

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



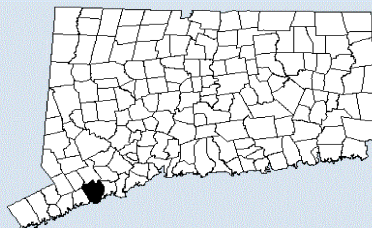
Fairfield School District

Dr. David Title, Superintendent • 203-255-8371 • <http://fairfieldschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	19
Enrollment	10,213
Per Pupil Expenditures ¹	\$15,660
Total Expenditures ¹	\$162,160,782

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,035	49.3	48.3
Male	5,178	50.7	51.6
American Indian or Alaska Native	10	0.1	0.2
Asian	564	5.5	4.7
Black or African American	256	2.5	12.9
Hispanic or Latino	908	8.9	22.1
Pacific Islander	6	0.1	0.0
Two or More Races	307	3.0	2.5
White	8,162	79.9	57.2
English Language Learners	209	2.0	6.3
Eligible for Free or Reduced-Price Meals	957	9.4	37.6
Students with Disabilities ¹	1,146	11.2	13.3

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	201	4.1	36	0.7
Male	172	3.4	129	2.4
Black or African American	17	6.9	22	8.6
Hispanic or Latino	43	4.8	26	2.8
White	289	3.6	103	1.2
English Language Learners	9	4.3	18	8.5
Eligible for Free or Reduced-Price Meals	89	9.8	57	5.5
Students with Disabilities	76	7.0	50	3.9
District	373	3.7	165	1.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 25

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	686.9
Paraprofessional Instructional Assistants	43.3
Special Education	
Teachers and Instructors	103.0
Paraprofessional Instructional Assistants	157.8
Administrators, Coordinators and Department Chairs	
District Central Office	14.0
School Level	40.8
Library/Media	
Specialists (Certified)	19.0
Support Staff	15.0
Instructional Specialists Who Support Teachers	69.4
Counselors, Social Workers and School Psychologists	61.7
School Nurses	21.5
Other Staff Providing Non-Instructional Services/Support	428.0

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	7	0.7	1.0
Black or African American	5	0.5	3.5
Hispanic or Latino	18	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	986	97.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.2

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	27	90.0	22	81.5
Hispanic or Latino	53	93.0	59	92.2
White	591	94.9	554	94.5
English Language Learners	9	*	9	*
Eligible for Free or Reduced-Price Meals	63	90.0	58	82.9
Students with Disabilities	76	85.4	68	73.9
District	721	94.6	681	94.1
State		58.4		73.8

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	78	59.1
Emotional Disturbance	25	43.9
Intellectual Disability	16	47.1
Learning Disability	319	92.2
Other Health Impairment	210	83.0
Other Disabilities	16	43.2
Speech/Language Impairment	167	86.1
District	831	78.9
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	135	1.3	1.5
Emotional Disturbance	58	0.6	1.0
Intellectual Disability	35	0.3	0.5
Learning Disability	346	3.4	4.4
Other Health Impairment	254	2.5	2.6
Other Disabilities	44	0.4	1.0
Speech/Language Impairment	224	2.2	1.9
All Disabilities	1,096	10.8	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	36	3.3	8.1
Private Schools or Other Settings	39	3.6	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	88,489,633	8,628	9,134
Instructional Supplies and Equipment	1,342,890	131	334
Improvement of Instruction and Educational Media Services	9,894,093	965	498
Student Support Services	11,968,582	1,167	1,001
Administration and Support Services	17,556,461	1,712	1,694
Plant Operation and Maintenance	16,049,264	1,565	1,572
Transportation	8,368,377	774	813
Costs of Students Tuitioned Out	6,440,182	N/A	N/A
Other	2,051,300	200	186
Total	162,160,782	15,660	15,289

Additional Expenditures

Land, Buildings, and Debt Service	19,736,924	1,924	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	16,100,773	42.1	35.1
Noncertified Personnel	3,891,620	10.2	14.2
Purchased Services	3,517,294	9.2	5.2
Tuition to Other Schools	6,115,764	16.0	22.0
Special Ed. Transportation	2,458,474	6.4	8.6
Other Expenditures	6,201,622	16.2	14.9
Total Expenditures	38,285,547	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.9	94.1
State	4.6	4.2
Federal	1.5	1.7
Tuition & Other	0.1	0.1

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).

