

**STRATEGIC SCHOOL PROFILE 2008-09****Fairfield School District**

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Location: 785 Unquowa Road  
Fairfield,  
Connecticut

Website: [www.fairfield.k12.ct.us/index.htm](http://www.fairfield.k12.ct.us/index.htm)

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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](http://www.sde.ct.gov).

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**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: 87.5%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 9,953  
5-Year Enrollment Change 13.0%

**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	692	7.0	6.4	30.3
K-12 Students Who Are Not Fluent in English	249	2.5	2.2	5.2
Students Identified as Gifted and/or Talented*	1,146	11.5	6.6	4.0
PK-12 Students Receiving Special Education Services in District	1,045	10.5	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	763	97.2	91.3	79.7
Homeless	5	0.1	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	149	12.1	14.2	19.0

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.1
Asian American	520	5.2
Black	245	2.5
Hispanic	598	6.0
White	8,583	86.2
Total Minority	1,370	13.8

**Percent of Minority Professional Staff:** 2.8%

**Open Choice:** 71 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:** 7.6% 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 58.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 2008-2009, the Fairfield Public Schools continued to devise new ways to address racial and ethnic isolation. In 2007, the Connecticut State Department of Education ordered the district to submit a plan to address the racial imbalance at McKinley Elementary School. 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 Board of Education approved a plan developed by the district's Cultural Diversity Task Force that addresses racial imbalance in Fairfield Public Schools. In 2008-2009, the second year of the plan's implementation, an additional preschool was opened at a second elementary school. Additionally, 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 includes 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 began developing action plans for ways to address diversity district-wide. In 2008-2009, a survey was administered to all teachers gathering input for the professional development necessary to better differentiate instruction in order to meet the needs of all learners. Future plans include providing professional development in differentiated instruction as well as identifying school and community-based resources available to enhance diversity awareness.

The Fairfield Public Schools curriculum is filled with an array of experiences and activities designed to increase student awareness of diversity of individual and cultures. In addition to these experiences, the Fairfield Public Schools continue 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 also had 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.

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## 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	73.0	54.6	78.0
Writing	78.2	62.5	76.1
Mathematics	80.8	62.8	80.5
Grade 4 Reading	78.5	60.7	81.6
Writing	80.4	64.2	81.8
Mathematics	80.8	63.6	76.8
Grade 5 Reading	82.4	66.0	77.0
Writing	83.6	66.5	84.0
Mathematics	84.7	68.8	81.5
Science	77.3	58.1	71.0
Grade 6 Reading	83.5	68.9	69.3
Writing	83.1	62.2	85.3
Mathematics	84.7	68.8	70.6
Grade 7 Reading	88.8	74.9	77.1
Writing	78.5	62.9	75.8
Mathematics	85.5	66.0	84.1
Grade 8 Reading	84.5	68.4	75.5
Writing	79.9	66.5	65.8
Mathematics	83.6	64.5	76.1
Science	83.9	60.6	83.2

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	72.5	47.4	87.1
Writing Across the Disciplines	73.5	55.0	72.5
Mathematics	70.9	47.8	82.4
Science	61.2	42.8	73.3

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	50.4	36.2	85.3

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		90.6	74.5	
Average Score	Mathematics	556	507	85.3
	Critical Reading	548	503	87.6
	Writing	562	506	90.7

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	96.1	92.1	61.8
Cumulative Four-Year Dropout Rate for Class of 2008	3.6	6.6	57.7
2007-08 Annual Dropout Rate for Grade 9 through 12	1.3	2.5	45.3

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.6	84.1
% Employed (Civilian Employment and in Armed Services)	5.7	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	676.70
Paraprofessional Instructional Assistants	59.80
Special Education	
Teachers and Instructors	87.10
Paraprofessional Instructional Assistants	158.90
Library/Media Specialists and/or Assistants	36.60
Staff Devoted to Adult Education	0.40
Administrators, Coordinators, and Department Chairs	
District Central Office	14.00
School Level	40.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	36.00
Counselors, Social Workers, and School Psychologists	59.00
School Nurses	19.70
Other Staff Providing Non-Instructional Services and Support	467.00

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.9	13.7	13.6
% with Master's Degree or Above	89.2	83.3	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	19.2	18.4	18.3
Grade 2	20.1	19.4	19.3
Grade 5	21.1	22.0	21.0
Grade 7	21.0	21.6	20.5
High School	20.4	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,015	991	988
Middle School	1,024	1,018	1,016
High School	931	977	1,007

\*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*	3.3	3.4	3.3
Middle School	2.1	2.5	2.6
High School	2.2	2.9	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$76,715	\$7,847	\$7,521	\$7,233	\$7,522
Instructional Supplies and Equipment	\$2,385	\$244	\$267	\$245	\$271
Improvement of Instruction and Educational Media Services	\$8,320	\$851	\$461	\$461	\$446
Student Support Services	\$10,326	\$1,056	\$808	\$862	\$806
Administration and Support Services	\$15,286	\$1,564	\$1,351	\$1,342	\$1,369
Plant Operation and Maintenance	\$15,761	\$1,612	\$1,382	\$1,386	\$1,377
Transportation	\$7,179	\$693	\$649	\$575	\$644
Costs for Students Tuitioned Out	\$3,131	N/A	N/A	N/A	N/A
Other	\$1,952	\$200	\$152	\$164	\$151
<b>Total</b>	<b>\$141,054</b>	<b>\$14,323</b>	<b>\$12,869</b>	<b>\$12,531</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$19,537	\$1,998	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$30841882	21.9	19.2	20.5

**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	94.0	4.3	1.7	0.0
Excluding School Construction	93.7	4.4	1.9	0.0

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 2008-09 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.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	986
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

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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	108	1.1	1.0	0.8
Learning Disability	379	3.8	3.5	3.9
Intellectual Disability	30	0.3	0.3	0.5
Emotional Disturbance	40	0.4	0.6	1.0
Speech Impairment	200	2.0	2.1	2.3
Other Health Impairment*	198	2.0	2.1	2.1
Other Disabilities**	31	0.3	0.7	0.9
Total	986	10.0	10.2	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 2007-08 with a Standard Diploma	89.1	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	39.9	30.2	81.7	65.7
	Writing	32.2	19.5	80.6	64.1
	Mathematics	43.0	30.7	83.3	65.7
	Science	33.5	23.8	80.4	59.4
CAPT	Reading Across the Disciplines	33.3	14.1	72.5	47.4
	Writing Across the Disciplines	18.5	13.6	73.5	55.0
	Mathematics	21.2	15.4	70.9	47.8
	Science	20.7	10.6	61.2	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	23.5
	% With Accommodations	76.5
CAPT	% Without Accommodations	28.6
	% With Accommodations	71.4
% Assessed Using Skills Checklist		4.5

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	1	0.1
Private Schools or Other Settings	35	3.5

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	808	81.9	75.9	72.7
40.1 to 79.0 Percent of Time	125	12.7	17.2	16.1
0.0 to 40.0 Percent of Time	53	5.4	6.9	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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 thirty member steering committee included students, parents, teachers and community members. Over one hundred fifty people participated the six Action Teams that were developed: Community, Facilities, Communication, Diversity, Program and Technology. Plans were prioritized and teams assembled to begin the Year 1 roll out (2008-2009) of the Strategic Plan.

Good communication is the foundation for a strong school-parent connection. In 2008-09, 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.

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