

STRATEGIC SCHOOL PROFILE 2007-08**Fairfield School District**

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Location: 501 Kings Highway East
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	Per Capita Income in 2000: \$43,670
Town Population in 2000: 57,340	Percent of Adults without a High School Diploma in 2000*: 8.5%
1990-2000 Population Growth: 7.3%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
Number of Public Schools: 16	District Enrollment as % of Estimated. Student Population: 87.1%

*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, 2007 9,776
5-Year Enrollment Change 14.4%

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	493	5.0	5.3	28.7
K-12 Students Who Are Not Fluent in English	232	2.4	2.2	5.4
Students Identified as Gifted and/or Talented*	1,122	11.5	6.2	4.0
PK-12 Students Receiving Special Education Services in District	1,027	10.5	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	701	95.2	91.3	79.2
Homeless	11	0.1	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	227	18.7	15.5	20.2

*100.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.1
Asian American	489	5.0
Black	232	2.4
Hispanic	517	5.3
White	8,532	87.3
Total Minority	1,244	12.7

Percent of Minority Professional Staff: 2.9%

Open Choice: 77 students 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: 7.1% 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 57.

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 2007-08, the Fairfield Public School continued to devise new ways to address racial and ethnic isolation. The Connecticut State Department of Education ordered the district to submit a plan to address the racial imbalance at McKinley Elementary School, which has seen a steady increase in minority enrollment over the past seven years. Fairfield school officials report with pride that more than 30 different languages are spoken in the homes of McKinley students. Over the years, the District has responded to the needs of the student population by constructing a state-of-the art school, developing extended year programs focused on literacy skills, hiring specially trained staff, and investing in tutors and other support staff. During 2007-2008, the Cultural Diversity Task Force developed a plan to address racial imbalance in Fairfield Public Schools. The plan includes opening an additional preschool in a second elementary school, options for students from other schools to attend McKinley Elementary, as well as McKinley students to attend other schools. A parent survey to gather information regarding options for theme-based schools and pocket schools were also administered.

On the district level, a Strategic Plan Committee developed a five-year plan of improvement. The 30-member steering committee was comprised of parents, teachers, students, community leaders, administrators, Board of Education members, Board of Finance members, and Representative Town Meeting members. The group created a strategy related to diversity that states: 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 began developing action plans for ways to address diversity district-wide. Future plans include providing professional development to enhance diversity awareness.

The Department of Special Education and Pupil Services, in collaboration with parents and the Department of Curriculum, Instruction, and Assessment will continue the focus on providing high quality instruction to all students, including students with disabilities. We continue to work on the continuous improvement of the interventions for students not yet meeting established district academic and social benchmarks.

In collaboration with the Special Education PTA of Fairfield we will provide intensive professional development in the "Social Thinking Curriculum" developed by Michelle Garcia Winner this spring.

During 2007-08, The Fairfield Public Schools continued its participation in a variety of programs, including the Six-to-Six Magnet School and Regional Center for the Arts in Bridgeport. Students from Bridgeport also enrolled in Fairfield schools under the Open Choice program.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	75.7	52.0	88.3
Writing	76.0	63.4	66.3
Mathematics	79.9	60.0	82.8
Grade 4 Reading	76.6	55.9	85.4
Writing	79.8	62.9	80.5
Mathematics	78.1	60.3	78.0
Grade 5 Reading	80.2	62.2	79.0
Writing	83.0	64.5	82.7
Mathematics	82.6	65.9	74.7
Science	77.3	54.9	79.0
Grade 6 Reading	85.3	66.3	83.9
Writing	84.1	61.9	91.7
Mathematics	84.3	66.4	77.4
Grade 7 Reading	85.8	71.1	72.9
Writing	75.4	62.0	64.5
Mathematics	82.8	63.0	80.6
Grade 8 Reading	84.8	64.8	83.0
Writing	83.7	63.4	81.1
Mathematics	84.8	60.8	86.8
Science	82.1	58.6	81.1

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 scoreable 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	69.1	45.5	80.0
Writing Across the Disciplines	79.8	57.9	84.6
Mathematics	75.0	50.1	85.4
Science	75.8	46.3	93.1