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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	291	81.4	291	77.9	121	68.4
Black or African American	131	63.7	127	54.3	56	50.9
Hispanic or Latino	486	68.4	479	59.9	225	57.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	166	79.1	160	72.2	61	66.4
White	4369	77.8	4316	70.1	1855	65.9
English Language Learners	150	57.0	148	50.6	47	44.5
Non-English Language Learners	5303	77.4	5235	69.8	2274	65.3
Eligible for Free or Reduced-Price Meals	529	63.9	518	55.1	248	54.0
Not Eligible for Free or Reduced-Price Meals	4924	78.3	4865	70.8	2073	66.2
Students with Disabilities	694	57.1	680	49.5	310	48.7
Students without Disabilities	4759	79.8	4703	72.1	2011	67.4
High Needs	1161	61.3	1139	53.4	512	52.3
Non-High Needs	4292	81.1	4244	73.5	1809	68.4
District	5453	76.9	5383	69.3	2321	64.9

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	85.0	89.2	85.6	84.2	3,013	86.1
Curl Up	92.0	91.7	93.6	86.7	3,013	91.2
Push Up	80.3	84.7	82.9	75.4	3,013	81.1
Mile Run/PACER	89.3	88.9	90.1	85.3	3,013	88.5
All Tests - District	66.4	72.7	69.4	57.2	3,013	66.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	23	82.6	89.4	No	89.9
Hispanic or Latino	58	93.1	78.7	Yes	80.4
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	104	82.7	84.5	No	85.5
Students with Disabilities	81	69.1	75.2	No	77.3
District	728	93.8	93.4	Yes	93.5
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	88.0	522	68.0
Male	77.7	416	57.9
Black or African American	54.4	15	26.3
Hispanic or Latino	65.3	48	39.7
White	85.7	801	66.3
English Language Learners	26.1	*	*
Eligible for Free or Reduced-Price Meals	58.6	37	26.4
Students with Disabilities	38.5	6	11.5
District	83.0	938	63.1
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.9	95.4
Male	78.5	94.2
Black or African American	76.2	*
Hispanic or Latino	75.0	88.9
White	83.1	94.8
English Language Learners	59.3	*
Eligible for Free or Reduced-Price Meals	69.4	84.0
Students with Disabilities	68.5	88.2
District	82.4	94.8
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.9	75	100.0	100	100.0	67.9
	High Needs Students	61.3	75	81.7	100	81.7	56.7
Math Performance Index	All Students	69.3	75	92.4	100	92.4	59.3
	High Needs Students	53.4	75	71.2	100	71.2	47.8
Science Performance Index	All Students	64.9	75	86.5	100	86.5	56.5
	High Needs Students	52.3	75	69.8	100	69.8	45.9
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	7.3%	<=5%	45.3	50	90.6	17.3%
Preparation for CCR	% Taking Courses	94.3%	75%	50.0	50	100.0	66.1%
	% Passing Exams	63.1%	75%	42.1	50	84.2	37.3%
On-track to High School Graduation		71.8%	94%	38.2	50	76.4	85.6%
4-year Graduation All Students (2014 Cohort)		93.8%	94%	99.8	100	99.8	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		90.2%	94%	95.9	100	95.9	77.6%
Postsecondary Entrance (Class of 2014)		82.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.2% 66.9%	75%	44.6	50	89.3	87.6% 51.0%
Arts Access		37.8%	60%	31.5	50	63.1	45.7%
Accountability Index				1099.0	1250	87.9	

