

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



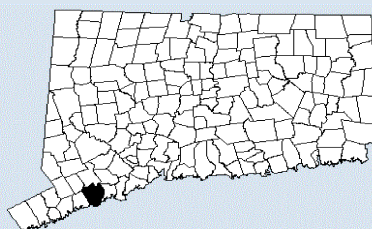
Fairfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	19
Enrollment	10,091
Per Pupil Expenditures ¹	\$16,407
Total Expenditures ¹	\$169,171,830

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,946	49.0	48.3
Male	5,145	51.0	51.6
American Indian or Alaska Native	7	0.1	0.2
Asian	594	5.9	4.9
Black or African American	225	2.2	12.8
Hispanic or Latino	906	9.0	23.0
Pacific Islander	6	0.1	0.0
Two or More Races	334	3.3	2.7
White	8,019	79.5	55.9
English Learners	213	2.1	6.4
Eligible for Free or Reduced-Price Meals	902	8.9	38.0
Students with Disabilities ¹	1,121	11.1	13.7

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	191	3.9	40	0.8
Male	188	3.7	168	3.2
Black or African American	8	3.7	12	5.4
Hispanic or Latino	45	4.9	36	3.8
White	290	3.7	147	1.8
English Learners	12	5.2	9	3.9
Eligible for Free or Reduced-Price Meals	76	8.5	74	7.2
Students with Disabilities	99	8.9	60	4.6
District	379	3.8	208	2.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 111

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	694.7
Paraprofessional Instructional Assistants	42.6
Special Education	
Teachers and Instructors	105.1
Paraprofessional Instructional Assistants	178.3
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	40.8
Library/Media	
Specialists (Certified)	19.6
Support Staff	16.0
Instructional Specialists Who Support Teachers	67.8
Counselors, Social Workers and School Psychologists	63.2
School Nurses	22.0
Other Staff Providing Non-Instructional Services/Support	442.3

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	21	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	11	1.1	0.1
White	999	96.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.4

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	18	85.7	26	92.9
Hispanic or Latino	65	94.2	51	94.4
White	578	96.5	605	95.4
English Learners	*	*	8	*
Eligible for Free or Reduced-Price Meals	66	90.4	64	92.8
Students with Disabilities	75	91.5	77	71.3
District	709	96.1	737	95.3
State		61.2		73.9

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	73	60.8
Emotional Disturbance	25	45.5
Intellectual Disability	12	38.7
Learning Disability	317	92.2
Other Health Impairment	213	83.2
Other Disabilities	15	42.9
Speech/Language Impairment	155	85.6
District	810	79.3
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	124	1.2	1.6
Emotional Disturbance	55	0.5	1.0
Intellectual Disability	31	0.3	0.5
Learning Disability	344	3.4	4.6
Other Health Impairment	260	2.6	2.8
Other Disabilities	44	0.4	1.0
Speech/Language Impairment	208	2.1	1.9
All Disabilities	1,066	10.6	13.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	1.0	6.3
Private Schools or Other Settings	70	6.6	9.1

²Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	93,155,073	9,154	9,387
Instructional Supplies and Equipment	1,344,439	132	318
Improvement of Instruction and Educational Media Services	10,502,002	1,032	541
Student Support Services	12,446,649	1,223	1,048
Administration and Support Services	18,267,033	1,795	1,790
Plant Operation and Maintenance	15,874,357	1,560	1,608
Transportation	8,750,829	807	845
Costs of Students Tuitioned Out	6,822,720	N/A	N/A
Other	2,008,728	197	194
Total	169,171,830	16,407	15,762

Additional Expenditures

Land, Buildings, and Debt Service	26,437,684	2,598	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	16,312,083	40.3	35.1
Noncertified Personnel	4,187,306	10.3	14.5
Purchased Services	3,599,841	8.9	5.5
Tuition to Other Schools	6,533,537	16.1	21.6
Special Ed. Transportation	2,667,058	6.6	8.3
Other Expenditures	7,174,771	17.7	15.0
Total Expenditures	40,474,596	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.1	93.7
State	4.5	4.7
Federal	1.3	1.5
Tuition & Other	0.1	0.2

