

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



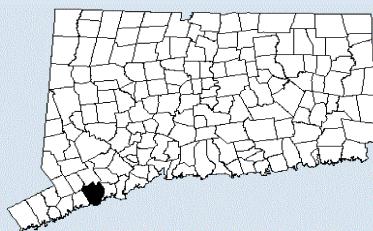
## Fairfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	9,976
Per Pupil Expenditures <sup>1</sup>	\$17,505
Total Expenditures <sup>1</sup>	\$176,606,933

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,859	48.7	48.4
Male	5,117	51.3	51.6
American Indian or Alaska Native	6	0.1	0.3
Asian	583	5.8	5.1
Black or African American	203	2.0	12.8
Hispanic or Latino	1,111	11.1	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	435	4.4	3.3
White	7,638	76.6	53.6
English Learners	258	2.6	7.2
Eligible for Free or Reduced-Price Meals	1,007	10.1	36.7
Students with Disabilities <sup>1</sup>	1,280	12.8	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	261	5.4	37	0.8
Male	261	5.2	163	3.2
Black or African American	17	8.5	11	5.3
Hispanic or Latino	89	8.1	40	3.5
White	371	4.9	134	1.7
English Learners	36	13.4	10	3.7
Eligible for Free or Reduced-Price Meals	160	10.6	74	4.6
Students with Disabilities	150	11.5	71	4.7
District	522	5.3	200	2.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 359

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The 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 2017-18

## Fairfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	692.3
Paraprofessional Instructional Assistants	39.4
<b>Special Education</b>	
Teachers and Instructors	115.4
Paraprofessional Instructional Assistants	193.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.0
School Level	41.0
<b>Library/Media</b>	
Specialists (Certified)	19.0
Support Staff	14.0
Instructional Specialists Who Support Teachers	74.9
Counselors, Social Workers and School Psychologists	64.9
School Nurses	21.3
Other Staff Providing Non-Instructional Services/Support	430.3

<sup>1</sup>In 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	3	0.3	1.1
Black or African American	2	0.2	3.7
Hispanic or Latino	19	1.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	10	1.0	0.1
White	1,012	96.8	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	86	90.5	77	95.1
White	589	96.2	625	97.0
English Learners	14	*	*	*
Eligible for Free or Reduced-Price Meals	120	91.6	142	95.3
Students with Disabilities	100	87.0	110	86.6
District	753	95.6	781	96.9
State		69.3		80.1

<sup>2</sup>College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	76	58.0
Emotional Disturbance	35	43.2
Intellectual Disability	10	30.3
Learning Disability	335	88.9
Other Health Impairment	226	81.3
Other Disabilities	15	44.1
Speech/Language Impairment	181	92.3
District	878	77.7
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Fairfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	134	1.4	1.8
Emotional Disturbance	81	0.8	1.1
Intellectual Disability	33	0.3	0.5
Learning Disability	378	3.8	5.2
Other Health Impairment	278	2.8	3.1
Other Disabilities	78	0.8	1.1
Speech/Language Impairment	216	2.2	1.8
All Disabilities	1,198	12.1	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	1.9	8.3
Private Schools or Other Settings	49	4.1	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	96,704,983	9,680	9,847
Instructional Supplies and Equipment	2,334,124	234	287
Improvement of Instruction and Educational Media Services	10,565,405	1,058	589
Student Support Services	12,995,525	1,301	1,120
Administration and Support Services	17,795,504	1,781	1,905
Plant Operation and Maintenance	17,584,317	1,760	1,648
Transportation	8,984,934	844	904
Costs of Students Tuitioned Out	7,493,045	N/A	N/A
Other	2,149,096	215	208
Total	176,606,933	17,505	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	19,466,003	1,949	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	17,516,386	38.5	33.8
Noncertified Personnel	5,183,091	11.4	14.5
Purchased Services	5,017,261	11.0	5.5
Tuition to Other Schools	7,196,312	15.8	23.4
Special Ed. Transportation	2,758,585	6.1	8.7
Other Expenditures	7,779,941	17.1	14.1
Total Expenditures	45,451,576	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.4	95.9
State	4.3	2.8
Federal	1.1	1.2
Tuition & Other	0.1	0.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## Fairfield School District