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?					Y
ELA Performance Index Gap	75.0	61.3	13.7	17.3	
Math Performance Index Gap	73.5	53.4	20.1	19.6	
Science Performance Index Gap	68.4	52.3	16.1	17.2	
Graduation Rate Gap	94.0%	90.2%	3.8%	15.2%	N

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

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	98.0
	High Needs Students	96.2
Math	All Students	96.7
	High Needs Students	94.4
Science	All Students	99.4
	High Needs Students	99.2

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: 56.4 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Fairfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Fairfield Board of Education approved a five-year District Improvement Plan in July, 2015. This Plan outlines core strategies, specific actions and student achievement measures to guide the continuous improvement of the school district through 2020. Improving special education programs and services, improved attendance, and engaging families are all part of the District Improvement Plan. In addition, each of the 18 schools within the district has developed a School Improvement Plan aligned to the District Improvement Plan. Each school developed strategies and specific actions to support growth in student achievement and school climate aligned to the goals in the District Improvement Plan. The school improvement process includes school-based improvement teams as well as discipline and grade-based teams, which develop and monitor instructional and communication strategies and goals to support the School Improvement Plan.

Many of our schools host parent coffees and workshops designed to address issues pertinent to parents, such as: transitions from elementary to middle and middle to high school; curriculum topics of interest, such as addressing the needs of emerging readers and using just right books, how to support math instruction; supporting students dealing with anxiety and stress, school climate, and the college application process including financial aid. Most of our schools have a process for welcoming new families and also publish monthly newsletters that highlight activities occurring within the schools. All of our schools have very active PTAs and volunteer support in which parents are actively involved as classroom volunteers, Reading buddies, School Climate Committee members, maintaining school gardens, raising funds to support technology in the classroom and assisting families in need. Several of our schools house before and after school childcare, some of which are supported by the PTA as well. Our student management system and our district and school websites promote continuous and effective communication between our parents, students, staff, and the community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Fairfield Public Schools participates in the Open Choice Program with Bridgeport Public Schools. For the past six years, an average of sixty students from Bridgeport have been welcomed to school in Fairfield. Many of our students participate in Magnet and Vocational Programs offered by surrounding towns. Twenty of our students attend the Six To Six Magnet School sponsored by CES, fourteen students attend the Discovery Inter-district Magnet School sponsored by Bridgeport, fifty-eight students attend the Fairchild Wheeler Inter-district Magnet High School for Biotechnology, Engineering, and Information Technology sponsored by Bridgeport, eighty-seven students attend Bridgeport's Aquaculture program, five students attend the Agriscience School in Trumbull, and eight students participate in the Global Studies Program in Norwalk. In addition to these choice programs, some of our schools participate in the One Book, Two Schools Program which involves the entire school community and a sister school community in Bridgeport. Generally the chosen reading provides opportunities to discuss a social topic across both communities and helps to support literacy.

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Equitable Allocation of Resources among District Schools

Fairfield uses a common class size guideline across all 11 elementary schools to ensure consistency. The limits are 23 students in grades K through grade two and 25 students in grades 3 through 5. An exception is McKinley Elementary School where the limits are 2 students lower because of the high concentration of struggling learners. The distribution of special education teachers, math/science teachers and Language Arts specialists is also driven by a formula which treats schools equitably based on enrollment and student need. Our two Title I schools receive additional support beyond this base due to the Title I supplemental funding. At the middle and high schools, teacher load is equitable because of the teacher load limits in the Fairfield Education Association contract. Team sizes are also standardized across the 3 middle schools. All schools at a given level (elementary, middle, and high school) are provided a per-pupil allocation for supplies, textbooks, field trips, and other school-related expenses based on enrollment. Both high schools offer the same courses, the same athletic teams and music/art programs. Every effort is made to ensure equity across all schools.