

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



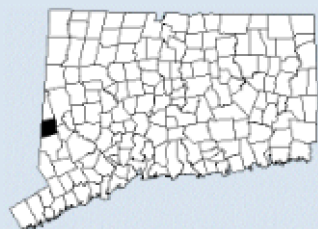
### New Fairfield School District

Kenneth Crow III, Superintendent • 203-312-5770 • <http://www.newfairfieldschools.org>

#### District Information

|                            |              |
|----------------------------|--------------|
| Grade Range                | PK-12        |
| Number of Schools/Programs | 5            |
| Enrollment                 | 2,123        |
| Per Pupil Expenditures     | \$22,155     |
| Total Expenditures         | \$48,364,920 |

Expenditure data reflect the 2023-24 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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#### Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

#### Students

##### October 1, 2024 Enrollment

| Student Group                             | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| Female                                    | 1,039          | 48.9                 | 48.4              |
| Male                                      | 1,084          | 51.1                 | 51.5              |
| Non-Binary                                | 0              | 0.0                  | 0.1               |
| American Indian or Alaska Native          | *              | *                    | 0.2               |
| Asian                                     | 31             | 1.5                  | 5.2               |
| Black or African American                 | 48             | 2.3                  | 12.4              |
| Hispanic or Latino of any race            | 408            | 19.2                 | 32.1              |
| Native Hawaiian or Other Pacific Islander | *              | *                    | 0.1               |
| Two or More Races                         | 70             | 3.3                  | 4.8               |
| White                                     | 1,557          | 73.3                 | 45.1              |
| English Learners/Multilingual Learners    | 91             | 4.3                  | 11.3              |
| Eligible for Free or Reduced-Price Meals  | 403            | 19.0                 | 44.8              |
| Students with Disabilities                | 400            | 18.8                 | 18.5              |

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

**Students with disabilities** 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

| Student Group                            | Chronic Count | Chronic Rate (%) | Suspension Count | Suspension Rate (%) |
|------------------------------------------|---------------|------------------|------------------|---------------------|
| Female                                   | 103           | 10.3             | 9                | 0.8                 |
| Male                                     | 123           | 11.8             | 59               | 5.4                 |
| Non-Binary                               | N/A           | N/A              | N/A              | N/A                 |
| Black or African American                | *             | *                | *                | *                   |
| Hispanic or Latino of any race           | 50            | 12.3             | 16               | 3.8                 |
| White                                    | 164           | 11.0             | 45               | 2.9                 |
| English Learners/Multilingual Learners   | 14            | 15.4             | *                | *                   |
| Eligible for Free or Reduced-Price Meals | 62            | 16.6             | 27               | 6.2                 |
| Students with Disabilities               | 63            | 17.0             | 16               | 3.6                 |
| All Students - District                  | 226           | 11.0             | 68               | 3.1                 |
| All Students - State                     |               | 17.2             |                  | 6.8                 |

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

**Number of students qualified as truant under state statute: 78**  
**Number of school-based arrests: 0**

# District Profile and Performance Report for School Year 2024-25

## New Fairfield School District

### Educators

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

| Role                                                     | FTE   |
|----------------------------------------------------------|-------|
| General Education Teachers and Instructors               | 152.6 |
| General Education Paraprofessionals                      | 5.8   |
| Special Education Teachers and Instructors               | 31.0  |
| Special Education Paraprofessionals                      | 62.3  |
| District Central Office Administrators                   | 7.0   |
| School Level Administrators                              | 10.2  |
| Library/Media Specialists (Certified)                    | 3.0   |
| Library/Media Support Staff                              | 3.0   |
| Instructional Specialists Who Support Teachers           | 6.0   |
| Counselors, Social Workers and School Psychologists      | 16.4  |
| School Nurses                                            | 5.4   |
| Other Staff Providing Non-Instructional Services/Support | 120.9 |

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.