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	315	81.4	315	80.0	134	69.4
Black or African American	106	62.2	106	56.7	48	54.8
Hispanic or Latino	484	68.9	484	62.0	184	56.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	163	80.6	161	75.2	61	68.7
White	4298	77.2	4285	71.6	1863	67.4
English Learners	145	56.6	144	53.9	53	43.3
Non-English Learners	5228	77.1	5214	71.5	2241	67.0
Eligible for Free or Reduced-Price Meals	516	62.8	516	55.5	242	56.5
Not Eligible for Free or Reduced-Price Meals	4857	78.0	4842	72.7	2052	67.6
Students with Disabilities	694	57.6	689	51.7	311	49.6
Students without Disabilities	4679	79.4	4669	73.9	1983	69.1
High Needs	1141	61.2	1135	55.4	503	53.7
Non-High Needs	4232	80.7	4223	75.3	1791	70.0
District	5373	76.6	5358	71.1	2294	66.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
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	87.4	85.0	84.8	81.8	2,993	84.9
Curl Up	90.9	90.7	92.3	85.8	2,993	90.0
Push Up	81.5	83.5	85.1	79.0	2,993	82.3
Mile Run/PACER	90.0	90.0	94.5	82.1	2,993	89.4
All Tests - District	66.0	70.0	69.1	60.1	2,993	66.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	27	88.9	89.9	No	90.4
Hispanic or Latino	68	89.7	80.4	Yes	82.1
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	112	87.5	85.5	Yes	86.6
Students with Disabilities	93	71.0	77.3	No	79.3
District	717	94.1	93.5	Yes	93.5
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	99.0	546	71.4
Male	96.6	479	64.2
Black or African American	98.0	*	*
Hispanic or Latino	99.2	59	48.0
White	97.7	864	70.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.9	52	36.6
Students with Disabilities	74.2	11	17.7
District	97.8	1,025	67.8
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.6	96.2
Male	84.0	93.8
Black or African American	64.0	*
Hispanic or Latino	83.8	90.0
White	88.8	96.4
English Learners	65.0	*
Eligible for Free or Reduced-Price Meals	74.8	92.4
Students with Disabilities	64.4	84.6
District	87.0	95.1
State	71.9	88.3

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 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	76.6	75	50.0	50	100.0	67.7
	High Needs Students	61.2	75	40.8	50	81.6	56.7
Math Performance Index	All Students	71.1	75	47.4	50	94.8	61.4
	High Needs Students	55.4	75	36.9	50	73.8	49.9
Science Performance Index	All Students	66.5	75	44.3	50	88.6	57.5
	High Needs Students	53.7	75	35.8	50	71.5	47.0
ELA Academic Growth	All Students	70.0%	100%	70.0	100	70.0	63.8%
	High Needs Students	65.0%	100%	65.0	100	65.0	58.3%
Math Academic Growth	All Students	70.6%	100%	70.6	100	70.6	65.0%
	High Needs Students	60.0%	100%	60.0	100	60.0	57.4%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.8%	<=5%	44.4	50	88.8	15.6%
Preparation for CCR	% Taking Courses	95.7%	75%	50.0	50	100.0	67.6%
	% Passing Exams	67.8%	75%	45.2	50	90.4	40.7%
On-track to High School Graduation		95.2%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		94.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.0%	94%	91.5	100	91.5	78.6%
Postsecondary Entrance (Class of 2015)		87.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.1% 66.4%	75%	44.3	50	88.5	89.2% 50.5%
Arts Access		44.9%	60%	37.4	50	74.8	47.5%
Accountability Index				1133.5	1350	84.0	

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	61.2	13.8	16.5	
Math Performance Index Gap	75.0	55.4	19.6	18.9	
Science Performance Index Gap	70.0	53.7	16.4	17.2	
Graduation Rate Gap	94.0%	86.0%	8.0%	15.3%	N

