

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



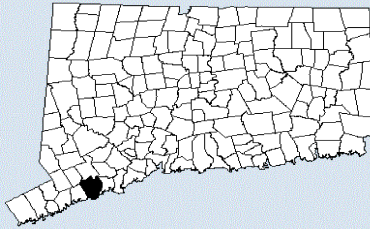
Fairfield School District

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

District Information

Grade Range	PK-12
Number of Schools	19
Enrollment	10,288
Per Pupil Expenditures ¹	\$15,381
Total Expenditures ¹	\$159,576,243

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,040	49.0	48.3
Male	5,248	51.0	51.6
American Indian	*	*	0.2
Asian	578	5.6	4.6
Black or African American	242	2.4	12.9
Hispanic or Latino	890	8.7	21.2
Pacific Islander	*	*	0.0
White	8,276	80.4	58.4
Two or More Races	283	2.8	2.3
English Language Learners	214	2.1	5.7
Eligible for Free or Reduced-Price Meals	935	9.1	37.3
Students with Disabilities ¹	1,135	11.0	12.8

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	188	3.8	43	0.8
Male	172	3.4	163	3.1
Black or African American	12	4.8	23	8.9
Hispanic or Latino	46	5.3	26	2.9
White	279	3.4	143	1.7
English Language Learners	8	3.7	12	5.4
Eligible for Free or Reduced-Price Meals	79	8.8	62	5.9
Students with Disabilities	77	7.1	58	4.5
District	360	3.6	206	2.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 34

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.

District Profile and Performance Report for School Year 2013-14

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	692.1
Paraprofessional Instructional Assistants	48.1
Special Education	
Teachers and Instructors	103.0
Paraprofessional Instructional Assistants	133.2
Administrators, Coordinators and Department Chairs	
District Central Office	14.0
School Level	39.8
Library/Media	
Specialists (Certified)	19.6
Support Staff	14.0
Instructional Specialists Who Support Teachers	71.4
Counselors, Social Workers and School Psychologists	64.0
School Nurses	19.7
Other Staff Providing Non-Instructional Services/Support	431.0

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	7	0.7	1.0
Black or African American	5	0.5	3.5
Hispanic	19	1.9	3.6
Native American	0	0	0.1
White	993	97.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	9	13.2	15	25.9
White	130	22.6	261	44.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	16	21.9
Students with Disabilities	*	*	*	*
District	159	22.2	314	43.5
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	81	59.6
Emotional Disturbance	22	50.0
Intellectual Disability	10	35.7
Learning Disability	318	91.1
Other Health Impairment	217	87.1
Other Disabilities	19	50.0
Speech/Language Impairment	165	90.7
District	832	81.1
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	141	1.4	1.4
Emotional Disturbance	44	0.4	1.0
Intellectual Disability	28	0.3	0.4
Learning Disability	349	3.4	4.2
Other Health Impairment	250	2.4	2.5
Other Disabilities	53	0.5	1.0
Speech/Language Impairment	218	2.1	1.9
All Disabilities	1,083	10.6	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	86,239,551	8,378	8,769
Instructional Supplies and Equipment	1,743,386	169	275
Improvement of Instruction and Educational Media Services	10,156,753	987	487
Student Support Services	11,655,239	1,132	965
Administration and Support Services	17,710,440	1,720	1,600
Plant Operation and Maintenance	16,347,448	1,588	1,472
Transportation	8,323,529	772	786
Costs of Students Tuitioned Out	5,369,531	N/A	N/A
Other	2,030,366	197	178
Total	159,576,243	15,381	14,642

Additional Expenditures

Land, Buildings, and Debt Service	20,920,694	2,032	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	15,823,270	43.4	35.6
Noncertified Personnel	3,533,205	9.7	14.5
Purchased Services	3,929,492	10.8	5.0
Tuition to Other Schools	5,047,446	13.8	21.4
Special Ed. Transportation	2,251,947	6.2	8.5
Other Expenditures	5,878,390	16.1	14.9
Total Expenditures	36,463,750	100.0	100.0

PK-12 Expenditures Used for Special Education	22.9	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.6	94.0
State	4.8	4.1
Federal	1.6	1.8
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).

