

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



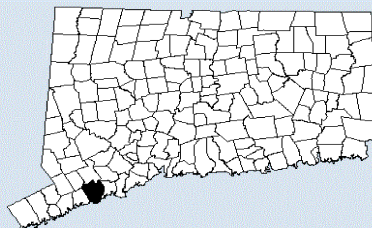
## Fairfield School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	10,027
Per Pupil Expenditures <sup>1</sup>	\$17,063
Total Expenditures <sup>1</sup>	\$173,579,658

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,888	48.7	48.4
Male	5,139	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	595	5.9	5.1
Black or African American	209	2.1	12.9
Hispanic or Latino	1,037	10.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	368	3.7	2.9
White	7,810	77.9	54.8
English Learners	230	2.3	6.8
Eligible for Free or Reduced-Price Meals	991	9.9	35.9
Students with Disabilities <sup>1</sup>	1,186	11.8	14.3

<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	257 5.3	37 0.8
Male	252 5.0	169 3.3
Black or African American	14 6.5	9 4.1
Hispanic or Latino	74 7.2	40 3.8
White	376 4.9	145 1.9
English Learners	19 7.7	7 2.8
Eligible for Free or Reduced-Price Meals	102 10.8	66 6.1
Students with Disabilities	143 11.8	57 4.1
District	509 5.2	206 2.0
State	9.9	6.7

Number of students in 2015-16 qualified as truant under state statute: 356

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 2016-17

## Fairfield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	689.1
Paraprofessional Instructional Assistants	38.1
<b>Special Education</b>	
Teachers and Instructors	105.4
Paraprofessional Instructional Assistants	194.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.5
School Level	42.4
<b>Library/Media</b>	
Specialists (Certified)	19.2
Support Staff	16.0
Instructional Specialists Who Support Teachers	72.9
Counselors, Social Workers and School Psychologists	62.6
School Nurses	22.1
Other Staff Providing Non-Instructional Services/Support	427.9

<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	2	0.2	1.0
Black or African American	1	0.1	3.6
Hispanic or Latino	19	1.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	10	1.0	0.1
White	997	96.9	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	16	*	21	91.3
Hispanic or Latino	69	89.6	66	98.5
White	591	95.2	599	97.4
English Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	69	85.2	66	98.5
Students with Disabilities	83	80.6	95	86.4
District	736	94.6	738	97.2
State		63.6		77.5

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	79	62.7
Emotional Disturbance	33	47.8
Intellectual Disability	12	37.5
Learning Disability	312	88.6
Other Health Impairment	228	82.6
Other Disabilities	17	47.2
Speech/Language Impairment	153	88.4
District	834	78.4
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Fairfield School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	129	1.3	1.7
Emotional Disturbance	69	0.7	1.0
Intellectual Disability	32	0.3	0.5
Learning Disability	352	3.5	4.9
Other Health Impairment	277	2.8	2.9
Other Disabilities	51	0.5	1.1
Speech/Language Impairment	207	2.1	1.8
All Disabilities	1,117	11.2	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	97,256,375	9,673	9,663
Instructional Supplies and Equipment	1,984,414	197	321
Improvement of Instruction and Educational Media Services	10,832,610	1,077	578
Student Support Services	13,030,170	1,296	1,103
Administration and Support Services	17,203,825	1,711	1,861
Plant Operation and Maintenance	15,862,083	1,578	1,637
Transportation	8,637,494	801	877
Costs of Students Tuitioned Out	6,648,538	N/A	N/A
Other	2,124,149	211	201
Total	173,579,658	17,063	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	22,821,411	2,270	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	16,788,046	38.6	34.6
Noncertified Personnel	4,807,669	11.1	14.6
Purchased Services	4,344,831	10.0	5.8
Tuition to Other Schools	6,376,055	14.7	21.8
Special Ed. Transportation	2,577,854	5.9	8.5
Other Expenditures	8,582,315	19.7	14.7
Total Expenditures	43,476,770	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.3	93.9
State	6.2	4.4
Federal	1.4	1.6
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 2016-17