#### Classroom Teacher Attendance: 2023-24

| Level    | Average Number of FTE Days Absent Due to Illness or Personal Time |
|----------|-------------------------------------------------------------------|
| District | 9.5                                                               |
| State    | 13.0                                                              |

#### Educators by Race/Ethnicity

| Race/Ethnicity                            | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| American Indian or Alaska Native          | 0              | 0.0                  | 0.1               |
| Asian                                     | 2              | 0.9                  | 1.4               |
| Black or African American                 | 0              | 0.0                  | 4.9               |
| Hispanic or Latino of any race            | 2              | 0.9                  | 5.3               |
| Native Hawaiian or Other Pacific Islander | 0              | 0.0                  | 0.1               |
| Two or More Races                         | 0              | 0.0                  | 0.3               |
| White                                     | 223            | 98.2                 | 87.9              |

#### New! Educator Attrition: 2023-24

| Educator Type | District Attrition Count | District Attrition Rate (%) | State Attrition Rate (%) |
|---------------|--------------------------|-----------------------------|--------------------------|
| All Educators | 26                       | 11.6                        | 6.8                      |
| Teachers      | 21                       | 11.4                        | 7.6                      |

**Teacher Attrition Rate** is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

### Instruction and Resources

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

| Student Group                            | 11th Count | 11th Rate (%) | 12th Count | 12th Rate (%) |
|------------------------------------------|------------|---------------|------------|---------------|
| Black or African American                | *          | *             | *          | *             |
| Hispanic or Latino of any race           | 28         | 93.3          | 34         | 100.0         |
| White                                    | 129        | 92.8          | 130        | 100.0         |
| English Learners/Multilingual Learners   | *          | *             | 0          | *             |
| Eligible for Free or Reduced-Price Meals | 28         | 100.0         | 29         | 100.0         |
| Students with Disabilities               | 19         | 90.5          | 22         | 95.7          |
| All Students - District                  | 166        | 92.7          | 178        | 99.4          |
| All Students - State                     |            | 89.2          |            | 95.3          |

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

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

| Disability                  | Count | Rate (%) |
|-----------------------------|-------|----------|
| Autism                      | 33    | 55.0     |
| Emotional Disability        | *     | *        |
| Intellectual Disability     | *     | *        |
| Learning Disability         | 125   | 80.1     |
| Other Health Impairment     | 52    | 80.0     |
| Other Disabilities          | 0     | 0        |
| Speech/Language Impairment  | 24    | 92.3     |
| All Disabilities - District | 248   | 71.1     |
| All Disabilities - State    |       | 68.0     |

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 2024-25

## New Fairfield School District

### Students with Disabilities by Primary Disability

| Disability                 | District Count | District Rate (%) | State Rate (%) |
|----------------------------|----------------|-------------------|----------------|
| Autism                     | 62             | 3.0               | 2.9            |
| Emotional Disability       | 16             | 0.8               | 1.1            |
| Intellectual Disability    | 13             | 0.6               | 0.6            |
| Learning Disability        | 158            | 7.7               | 6.5            |
| Other Health Impairment    | 65             | 3.2               | 3.6            |
| Other Disabilities         | 24             | 1.2               | 1.1            |
| Speech/Language Impairment | 30             | 1.5               | 2.0            |
| All Disabilities           | 368            | 18.0              | 17.8           |

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 District

| Classroom Setting                 | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|----------------|-------------------|----------------|
| Public Schools in Other Districts | *              | *                 | 8.2            |
| Private Schools or Other Settings | *              | *                 | 4.5            |

