STRATEGIC SCHOOL PROFILE 2010-11

Fairfield School District

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Fairfield,
Connecticut

Website: www.fairfield.k12.ct.us/index.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield
Town Population in 2000: 57,340
1990-2000 Population Growth: 7.3%
Number of Public Schools: 16

Per Capita Income in 2000: $43,670
Percent of Adults without a High School Diploma in 2000*: 8.5%
Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
District Enrollment as % of Estimated. Student Population: 87.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010   10,153
5-Year Enrollment Change   14.1%

DISTRICT GRADE RANGE

Grade Range   PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	924	9.1	8.4	34.1
K-12 Students Who Are Not Fluent in English	224	2.2	2.0	5.6
Students Identified as Gifted and/or Talented*	1,175	11.6	6.4	4.0
PK-12 Students Receiving Special Education Services in District	1,079	10.6	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	723	94.0	91.3	80.2
Homeless	9	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	107	9.5	12.1	13.2

*99.9 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	28	0.3
Asian American	485	4.8
Black	232	2.3
Hispanic	815	8.0
Pacific Islander	5	0.0
White	8,328	82.0
Two or more races	260	2.6
Total Minority	1,825	18.0

Percent of Minority Professional Staff: 2.9%

Open Choice:

64 student(s) attended this district as part of the Open Choice program.Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

7.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language.The number of non-English home languages is 52.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During 2009-2010, the Fairfield Public Schools continued to devise ways to address racial and ethnic isolation. Over the years, the district has responded to the needs of the student population by constructing a state-of-the art school, developing extended day and extended year programs focused on literacy skills, hiring specially trained staff and investing in other support staff. In 2007, the Connecticut State Department of Education ordered the district to submit a plan to address the racial imbalance at McKinley Elementary School. The Board of Education approved a plan developed by the district's Cultural Diversity Task Force that addressed racial imbalance in the Fairfield Public Schools. In 2009-2010, the third year of the plan's implementation, options for students from other schools to attend McKinley Elementary, as well as McKinley students to attend other schools, were expanded. In 2008, the Fairfield Public Schools Board of Education adopted a five-year Strategic Plan that included five key components, one of which is diversity. The Diversity Action Plan takes on the charge of: We will seize opportunities and respond to the challenges of diversity in order to improve learning and our work environments. Using this strategy, a special sub-committee of community members and school officials developed an action plans to address diversity district-wide. In 2009-2010, professional development in differentiated instruction was provided for teachers. Additionally, school and community-based resources available to enhance diversity awareness were identified for staff to access. The Fairfield Public Schools curriculum contains an array of experiences and activities designed to increase student awareness regarding diversity of individuals and cultures. In addition to these experiences, the Fairfield Public Schools continues to participate in a variety of programs including the Six-to-Six Magnet School and Regional Center for the Arts in Bridgeport. Students from Bridgeport have the opportunity to enroll in Fairfield schools through the Open Choice program. Fairfield's continuing commitment to the Project Choice program provides important education and social experiences for both Bridgeport and Fairfield students.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area		District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3	Reading	76.4	58.4	81.3
	Writing	78.1	61.1	78.9
	Mathematics	82.2	63.0	84.5
Grade 4	Reading	80.6	62.5	76.1
	Writing	81.9	65.5	75.6
	Mathematics	82.3	67.0	72.6
Grade 5	Reading	79.4	61.4	76.7
	Writing	80.7	66.8	68.1
	Mathematics	87.3	72.5	71.8
	Science	79.6	59.9	74.8
Grade 6	Reading	88.7	76.0	69.0
	Writing	83.2	65.2	83.3
	Mathematics	85.2	71.3	69.6
Grade 7	Reading	91.0	77.8	75.8
	Writing	78.0	58.9	77.8
	Mathematics	86.3	68.4	78.8
Grade 8	Reading	90.6	74.7	80.9
	Writing	79.3	64.8	64.3
	Mathematics	86.8	66.6	80.3
	Science	83.0	63.1	72.0

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	63.2	44.7	75.0
Writing Across the Disciplines	82.1	61.2	82.7
Mathematics	69.9	49.5	78.2
Science	71.6	47.0	87.2

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	64.4	51.0	78.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.7	70.6	
Average Score	Mathematics	559	510	87.8
	Critical Reading	550	505	87.0
	Writing	562	510	88.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	91.8	81.8	71.0
2009-10 Annual Dropout Rate for Grade 9 through 12	1.1	2.8	43.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.8	84.8
% Employed (Civilian Employment and in Armed Services)	2.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	691.50
Paraprofessional Instructional Assistants	67.10
Special Education	
Teachers and Instructors	89.50
Paraprofessional Instructional Assistants	151.80
Library/Media Specialists and/or Assistants	35.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	13.45
School Level	40.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	25.40
Counselors, Social Workers, and School Psychologists	61.40
School Nurses	20.20
Other Staff Providing Non-Instructional Services and Support	482.90