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	304	82.2	304	81.3
Black or African American	104	65.2	104	60.6
Hispanic or Latino	570	69.3	569	64.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	222	80.2	221	75.5
White	4133	78.7	4124	74.2
English Learners	203	60.0	203	58.5
Non-English Learners	5133	78.3	5122	74.0
Eligible for Free or Reduced-Price Meals	533	63.8	530	58.1
Not Eligible for Free or Reduced-Price Meals	4803	79.2	4795	75.1
Students with Disabilities	629	56.8	625	51.2
Students without Disabilities	4707	80.4	4700	76.4
High Needs	1125	61.9	1119	56.9
Non-High Needs	4211	81.8	4206	77.8
District	5336	77.7	5325	73.4

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.5	83.8	80.4	84.5	3,020	84.0
Curl Up	92.0	89.5	93.0	87.9	3,020	90.7
Push Up	84.3	82.6	87.3	79.7	3,020	83.6
Mile Run/PACER	88.0	90.0	89.5	82.7	3,020	87.8
All Tests - District	69.7	66.5	67.3	59.8	3,020	66.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Fairfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	25	92.0
Hispanic or Latino	68	91.2
English Learners	16	*
Eligible for Free or Reduced-Price Meals	117	87.2
Students with Disabilities	102	80.4
District	735	95.8
State		87.9

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	575	71.3
Male	97.5	523	66.5
Black or African American	*	*	*
Hispanic or Latino	99.4	74	42.0
White	97.8	912	72.6
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	97.1	122	43.6
Students with Disabilities	89.7	37	15.3
District	98.1	1,098	68.9
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	87.7	96.8
Male	80.3	93.5
Black or African American	79.2	85.7
Hispanic or Latino	79.7	88.4
White	85.1	96.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.2	85.5
Students with Disabilities	71.1	81.4
District	84.0	95.2
State	70.9	88.3

<sup>5</sup>College 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.

<sup>6</sup>College 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 2017-18

## Fairfield School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.7	75	50.0	50	100.0	67.6
	High Needs Students	61.9	75	41.3	50	82.6	57.5
Math Performance Index	All Students	73.4	75	48.9	50	97.9	62.7
	High Needs Students	56.9	75	37.9	50	75.8	52.0
ELA Academic Growth	All Students	68.8%	100%	68.8	100	68.8	60.7%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.6%
Math Academic Growth	All Students	70.4%	100%	70.4	100	70.4	61.9%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.4	50	98.7	10.7%
	High Needs Students	10.0%	<=5%	39.9	50	79.9	16.6%
Preparation for CCR	% Taking Courses	96.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	68.9%	75%	45.9	50	91.8	44.8%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		87.2%	94%	92.8	100	92.8	81.8%
Postsecondary Entrance (Class of 2017)		84.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6%   66.1%	75%	44.0	50	88.1	96.6%   50.1%
Arts Access		43.6%	60%	36.3	50	72.7	51.2%
<b>Accountability Index</b>				<b>1043.5</b>	<b>1250</b>	<b>83.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean	+1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?						N
ELA Performance Index Gap	75.0	61.9	13.1		15.9	
Math Performance Index Gap	75.0	56.9	18.1		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	87.2%	6.8%		12.7%	N

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.8
	High Needs Students	97.3
Math	All Students	98.7
	High Needs Students	96.9
Science	All Students	97.6
	High Needs Students	94.8

<sup>3</sup>Minimum 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: 63.2**

**State: 51.5**

#### 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 2017-18

## Fairfield School District

### Narratives

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#### 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. The District Improvement Plan 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. We review the focus areas and structures of the plan each year to measure progress and build on successes.

The staff in each of our 18 schools develop an 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. Each school is focusing on continuing improving classroom instruction, supporting students who need interventions, and addressing school climate needs which are identified in annual surveys. Teacher goals are aligned to the 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. 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 PTAs and volunteer support in which parents are actively involved as classroom volunteers, School Climate Committee members, fundraisers to support technology in the classrooms, workers to support our many school gardens, and as members of our curriculum 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 over 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 schools throughout Fairfield, 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, and 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 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 with income concerns 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.

Each school offers programs to highlight and celebrate diversity within the school and community, as well as beyond the town's borders. The Fairfield Public Schools is actively looking to increase our students' understanding of the world and their role within it.

# District Profile and Performance Report for School Year 2017-18

## Fairfield School District

### **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.