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
	47.7	36.1	82.9

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.8	77.6	
Average Score	Mathematics	553	504	86.9
	Critical Reading	534	502	80.0
	Writing	543	503	86.9

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, Class of 2007	97.4	92.6	66.2
Cumulative Four-Year Dropout Rate for Class of 2007	2.5	6.2	62.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.2	83.4
% Employed (Civilian Employment and in Armed Services)	3.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	659.75
Paraprofessional Instructional Assistants	56.10
Special Education	
Teachers and Instructors	86.60
Paraprofessional Instructional Assistants	157.10
Library/Media Specialists and Assistants	36.60
Staff Devoted to Adult Education	0.40
Administrators, Coordinators, and Department Chairs	
District Central Office	13.00
School Level	39.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	33.60
Counselors, Social Workers, and School Psychologists	61.00
School Nurses	19.26
Other Staff Providing Non-Instructional Services and Support	458.65

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	13.6	13.6
% with Master's Degree or Above	88.7	82.7	75.6

Average Class Size	District	DRG	State
Grade K	18.9	18.3	18.1
Grade 2	19.8	19.8	19.3
Grade 5	22.0	22.3	20.9
Grade 7	19.9	21.2	20.5
High School	18.0	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,015	988	987
Middle School	1,024	1,022	1,017
High School	933	977	1,006

*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*	3.2	3.6	3.4
Middle School	2.3	2.7	2.7
High School	2.4	3.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$72,881	\$7,677	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$2,069	\$218	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$8,296	\$874	\$443	\$491	\$429
Student Support Services	\$9,891	\$1,042	\$764	\$803	\$761
Administration and Support Services	\$14,821	\$1,561	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$14,815	\$1,560	\$1,329	\$1,365	\$1,322
Transportation	\$6,457	\$639	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$2,631	N/A	N/A	N/A	N/A
Other	\$1,910	\$201	\$147	\$159	\$145
Total	\$133,771	\$13,975	\$12,203	\$11,984	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$19,788	\$2,084	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$27,206,959
Percent of Total PK-12 Expenditures Used for Special Education	20.3%

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	93.5	4.8	1.7	0.0
Excluding School Construction	94.6	3.4	1.9	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 approved a budget increase in 2007-08 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 Early Childhood Center, 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 and/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 powerful 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	959
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

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	98	1.0	0.9	0.7
Learning Disability	359	3.7	3.5	4.0
Intellectual Disability	32	0.3	0.3	0.5
Emotional Disturbance	40	0.4	0.6	1.0
Speech Impairment	208	2.1	2.2	2.4
Other Health Impairment*	195	2.0	2.2	2.1
Other Disabilities**	27	0.3	0.6	0.9
Total	959	9.9	10.4	11.5

*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 2006-07 with a Standard Diploma	87.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.7	2.8

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	33.0	20.4	81.2	62.1
	Writing	30.7	19.3	80.3	63.0
	Mathematics	34.4	22.6	82.0	62.7
	Science	39.7	22.2	79.7	56.8
CAPT	Reading Across the Disciplines	25.4	11.4	69.1	45.5
	Writing Across the Disciplines	36.2	16.3	79.8	57.9
	Mathematics	35.6	14.7	75.0	50.1
	Science	40.7	14.4	75.8	46.3

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	23.4
	% With Accommodations	76.6
CAPT	% Without Accommodations	18.5
	% With Accommodations	81.5
% Assessed Using Skills Checklist		4.2

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	1	0.1
Private Schools or Other Settings	28	2.9

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	776	80.9	75.0	71.6
40.1 to 79.0 Percent of Time	138	14.4	17.7	16.6
0.0 to 40.0 Percent of Time	45	4.7	7.3	11.8

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 steering committee included students, parents, teachers and community members. Over one hundred fifty people participated in the Steering Committee and the six Action Teams: Community, Facilities, Communication, Diversity, Program and Technology. Plans have been prioritized and teams are being assembled to begin the Year 1 roll out of the Strategic Plan. Roll out plans are being developed with help from students in the high school business and marketing classes.

Good communication is the foundation for a strong school-parent connection. In 2007-08, the District continued to find ways to foster a strong school-home connection. The district will continue to make Edline available at all schools. Edline gives teachers a web presence and allows for parents to track classroom assignments and school activities.
