | 63.6                      | 26.6      | 92.8  |
|  | Writing     | 89.6  | 62.2                      | 25.9      | 94.4  |
|  | Mathematics | 87.6  | 58.6                      | 12.5      | 95.1  |
| Grade 7  | Reading     | 84.1  | 66.7                      | 26.9      | 95.0  |
|  | Writing     | 73.7  | 60.0                      | 25.5      | 89.8  |
|  | Mathematics | 76.1  | 57.0                      | 19.2      | 93.0  |
| Grade 8  | Reading     | 83.0  | 66.7                      | 13.3      | 93.6  |
|  | Writing     | 79.4  | 62.4                      | 2.7       | 96.4  |
|  | Mathematics | 78.7  | 58.3                      | 0.0       | 93.6  |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


| Conn. Academic Performance Test<br>% Grade 10 Meeting State Goal in: | District | State | Of All Districts in State |           |
|--|----------|-------|---------------------------|-----------|
|  |          |       | Lowest %                  | Highest % |
| Reading Across the Disciplines                                       | 76.5     | 46.5  | 0.0                       | 83.1      |
| Writing Across the Disciplines                                       | 80.6     | 52.4  | 0.0                       | 86.3      |
| Mathematics  | 76.0     | 46.3  | 0.0                       | 82.3      |
| Science  | 74.2     | 44.6  | 0.0                       | 85.3      |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

| SAT <sup>®</sup> I: Reasoning Test | Class of 2000 | Class of 2005 |       |
|------------------------------------|---------------|---------------|-------|
|                                    | District      | District      | State |
| % of Graduates Tested              | 94.8          | 89.7          | 74.9  |
| Mathematics: Average Score         | 542           | 534           | 512   |
| Mathematics: % Scoring 600 or More | 25.5          | 28.6          | 24.6  |
| Verbal: Average Score              | 522           | 529           | 510   |
| Verbal: % Scoring 600 or More      | 18.2          | 27.5          | 22.7  |

| Dropout Rates                                 | District | State |
|---|----------|-------|
| Cumulative Four-Year Rate for Class of 2005   | 3.8      | 7.4   |
| 2004-2005 Annual Rate for Grades 9 through 12 | 0.6      | 1.7   |
| 1999-2000 Annual Rate for Grades 9 through 12 | 0.7      | 3.1   |

| Activities of Graduates   | Class of | # in District | District % | State % |
|---|----------|---------------|------------|---------|
|  Pursuing Higher Education | 2005     | 188           | 92.6       | 82.3    |
|   | 2000     | 157           | 90.2       | 78.5    |
| Employed or in Military   | 2005     | 15            | 7.4        | 13.9    |
|   | 2000     | 17            | 9.8        | 17.6    |
| Unemployed  | 2005     | 0             | 0.0        | 0.9     |
|   | 2000     | 0             | 0.0        | 0.7     |

## DISTRICT REVENUES/EXPENDITURES 2004-05

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<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                    |                 |                 |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
|   |                     | District               | PK-12<br>Districts | DRG             | State           |
| Instructional Staff and Services                          | \$18,039            | \$5,765                | \$6,555            | \$6,212         | \$6,555         |
| Instructional Supplies and Equipment                      | \$610               | \$195                  | \$259              | \$225           | \$260           |
| Improvement of Instruction and Educational Media Services | \$372               | \$119                  | \$402              | \$465           | \$391           |
| Student Support Services                                  | \$2,138             | \$683                  | \$656              | \$737           | \$656           |
| Administration and Support Services                       | \$3,066             | \$980                  | \$1,144            | \$1,120         | \$1,153         |
| Plant Operation and Maintenance                           | \$2,949             | \$942                  | \$1,120            | \$1,152         | \$1,113         |
| Transportation  | \$1,220             | \$395                  | \$523              | \$487           | \$522           |
| Costs for Students Tuitioned Out                          | \$662               | N/A                    | N/A                | N/A             | N/A             |
| Other   | \$353               | \$113                  | \$124              | \$148           | \$122           |
| <b>Total</b>  | <b>\$29,409</b>     | <b>\$9,462</b>         | <b>\$11,031</b>    | <b>\$10,755</b> | <b>\$10,994</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                    |                 |                 |
| Land, Buildings, and Debt Service                         | \$2,761             | \$882                  | \$1,473            | \$1,027         | \$1,467         |
| Adult Education   | \$15                | N/A                    | N/A                | N/A             | N/A             |