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 Expenditures: 2023-24

| Expenditure                                    | District Total (\$) | District Per Pupil (\$) | State Per Pupil (\$) |
|------------------------------------------------|---------------------|-------------------------|----------------------|
| Instruction                                    | \$27,901,615        | \$12,781                | \$13,471             |
| Support services - students                    | \$5,450,160         | \$2,542                 | \$1,826              |
| Support services - instruction                 | \$2,212,163         | \$1,032                 | \$972                |
| Support services - general administration      | \$959,052           | \$447                   | \$568                |
| Support services - school based administration | \$2,848,795         | \$1,329                 | \$1,274              |
| Central and other support services             | \$1,542,219         | \$719                   | \$761                |
| Operation and maintenance of plant             | \$4,384,588         | \$2,045                 | \$2,125              |
| Student transportation services                | \$3,066,330         | \$1,380                 | \$1,695              |
| Food services                                  | .                   | .                       | \$10                 |
| Enterprise operations                          | .                   | .                       | \$219                |
| Total                                          | \$48,364,920        | \$22,155                | \$22,054             |

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

### Special Education Expenditures: 2023-24

| Expenditure                                  | District Total (\$) | District Percent (%) | State Percent (%) |
|----------------------------------------------|---------------------|----------------------|-------------------|
| Teacher Salaries                             | \$5,258,020         | 38.6                 | 26.4              |
| Instructional Aide Salaries                  | \$1,843,915         | 13.5                 | 10.1              |
| Other Salaries                               | \$6,010             | 0.0                  | 10.5              |
| Employee Benefits                            | \$1,938,307         | 14.2                 | 13.3              |
| Purchased Services Other Than Transportation | \$1,056,309         | 7.8                  | 6.8               |
| Special Education Tuition                    | \$1,944,061         | 14.3                 | 22.8              |
| Supplies                                     | \$105,482           | 0.8                  | 0.6               |
| Property Services                            | \$12,050            | 0.1                  | 0.4               |
| Purchased Services For Transportation        | \$1,451,788         | 10.7                 | 8.7               |
| Equipment                                    | .                   | .                    | 0.2               |
| All Other Expenditures                       | .                   | .                    | 0.1               |
| Total                                        | \$13,615,941        | 100.0                | 100.0             |

### Percent of Total Expenditures Used for Special Education: 2023-24

| Level    | Percent (%) |
|----------|-------------|
| District | 28.2        |
| State    | 25.7        |

### Expenditures by Revenue Source: 2023-24

| Revenue Source  | Percent of Total (%) Excluding School Construction |
|-----------------|----------------------------------------------------|
| Local           | 86.8                                               |
| State           | 9.1                                                |
| Federal         | 2.7                                                |
| Tuition & Other | 1.4                                                |

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 2024-25

## 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., English Language Arts(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.

| Student Group                                  | ELA Count | ELA DPI | Math Count | Math DPI | Science Count | Science DPI |
|------------------------------------------------|-----------|---------|------------|----------|---------------|-------------|
| American Indian or Alaska Native               | *         | *       | *          | *        | *             | *           |
| Asian                                          | 12        | *       | 12         | *        | *             | *           |
| Black or African American                      | 21        | 62.2    | 21         | 58.2     | 10            | *           |
| Hispanic or Latino of any race                 | 210       | 71.1    | 210        | 68.9     | 80            | 71.3        |
| Native Hawaiian or Other Pacific Islander      | *         | *       | *          | *        | 0             | N/A         |
| Two or More Races                              | 29        | 81.5    | 29         | 79.1     | 11            | *           |
| White                                          | 809       | 73.8    | 808        | 72.3     | 380           | 73.2        |
| English Learners/Multilingual Learners         | 85        | 66.0    | 85         | 63.7     | 25            | 68.5        |
| Non-English Learners/Non-Multilingual Learners | 1,002     | 73.7    | 1,001      | 72.2     | 466           | 72.9        |
| Eligible for Free or Reduced-Price Meals       | 200       | 67.4    | 200        | 65.0     | 86            | 66.8        |
| Not Eligible for Free or Reduced-Price Meals   | 887       | 74.4    | 886        | 73.0     | 405           | 73.9        |
| Students with Disabilities                     | 199       | 54.7    | 199        | 50.5     | 79            | 53.8        |
| Students without Disabilities                  | 888       | 77.3    | 887        | 76.2     | 412           | 76.3        |
| High Needs                                     | 378       | 63.5    | 378        | 60.5     | 152           | 62.4        |
| Non-High Needs                                 | 709       | 78.2    | 708        | 77.3     | 339           | 77.2        |
| All Students - District                        | 1,087     | 73.1    | 1,086      | 71.5     | 491           | 72.6        |