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	97.9
Math	All Students	98.4
	High Needs Students	97.5
Science	All Students	98.8
	High Needs Students	97.7

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 58.2

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

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 Fairfield Public Schools through the year 2020. The Theory of Action for the District, on which the District Improvement Plan is based, outlines the Core Strategies to achieve the Mission and Goals of the school system. These Core Strategies are: Instructional Program, Teams and School Improvement Plans, Leadership Capacity, and Resources. Within each Core Strategy, specific actions are identified to support key improvements which are expected to have the greatest chance of impacting the Instructional Core and therefore student learning. Underlying the District Improvement Plan and the Theory of Action is the expectation that all staff members, teams, departments, and schools engage regularly in the reflective practices of examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results and evaluating effectiveness in a cycle of continuous improvement.

The staff in each of our 18 schools develop their own individual School Improvement Plans aligned to the District Improvement Plan which include school specific actions to support a positive school climate and promote growth in student learning. Teacher goals are aligned to specific actions in the school plans and identify targeted growth in learning for every student. The school improvement process includes school-based improvement teams as well as content/discipline and grade-based teams, which develop and monitor instructional and communication strategies and goals to support the cycle of continuous improvement. All of our schools host parent coffees or 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, or how to support math learning at home; supporting students dealing with stress and anxiety; dealing with school climate issues; and, the college application process including financial aid. Our high schools and middle schools provide family outreach and support to students with absentee issues as well as support staff to help engage students in the many activities offered during and after school. 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 PTs and volunteer support in which parents are actively involved as classroom volunteers, Reading buddies, School Climate Committee members, fundraisers to support technology in the classrooms, workers to support our many school gardens, and as members of our curriculum and textbook approval committees. Several of our schools house Before and After School Childcare, some of which are also supported by our PTA groups. Our student managements 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. On average, sixty to seventy students from Bridgeport attend our schools from kindergarten through grade twelve. These students are selected by CES using a lottery system and welcomed into the elementary schools in Fairfield, starting in kindergarten or grade one with most remaining in Fairfield through graduation. Many of our students participate in Magnet and Vocational Programs offered by surrounding towns. Each year, approximately 20 of our students attend the Six To Six Magnet School sponsored by CES, approximately fourteen students attend the Discovery Inter-district Magnet School sponsored by Bridgeport, approximately sixty students attend Bridgeport's Fairchild Wheeler Inter-district Magnet High School for Biotechnology, Engineering, and Information Technology, and close to one hundred students on average attend Bridgeport's Aquaculture Program. We also have a small number of students who attend the Agriscience School in Trumbull and another small group who 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.

In addition to participation in magnet schools and Open Choice, Fairfield has opened two Preschool Programs to help reduce racial, ethnic, and economic isolation within the district. These programs are offered at two of our highest performing elementary schools and include programs for three and four year old students. Families who struggle economically may qualify for free or reduced tuition and free transportation and may attend from any of our elementary schools. Once the preschool program is completed, the child may be permanently enrolled in the "out of home district" elementary school and siblings may also attend.

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Equitable Allocation of Resources among District Schools

.All of our schools receive funds for student supplies and activities based on a per student allocation. The allocation is based on an approximation of the cost of the program per student by level, and the school receives funding based on the enrollment times the allocation. Textbooks are purchased as part of the district budget on a six year revolving schedule to support new curricula. The cost of textbooks is based on the number of students with the assumption that each student needs at least one copy of the text and those costs are built into the district budget based on the Curriculum Revision Cycle. Technology is provided to students based on a Classroom Distribution Model, in which the necessary technology for every classroom at a given level (elementary, middle, high) is identified and supported in multi-year plans at the district level. Maintenance of technology equipment is also funded by the district on a five year replacement plan. Facilities maintenance is also funded at the district level with a long term capital improvement plan to ensure all of our schools are built to capacity and in excellent condition.