**Revenue Sources, % 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 |
|-----------------------------|---------------|---------------|-----------------|-----------------|
| With School Construction    | 79.8          | 17.4          | 1.4             | 1.3             |
| Without School Construction | 82.8          | 14.2          | 1.6             | 1.5             |

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

| Expenditures by Grade Level | District  |          | DRG       | State     |          |
|-----------------------------|-----------|----------|-----------|-----------|----------|
|                             | Per Pupil | % Change | Per Pupil | Per Pupil | % Change |
| Elementary and Middle       |           |          |           |           |          |
| Total                       | \$6,733   | 2.0      | \$8,587   | \$9,062   | 5.1      |
| Salaries and Benefits       | \$5,498   | -0.5     | \$7,114   | \$7,454   | 4.7      |
| Supplies                    | \$415     | 14.6     | \$480     | \$513     | 12.7     |
| Equipment                   | \$121     | 65.8     | \$182     | \$133     | 16.7     |
| High School                 |           |          |           |           |          |
| Total                       | \$10,490  | 1.0      | \$9,933   | \$9,640   | 3.5      |
| Salaries and Benefits       | \$8,557   | -0.5     | \$8,103   | \$7,759   | 3.1      |
| Supplies                    | \$608     | 5.4      | \$592     | \$585     | 11.6     |
| Equipment                   | \$177     | 63.9     | \$188     | \$152     | 14.3     |

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### **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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

The New Fairfield Public Schools consists of four schools: Consolidated School (Pre-K-2), Meeting House Hill School (3-5), New Fairfield Middle School (6-8), and New Fairfield High School (9-12).

The New Fairfield Board of Education believes that at all times the school should be well-equipped and maintained as well as possible within existing financial resources. Each school is required to submit annual budget request to the Superintendent of Schools. Individual meetings are held with each administrator and the administrative council in total to prioritize district needs and to ensure that equitable allocation of resources spread across all schools and programs.

The Superintendent of Schools prepares an annual budget for consideration by the Board of Education. At this level, the Board also examines the budget recommendations to ensure that all programs and departments are treated in an equitable fashion.

New Fairfield has been a community that has received tremendous legislative and community support with grants and contributions that have helped support the programs in the district. The support is allocated appropriately across all schools.

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### **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The New Fairfield Public Schools continued its emphasis on improving and sustaining the academic progress it has made over the last several years. The district's 5-year plan has guided the program improvement process. This effort centered on initiatives in the areas of curriculum, instruction, data collection, data analysis and professional development. The Board of Education supports these initiatives and has endorsed the implementation of differentiated instruction at every level and is committed to a program which responds to the needs of the individual learner.

The district has adopted a curriculum model based on Understanding by Design and is currently reviewing and revising all curricula. The district has adopted TaskStream, an online tool for curriculum development and alignment. One hundred and fifteen of our total staff of 210 have been trained in the use of TaskStream and have contributed to our curriculum writing initiative. Curriculum drafts are available to all staff online for review and comment.

The guiding principle for all curriculum implementation activities as stated on our curriculum website is that we will "ensure continuous growth and measurable academic achievement for each student through the use of appropriate data to guide the design of instructional programs."

Data is collected and analyzed with the help of our student information system, SASI. A variety of data sources including teacher assessment, standardized tests and student performance activities are used to compile databases for analysis. Databases enable each principal to analyze CMT, CAPT and other results to identify skill areas that need to be addressed. Teachers and principals use the overall data to make decisions about which students would benefit from additional instruction, new approaches and/or different resources.

Professional development has been geared to improving student reading and writing across all disciplines and to providing strategies for differentiating instruction based on data concerning student performance on a variety of measures. Looking at student work and portfolio development are two examples of how the district collects data concerning student growth over time.

As a result of these initiatives, New Fairfield continues to see improvement, as evidenced by standardized test results and the overall performance of students.

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| Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site. |
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| For the school district website, see <a href="http://www.newfairfieldschools.org">www.newfairfieldschools.org</a> |
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Template: C:\Documents and Settings\cloudr\Application  
Data\Microsoft\Templates\Normal.dot  
Title: 91-00  
Subject:  
Author: csde  
Keywords:  
Comments:  
Creation Date: 12/4/2006 11:21 AM  
Change Number: 1  
Last Saved On: 12/4/2006 11:21 AM  
Last Saved By: csde  
Total Editing Time: 0 Minutes  
Last Printed On: 12/4/2006 12:30 PM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,568 (approx.)  
Number of Characters: 14,128 (approx.)