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

| Year | Subject | Grade | CT  | National Public |
|------|---------|-------|-----|-----------------|
| 2024 | Reading | 4     | 36% | 30%             |
| 2024 | Reading | 8     | 35% | 29%             |
| 2024 | Math    | 4     | 42% | 39%             |
| 2024 | Math    | 8     | 32% | 27%             |

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

#### Physical Fitness Tests: Percent of Students Reaching Health Standard

| Test                 | Grade 4 Percent (%) | Grade 6 Percent (%) | Grade 8 Percent (%) | HS Percent (%) | All Tested Grades Count | All Tested Grades Percent (%) |
|----------------------|---------------------|---------------------|---------------------|----------------|-------------------------|-------------------------------|
| Sit & Reach          | 76.7                | 86.7                | 89.6                | 90.3           | 590                     | 85.9                          |
| Curl Up              | 89.7                | 96.3                | 92.2                | 91.8           | 594                     | 92.4                          |
| Push Up              | 89.0                | 81.5                | 85.7                | 74.2           | 590                     | 82.5                          |
| Mile Run/PACER       | 87.7                | 77.8                | 63.0                | 67.1           | 590                     | 73.6                          |
| All Tests - District | 55.5                | 63.7                | 58.4                | 54.8           | 590                     | 58.0                          |
| All Tests - State    | 55.8                | 51.4                | 46.0                | 43.6           |                         | 49.0                          |

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

**Note: Only students assessed in all four areas are included in the All Tests calculation**

# District Profile and Performance Report for School Year 2024-25

## New Fairfield School District

### 2023-24 Cohort Graduation: Four-Year

| Student Group                            | Cohort Count | Rate (%) |
|------------------------------------------|--------------|----------|
| Black or African American                | *            | *        |
| Hispanic or Latino of any race           | 30           | 100.0    |
| White                                    | 144          | 95.8     |
| English Learners/Multilingual Learners   | *            | *        |
| Eligible for Free or Reduced-Price Meals | 42           | 92.9     |
| Students with Disabilities               | 25           | 80.0     |
| All Students - District                  | 182          | 96.7     |
| All Students - State                     |              | 88.9     |

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

**Cohort count** includes all students in the cohort as of the end of the 2023-24 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness

| Student Group                            | Count | Rate (%) |
|------------------------------------------|-------|----------|
| Female                                   | 101   | 56.7     |
| Male                                     | 98    | 54.4     |
| Non-Binary                               | N/A   | N/A      |
| Black or African American                | *     | *        |
| Hispanic or Latino of any race           | 27    | 42.2     |
| White                                    | 158   | 58.7     |
| English Learners/ Multilingual Learners  | *     | *        |
| Eligible for Free or Reduced-Price Meals | 22    | 38.6     |
| Students with Disabilities               | *     | *        |
| All Students - District                  | 199   | 55.6     |
| All Students - State                     |       | 47.2     |

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

| Student Group                               | Class of 2024<br>Entrance<br>Rate (%) | Class of 2023<br>Persistence<br>Rate (%) |
|---------------------------------------------|---------------------------------------|------------------------------------------|
| Female                                      | 86.5                                  | 91.5                                     |
| Male                                        | 73.9                                  | 86.5                                     |
| Non-Binary                                  | N/A                                   | N/A                                      |
| Black or African American                   | *                                     | *                                        |
| Hispanic or Latino of any race              | 76.7                                  | *                                        |
| White                                       | 81.1                                  | 89.8                                     |
| English Learners/<br>Multilingual Learners  | *                                     | *                                        |
| Eligible for Free or<br>Reduced-Price Meals | 74.4                                  | *                                        |
| Students with Disabilities                  | 62.5                                  | 87.0                                     |
| All Students - District                     | 80.1                                  | 89.4                                     |
| All Students - State                        | 67.0                                  | 88.2                                     |

