

STRATEGIC SCHOOL PROFILE 2012-13**Fairfield School District**

David G. Title, Superintendent

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Fairfield,
Connecticut

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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: 87.6%

*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, 2012	10,281
5-Year Enrollment Change	5.2%

DISTRICT GRADE RANGE

Grade Range	PK - 12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,019	9.9	9.9	36.7
K-12 Students Who Are Not Fluent in English	194	1.9	2.0	5.8
Students Identified as Gifted and/or Talented*	1,187	11.5	7.1	3.8
PK-12 Students Receiving Special Education Services in District	1,142	11.1	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	622	91.1	91.6	79.3
Homeless	11	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	123	12.3	10.3	12.7

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.1
Asian American	552	5.4
Black	251	2.4
Hispanic	867	8.4
Pacific Islander	7	0.1
White	8,326	81.0
Two or more races	263	2.6
Total Minority	1,955	19.0

Percent of Minority Professional Staff: 3.3%

Open Choice:

60 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:

7.9% 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 54.

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.

The Fairfield Public Schools continues 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, implementing full day kindergarten, 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. Fairfield continues to provide options for students from other schools to attend McKinley Elementary, and has expanded options for students across the district to attend Dwight and Burr Elementary Schools. 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. Since that time, professional development in differentiated instruction has been provided for teachers and school and community-based resources have been shared to enhance diversity awareness for all staff. 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	78.6	56.9	88.8
Writing	79.9	60.0	87.0
Mathematics	84.9	61.4	88.8
Grade 4 Reading	78.8	62.6	73.4
Writing	79.1	63.0	78.5
Mathematics	86.5	65.1	87.3
Grade 5 Reading	84.6	66.9	80.7
Writing	83.4	65.6	82.6
Mathematics	89.4	69.2	85.1
Science	81.7	62.3	73.3
Grade 6 Reading	85.9	73.3	65.9
Writing	82.3	65.1	78.2
Mathematics	84.9	67	74.4
Grade 7 Reading	90.0	78.9	74.1
Writing	79.8	64.9	74.1
Mathematics	84.6	65.4	79.7
Grade 8 Reading	90.5	76.2	75.9
Writing	83.6	67.2	68.6
Mathematics	83.6	65.0	74.8
Science	76.6	60.4	64.2

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.com.

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	72.7	48.5	85.6
Writing Across the Disciplines	81.5	62.1	75.8
Mathematics	74.4	52.4	75.8
Science	72.3	48.8	78.9

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
	64.5	51.1	79.6

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		85.6	78.5	
Average Score	Mathematics	556	503	85.0
	Critical Reading	541	499	81.2
	Writing	555	504	88.0

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 2012	94.2	84.8	71.3
2011-12 Annual Dropout Rate for Grade 9 through 12	0.5	2.1	56.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.0	82.6
% Employed (Civilian Employment and in Armed Services)	1.6	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	692.30
Paraprofessional Instructional Assistants	48.75
Special Education	
Teachers and Instructors	103.00
Paraprofessional Instructional Assistants	135.20
Library/Media Specialists and/or Assistants	33.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	14.00
School Level	39.85
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	43.80
Counselors, Social Workers, and School Psychologists	61.00
School Nurses	20.70
Other Staff Providing Non-Instructional Services and Support	471.45

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	13.0	14.5	13.9
% with Master's Degree or Above	90.1	87.3	79.8

Average Class Size	District	DRG	State
Grade K	19.1	17.8	18.9
Grade 2	19.9	19.2	19.8
Grade 5	20.2	21.4	21.3
Grade 7	18.8	20.3	20.2
High School	21.7	20.0	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,015	973	999
Middle School	1,025	1,026	1,029
High School	932	1,000	1,027

*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*	2.5	2.6	2.7
Middle School	1.9	1.9	2.1
High School	2.7	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$84,683	\$8,211	\$8,570	\$8,425	\$8,570
Instructional Supplies and Equipment	\$1,897	\$184	\$252	\$260	\$257
Improvement of Instruction and Educational Media Services	\$9,534	\$924	\$475	\$553	\$471
Student Support Services	\$11,431	\$1,108	\$949	\$1,002	\$950
Administration and Support Services	\$17,292	\$1,677	\$1,526	\$1,470	\$1,547
Plant Operation and Maintenance	\$16,078	\$1,559	\$1,466	\$1,432	\$1,459
Transportation	\$8,036	\$743	\$775	\$687	\$765
Costs for Students Tuitioned Out	\$4,482	N/A	N/A	N/A	N/A
Other	\$1,952	\$189	\$170	\$175	\$170
Total	\$155,383	\$14,981	\$14,444	\$14,369	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$20,718	\$2,009	\$1,405	\$1,015	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$36,267,725	23.3	20.9

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	93.0	5.6	1.4	0.0
Excluding School Construction	94.2	4.2	1.5	0.0

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 continue to support a Board of Education budget that supports 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 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 conjunction with the School Improvement Planning Process, the District continues to practice fiscal responsibility by balancing the growing 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 1,103
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 10.8%

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	156	1.5	1.4	1.3
Learning Disability	359	3.5	3.2	4.0
Intellectual Disability	28	0.3	0.3	0.4
Emotional Disturbance	45	0.4	0.6	1.0
Speech Impairment	220	2.2	1.7	2.0
Other Health Impairment*	254	2.5	2.4	2.4
Other Disabilities**	41	0.4	0.7	1.0
Total	1,103	10.8	10.3	12.1

*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 2011-12 with a Standard Diploma	82.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	45.4	34.5	84.9	69.2
	Writing	35.4	19.9	81.4	64.4
	Mathematics	45.2	29.0	85.6	65.5
	Science	35.7	21.3	79.0	61.3
CAPT	Reading Across the Disciplines	27.9	15.7	72.7	48.5
	Writing Across the Disciplines	34.8	16.7	81.5	62.1
	Mathematics	20.9	16.8	74.4	52.4
	Science	33.8	14.6	72.3	48.8

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	17.3
	% With Accommodations	82.7
CAPT	% Without Accommodations	17.5
	% With Accommodations	82.5
% Assessed Using Skills Checklist		5.5

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	0	0.0
Private Schools or Other Settings	48	4.4

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	896	81.2	75.7	72.0
40.1 to 79.0 Percent of Time	142	12.9	16.4	16.4
0.0 to 40.0 Percent of Time	65	5.9	7.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Each of the district's schools develops a School Improvement Plan focused on improving student achievement and reducing the achievement gap in all areas. The plans also include strategies to address school climate issues including attendance, discipline, and communication. 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. The District Data Team analyzes school achievement data to ensure that the schools are using appropriate targets for improvement and monitors the progress of the each school. In addition, the district has adopted Infinite Campus as a new student management system, which provides a comprehensive and robust communication system for parents, students, and staff to track classroom assignments, attendance, discipline events, and school activities. Our district and school websites combined with the Superintendent's blog and newsletters provide extensive and timely communication.