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	317	81.8	317	81.0	138	69.5
Black or African American	105	63.9	105	57.5	47	51.4
Hispanic or Latino	534	69.6	533	63.9	268	57.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	175	80.2	175	76.5	78	68.7
White	4273	77.8	4273	73.5	1915	65.6
English Learners	204	63.7	204	61.6	101	47.6
Non-English Learners	5206	77.5	5205	73.2	2347	65.5
Eligible for Free or Reduced-Price Meals	521	64.2	521	58.5	238	51.4
Not Eligible for Free or Reduced-Price Meals	4889	78.4	4888	74.3	2210	66.2
Students with Disabilities	589	55.6	591	51.0	293	46.3
Students without Disabilities	4821	79.6	4818	75.4	2155	67.3
High Needs	1100	61.8	1102	57.3	517	49.9
Non-High Needs	4310	80.9	4307	76.7	1931	68.7
District	5410	77.0	5409	72.8	2448	64.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	87.5	85.1	88.3	81.0	2,952	85.5
Curl Up	92.5	92.1	93.1	84.3	2,952	90.6
Push Up	84.0	82.3	87.0	73.1	2,952	81.7
Mile Run/PACER	87.1	89.3	90.1	80.5	2,952	86.9
All Tests - District	68.4	68.6	72.6	53.3	2,952	65.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Fairfield School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	26	96.2
Hispanic or Latino	59	88.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	115	88.7
Students with Disabilities	102	72.5
District	760	94.6
State		87.4

<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 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	559	72.3
Male	97.8	511	66.9
Black or African American	100.0	12	29.3
Hispanic or Latino	100.0	71	49.3
White	98.1	894	72.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	99.3	55	37.2
Students with Disabilities	89.2	31	14.6
District	98.3	1,070	69.6
State	96.1		43.5

<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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.7	96.0
Male	87.7	92.7
Black or African American	77.8	*
Hispanic or Latino	82.4	91.1
White	89.0	94.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	78.3	87.0
Students with Disabilities	68.6	87.2
District	88.2	94.5
State	72.0	88.5

<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 2016-17

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.0	75	50.0	50	100.0	67.1
	High Needs Students	61.8	75	41.2	50	82.4	55.9
Math Performance Index	All Students	72.8	75	48.5	50	97.0	62.2
	High Needs Students	57.3	75	38.2	50	76.4	50.5
Science Performance	All Students	64.7	75	43.2	50	86.3	55.3
	High Needs Students	49.9	75	33.3	50	66.5	45.2
ELA Academic Growth	All Students	65.2%	100%	65.2	100	65.2	55.4%
	High Needs Students	56.6%	100%	56.6	100	56.6	49.8%
Math Academic Growth	All Students	74.3%	100%	74.3	100	74.3	61.7%
	High Needs Students	63.1%	100%	63.1	100	63.1	53.7%
Chronic Absenteeism	All Students	5.2%	<=5%	49.7	50	99.3	9.9%
	High Needs Students	10.1%	<=5%	39.8	50	79.6	15.8%
Preparation for CCR	% Taking Courses	95.9%	75%	50.0	50	100.0	70.7%
	% Passing Exams	69.6%	75%	46.4	50	92.8	43.5%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.6%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		85.9%	94%	91.4	100	91.4	82.0%
Postsecondary Entrance (Class of 2016)		88.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.3%   65.9%	75%	43.9	50	87.9	92.0%   51.6%
Arts Access		43.7%	60%	36.4	50	72.8	50.5%
<b>Accountability Index</b>				<b>1121.2</b>	<b>1350</b>	<b>83.0</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?					Y
ELA Performance Index Gap	75.0	61.8	13.2	16.7	
Math Performance Index Gap	75.0	57.3	17.7	18.7	
Science Performance Index Gap	68.7	49.9	18.8	16.6	
Graduation Rate Gap	94.0%	85.9%	8.1%	12.0%	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	98.7
	High Needs Students	97.1
Math	All Students	98.7
	High Needs Students	97.2
Science	All Students	99.6
	High Needs Students	99.1

<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: 57      State: 50.2**

#### 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 2016-17

## Fairfield School District

### Narratives

#### 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 through the year 2020. The Theory of Action for the District, on which the District Improvement Plan is based, 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 their own 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, supports for students who need interventions, and addressing school climate needs which are identified in annual surveys. Teacher goals are aligned to specific 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, Reading buddies, School Climate Committee members, fundraisers to support technology in the classrooms, workers to support our many school gardens, and as members of our curriculum and textbook 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 an

#### 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 the elementary schools in Fairfield, starting in kindergarten or grade one 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, 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 who struggle economically 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' under

# District Profile and Performance Report for School Year 2016-17

## 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.