**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.

**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

# District Profile and Performance Report for School Year 2024-25

## New Fairfield School District

### 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                                  | Student Group       | Index/Rate | Target | Points Earned | Max Points  | % Points Earned | State Average Index/Rate |
|--------------------------------------------|---------------------|------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index                      | All Students        | 73.1       | 75     | 48.7          | 50          | 97.5            | 64.7                     |
| ELA Performance Index                      | High Needs Students | 63.5       | 75     | 42.3          | 50          | 84.7            | 54.9                     |
| Math Performance Index                     | All Students        | 71.5       | 75     | 47.7          | 50          | 95.3            | 61.1                     |
| Math Performance Index                     | High Needs Students | 60.5       | 75     | 40.4          | 50          | 80.7            | 50.6                     |
| Science Performance Index                  | All Students        | 72.6       | 75     | 48.4          | 50          | 96.9            | 62.6                     |
| Science Performance Index                  | High Needs Students | 62.4       | 75     | 41.6          | 50          | 83.2            | 52.1                     |
| ELA Academic Growth                        | All Students        | 65.2%      | 100%   | 65.2          | 100         | 65.2            | 60.6%                    |
| ELA Academic Growth                        | High Needs Students | 60.1%      | 100%   | 60.1          | 100         | 60.1            | 55.7%                    |
| Math Academic Growth                       | All Students        | 67.0%      | 100%   | 67.0          | 100         | 67.0            | 62.3%                    |
| Math Academic Growth                       | High Needs Students | 56.9%      | 100%   | 56.9          | 100         | 56.9            | 55.9%                    |
| Progress Toward English Proficiency        | Literacy            | 59.6%      | 100%   | 29.8          | 50          | 59.6            | 58.7%                    |
| Progress Toward English Proficiency        | Oral                | 53.7%      | 100%   | 26.8          | 50          | 53.7            | 55.7%                    |
| Chronic Absenteeism                        | All Students        | 11.0%      | <=5%   | 37.9          | 50          | 75.9            | 17.2%                    |
| Chronic Absenteeism                        | High Needs Students | 15.9%      | <=5%   | 28.2          | 50          | 56.4            | 24.8%                    |
| % Taking CCR Courses                       | All Students        | 96.1%      | 75%    | 50.0          | 50          | 100.0           | 92.4%                    |
| % Meeting CCR Benchmark                    | All Students        | 55.6%      | 75%    | 37.1          | 50          | 74.1            | 47.2%                    |
| On-track to High School Graduation         | All Students        | 98.3%      | 94%    | 50.0          | 50          | 100.0           | 85.9%                    |
| 4-year Graduation Rate (2024 Cohort)       | All Students        | 96.7%      | 94%    | 100.0         | 100         | 100.0           | 88.9%                    |
| 6-year Graduation Rate (2022 Cohort)       | High Needs Students | 93.6%      | 94%    | 99.6          | 100         | 99.6            | 87.3%                    |
| Postsecondary Entrance (Class of 2024)     | All Students        | 80.1%      | 75%    | 100.0         | 100         | 100.0           | 67.0%                    |
| Physical Fitness % Meeting Health Standard | All Students        | 58.0%      | 75%    | 38.6          | 50          | 77.3            | 49.0%                    |
| Arts Access                                | All Students        | 70.2%      | 60%    | 50.0          | 50          | 100.0           | 55.1%                    |
| <b>Accountability Index</b>                |                     |            |        | <b>1166.4</b> | <b>1450</b> | <b>80.4</b>     |                          |

Physical Fitness Estimated Participation Rate - District: 98.7% | State: 95.6%

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 Indicator                 | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev | Is Gap an Outlier? |
|-------------------------------|---------------------|-----------------|-------------|-------------------------|--------------------|
| ELA Performance Index Gap     | 75.0                | 63.5            | 11.5        | 16.9                    | N                  |
| Math Performance Index Gap    | 75.0                | 60.5            | 14.5        | 18.4                    | N                  |
| Science Performance Index Gap | 75.0                | 62.4            | 12.6        | 18.2                    | N                  |
| Graduation Rate Gap           | 94.0%               | 93.6%           | 0.4%        | 8.6%                    | N                  |

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.