District Profile and Performance Report for School Year 2013-14

Fairfield School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	71.8	71.5	76.8	74.8	.	.	.	.
Hispanic or Latino	78.8	83.3	81.6	81.4	.	.	.	.
English Language Learners	63.7	66.8	57.9	56.8	.	.	.	.
Eligible for Free or Reduced-Price Meals	75.4	77.7	76.2	75.4	.	.	.	.
Students with Disabilities	63.8	64.7	64.5	62.6	.	.	.	.
High Needs	70.2	71.8	70.6	69.7	.	.	.	.
District	90.4	90.7	90.8	90.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	65.0	.	67.1	62.9	.	.	.	.
Hispanic or Latino	67.7	80.6	77.4	79.3	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.6	76.9	70.7	71.0	.	.	.	.
Students with Disabilities	58.0	51.9	50.1	58.3	.	.	.	.
High Needs	62.4	65.5	62.7	67.4	.	.	.	.
District	87.0	87.2	87.8	87.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.0	88.1	82.4	79.2	2,956	84.8
Curl Up	91.3	91.8	91.1	84.5	2,956	89.9
Push Up	88.5	85.4	85.8	75.9	2,956	84.2
Mile Run/PACER	92.8	92.7	88.0	84.5	2,956	89.6
All Tests - District	73.3	72.8	69.1	57.3	2,956	68.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	88.8	No	89.4
Hispanic or Latino	65	93.8	77.0	Yes	78.7
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	110	81.8	83.4	No	84.5
Students with Disabilities	81	69.1	73.1	No	75.2
District	708	92.7	93.4	No	93.4
State ⁴		85.5			

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 2012-13 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	90.3	499	67.1
Male	82.0	399	57.6
Black or African American	75.6	*	*
Hispanic or Latino	73.0	48	38.1
White	88.1	764	66.1
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	69.5	36	25.5
Students with Disabilities	38.1	6	14.3
District	86.3	898	62.5
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	84.3	95.1
Male	85.4	89.8
Black or African American	*	*
Hispanic or Latino	72.3	92.7
White	87.4	92.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	70.2	82.7
Students with Disabilities	71.7	87.0
District	84.9	92.8
State	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14

Fairfield School District

Narratives

School District Improvement Plans and Parental Outreach Activities

All of the schools in Fairfield participate in a School Improvement Initiative involving the collection and evaluation of student and staff data gathered through data teams, instructional rounds, teacher professional growth goals, and school climate surveys to parents, students and staff. Teacher goals include specific, standards-based student achievement growth, which are common across grade levels and content areas. Teacher goals are aligned to the school improvement goals which are aligned to district improvement goals, all targeting student achievement and school climate.

The Fairfield Public Schools are continuously working to improve outreach to parents with regard to improving outcomes for students with disabilities. This year we have been working to overhaul our web presence to provide more meaningful information to parents. We worked with a committee of parents from each level to determine information needs and have launched the first phase of our new presence. Additionally, we collaborate with our Special Education PTA to provide meaningful workshops for parents. We also have parent committees working on our Transition Team.

All of Fairfield's schools work very hard to address attendance and truancy issues. We work, in collaboration with parents and community-based resources, to establish behavioral supports for families that increase attendance at school.

The Fairfield Public Schools actively engage families in the learning process. Parents are represented at all levels of the organization on focus groups, committees, the District Climate Team and other forms of parent leadership. Parents are encouraged to work with school staff to address global needs.

The Fairfield Public Schools provide group and individual parent education programs to assist parents in addressing issues with their students at home.

We work with families to provide quality information about topics including, but not limited to homework, recognizing signs of struggle (anxiety, depression and mental illness), developing language skills, developing positive learning habits, providing praise to kids in a way that increases the likelihood of positive behavioral change.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Fairfield Public Schools continues to devise ways to address racial, ethnic, and socio-economic isolation. Over the years, the district has responded to the needs of the student population by constructing, remodeling, and expanding our schools for a growing student population. Currently, we allow students from our least diverse elementary schools to voluntarily attend our newest, state of the art McKinley Elementary School. Having researched the benefits of pre-kindergarten, we have also implemented two tuition-based preschool programs, one at Burr Elementary School and one at Dwight Elementary School. Burr and Dwight are our two elementary schools with the least diverse student populations. Each of the pre-school programs includes one-third full tuition students, one-third half-tuition students, and one-third tuition-free students from across the district. Free transportation is provided to all students who are either tuition-free or paying half-tuition. Students who attend either of these pre-school programs are offered the opportunity remain at Burr or Dwight for the remainder of their elementary education and siblings are also allowed to attend those schools. Fairfield Public Schools also participates in a variety of programs including the Six-to Six Magnet School and Aquaculture School in Bridgeport, as well as the Regional Center for Arts sponsored by CES. Students from Bridgeport have the opportunity to enroll in Fairfield Public 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.

District Profile and Performance Report for School Year 2013-14

Fairfield School District

Equitable Allocation of Resources among District Schools

The Superintendent works with all schools and departments to submit a budget to the Board of Education which supports the District's Improvement Plan and all district priorities. The Boards of Finance and Selectmen and the Representative Town Meeting approved a budget for 2013-14 which supported the continuance of the District's priorities. Over the past five years, budget increases have averaged 1.61 percent annually. Each school receives an allocation for books, supplies, and materials based on a per capita calculation for the three pre-schools, eleven elementary, three middle, two traditional high schools and one alternative high school. Money is allocated in the budget each year for curriculum review as well as textbook replacement based on a six year cycle. Equipment is updated and replaces as needed and ongoing facilities maintenance is built into the budget. The District has taken many cost containment measures over the past five years to ensure fiscal responsibility and maintain support for District Improvement Initiatives.