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.4	13.9
% with Master's Degree or Above	89.9	86.1	79.0

Average Class Size	District	DRG	State
Grade K	18.5	17.5	18.4
Grade 2	19.5	19.8	19.9
Grade 5	21.3	22.1	21.2
Grade 7	21.4	21.3	20.6
High School	20.3	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,015	992	992
Middle School	1,022	1,019	1,017
High School	927	987	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.9	3.1	3.1
Middle School	1.9	2.3	2.4
High School	1.9	2.5	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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 All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	$83,267	$8,239	$8,232	$7,924	$8,237
Instructional Supplies and Equipment	$2,368	$234	$299	$277	$300
Improvement of Instruction and Educational Media Services	$9,302	$920	$477	$512	$463
Student Support Services	$10,841	$1,073	$875	$936	$872
Administration and Support Services	$16,427	$1,625	$1,433	$1,373	$1,459
Plant Operation and Maintenance	$14,912	$1,475	$1,421	$1,384	$1,410
Transportation	$7,445	$704	$701	$623	$692
Costs for Students Tuitioned Out	$4,627	N/A	N/A	N/A	N/A
Other	$2,016	$199	$161	$162	$159
Total	$151,205	$14,834	$13,878	$13,518	$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	$25,153	$2,489	$1,622	$1,178	$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$34,935,511	23.1	20.5	21.5

Revenue Sources, % of Expenditures 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
Including School Construction	93.6	3.5	2.9	0.1
Excluding School Construction	92.6	4.0	3.3	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

The Boards of Finance and Selectmen and the Representative Town Meeting approved a budget for 2010-11 that supported continuance of the District's priorities. Within the District, each school receives a basic allocation for books, supplies and materials. Allocation is determined, in part, by the school board budget and by using a per capita calculation for the eleven elementary, three middle, two high schools and one alternative high school. A basic core of staff is assigned to each school which includes: language arts specialists, school psychologists, social workers and paraprofessionals. Equipment is updated or replaced as needed. Each school receives an equal allocation based on grade configuration. The principals and Director of Facilities conduct an annual inspection of each building to determine priority maintenance and capital outlay needs. Two elementary schools, McKinley and Holland Hill, receive Title I funding to support initiatives to improve student achievement. In accordance with the new Strategic Plan, the District continues to make a commitment to the town to practice fiscal responsibility by balancing the needs of our students with the community's willingness and ability to pay.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible   1,030
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities   10.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	133	1.3	1.2	1.1
Learning Disability	360	3.6	3.3	3.9
Intellectual Disability	29	0.3	0.3	0.4
Emotional Disturbance	44	0.4	0.5	1.0
Speech Impairment	199	2.0	1.8	2.2
Other Health Impairment*	223	2.2	2.2	2.1
Other Disabilities**	42	0.4	0.7	0.9
Total	1,030	10.2	10.0	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy
**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	81.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	2.8	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.
- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	**State**	**District**	**State**
CMT	Reading	46.5	33.0	84.5	68.6
	Writing	32.8	19.3	80.2	63.7
	Mathematics	45.6	33.4	85.0	68.2
	Science	32.9	21.2	81.2	61.5
CAPT	Reading Across the Disciplines	14.8	14.1	63.2	44.7
	Writing Across the Disciplines	31.3	17.3	82.1	61.2
	Mathematics	19.6	15.8	69.9	49.5
	Science	14.3	13.1	71.6	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.5
	% With Accommodations	84.5
CAPT	% Without Accommodations	32.0
	% With Accommodations	68.0
% Assessed Using Skills Checklist		5.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	**Count**	**Percent**
Public Schools in Other Districts	2	0.2
Private Schools or Other Settings	41	4.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	**Count of Students**	**Percent of Students**		
		District	**DRG**	**State**
79.1 to 100 Percent of Time	876	85.0	78.0	74.1
40.1 to 79.0 Percent of Time	112	10.9	14.9	14.9
0.0 to 40.0 Percent of Time	42	4.1	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In March 2008, the Fairfield Board of Education approved the district's 5-year Strategic Plan. The 30 member steering committee included students, parents, teachers and community members. Six action teams were formed to work on the following areas: Community, Facilities, Communication, Diversity, Program and Technology. Plans were prioritized and begun in the 2008-2009 school year. The district entered Year 2 of the plan during the 2009-2010 school year. Each of the district's schools develops a School Improvement Plan focused on improving student achievement. An analysis of standardized test scores, internal assessment results and other data points forms the basis for improvement goals for each school and within the district. In addition, the district uses Edline as a community action tool between teachers, parents and students. Edline gives teachers a web presence and allows parents to track classroom assignments and school activities.