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. Gap calculations are based on unrounded rates.

| Subject | Student Group       | Participation Rate (%) |
|---------|---------------------|------------------------|
| ELA     | All Students        | 99.7                   |
| ELA     | High Needs Students | 99.5                   |
| Math    | All Students        | 99.6                   |
| Math    | High Needs Students | 99.5                   |
| Science | All Students        | 98.8                   |
| Science | High Needs Students | 98.7                   |

Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 50.2**

**Supporting Resources:** <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2024-25

## New Fairfield School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The District has adopted a multi-year strategic plan with goal areas in curriculum, instruction and student wellness. Each of the New Fairfield Public Schools prepares a school improvement plan aligned with the strategic plan 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 Multi-tiered Support Systems (MTSS). Data from i-Ready are 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. New Fairfield Elementary School 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. Each school uses data teams to analyze identified problems of practice and gaps in student learning. 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. 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 Enrichment Experience is a graduation requirement for all students, culminating in a community exposition where students present their work: community service projects, entrepreneurial ventures, internships in public and private organizations, and as teacher assistants. Programs held for parents include course selection, co-curricular events, and college financial aid. The high school also works closely with the Local Prevention Council to support programs and activities to strengthen the school and community. All schools are committed to providing a broad spectrum of programs and support services to address student needs and inform families regarding student progress. Visit our website at [www.newfairfieldschools.org](http://www.newfairfieldschools.org) 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. At New Fairfield Elementary 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. New Fairfield Elementary School welcomes parental involvement in their child's educational experience. The PTO supports the schools through mini-grants and gifts so that programs such as author visits can enrich the students' education. New Fairfield Elementary School (3-5) 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. A consultant has worked with district administrators and middle school staff on improving school climate and restorative practices. Students visit the Metropolitan Opera House, Chinatown, Yale Art Gallery, and Broadway theater performances, and participate in international trips periodically. 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 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.

# District Profile and Performance Report for School Year 2024-25

## 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 school requests, principals and district administrators are charged with the responsibility of addressing students' needs through alignment with the district's 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. The superintendent prepares an annual budget for consideration to the BoE. Workshops are conducted as the Board examines budget recommendations. After approval by 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.

# District Profile and Performance Report for School Year 2024-25

## New Fairfield School District

### Appendix A

#### 2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

| Exit Reason                                  | District Count | District Percent (%) | State Percent (%) |
|----------------------------------------------|----------------|----------------------|-------------------|
| Another Profession                           | 0              | 0.0                  | 2.1               |
| Deceased                                     | 0              | 0.0                  | 0.5               |
| District/School Shut Down                    | 0              | 0.0                  | 0.0               |
| Moved Out of State                           | 0              | 0.0                  | 2.2               |
| Personal Reasons                             | 8              | 42.1                 | 6.7               |
| Position Eliminated or Expired               | 0              | 0.0                  | 9.8               |
| Position Filled Permanently                  | 0              | 0.0                  | 0.1               |
| Resigned (no reason given)                   | 2              | 10.5                 | 32.0              |
| Retired                                      | 7              | 36.8                 | 23.7              |
| Teach/Admin in Other CT Dist                 | 2              | 10.5                 | 18.0              |
| Teach/Admin in CT Nonpublic School           | 0              | 0.0                  | 0.1               |
| Teach/Admin Out-of-State (public or private) | 0              | 0.0                  | 1.3               |
| Terminated                                   | 0              | 0.0                  | 1.2               |
| Took Job Related To Education                | 0              | 0.0                  | 2.3               |
| TOTAL                                        | 19             |                      |                   |

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.