

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



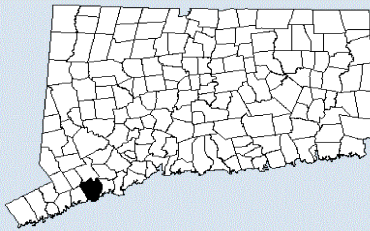
Fairfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	9,850
Per Pupil Expenditures ¹	\$17,928
Total Expenditures ¹	\$180,911,202

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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.

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,781	48.5	48.4
Male	5,069	51.5	51.6
American Indian or Alaska Native	7	0.1	0.3
Asian	595	6.0	5.2
Black or African American	223	2.3	12.8
Hispanic or Latino of any race	1,133	11.5	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	444	4.5	3.6
White	7,448	75.6	52.4
English Learners	261	2.6	7.6
Eligible for Free or Reduced-Price Meals	1,587	16.1	42.1
Students with Disabilities ³	1,336	13.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	252	5.4	28	0.6
Male	291	5.9	153	2.9
Black or African American	*	*	16	6.6
Hispanic or Latino of any race	85	7.6	39	3.3
White	391	5.4	104	1.4
English Learners	25	9.3	9	3.1
Eligible for Free or Reduced-Price Meals	158	10.3	91	5.2
Students with Disabilities	162	11.9	65	4.0
District	543	5.6	181	1.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 377

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	688.5
Paraprofessional Instructional Assistants	42.1
Special Education	
Teachers and Instructors	116.1
Paraprofessional Instructional Assistants	206.3
Administrators, Coordinators and Department Chairs	
District Central Office	12.0
School Level	52.0
Library/Media	
Specialists (Certified)	19.0
Support Staff	16.0
Instructional Specialists Who Support Teachers	69.6
Counselors, Social Workers and School Psychologists	72.1
School Nurses	22.5
Other Staff Providing Non-Instructional Services/Support	437.8

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	0.4	1.1
Black or African American	3	0.3	3.8
Hispanic or Latino of any race	19	1.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	10	1.0	0.1
White	1,014	96.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	82	96.5	93	95.9
White	548	97.2	602	96.8
English Learners	9	*	14	*
Eligible for Free or Reduced-Price Meals	138	94.5	125	96.2
Students with Disabilities	91	89.2	119	88.1
District	722	96.9	781	96.7
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	81	61.4
Emotional Disturbance	44	51.8
Intellectual Disability	7	22.6
Learning Disability	339	87.8
Other Health Impairment	260	83.6
Other Disabilities	10	27.0
Speech/Language Impairment	187	92.6
District	928	78.4
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	138	1.4	1.9
Emotional Disturbance	85	0.9	1.1
Intellectual Disability	31	0.3	0.5
Learning Disability	386	4.0	5.5
Other Health Impairment	316	3.2	3.2
Other Disabilities	81	0.8	1.1
Speech/Language Impairment	219	2.2	1.8
All Disabilities	1,256	12.9	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	22	1.8	8.2
Private Schools or Other Settings	45	3.6	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$109,857,363	\$10,887	\$10,545
Support services - students	\$13,427,649	\$1,353	\$1,373
Support services - instruction	\$10,694,101	\$1,077	\$644
Support services - general administration	\$563,063	\$57	\$462
Support services - school based administration	\$12,421,552	\$1,251	\$1,007
Central and other support services	\$5,898,761	\$594	\$671
Operation and maintenance of plant	\$16,443,729	\$1,656	\$1,629
Student transportation services	\$9,273,776	\$1,323	\$1,231
Food services	.	.	\$13
Enterprise operations	\$2,275,929	\$229	\$157
Minor school construction	\$55,278	\$6	\$65
Total	\$180,911,202	\$17,928	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$14,242,699	28.5	29.7
Instructional Aide Salaries	\$3,182,708	6.4	9.6
Other Salaries	\$6,434,785	12.9	10.4
Employee Benefits	\$8,185,016	16.4	13.0
Purchased Services Other Than Transportation	\$4,953,032	9.9	5.5
Special Education Tuition	\$8,967,075	18.0	22.6
Supplies	\$259,655	0.5	0.6
Property Services	\$49,635	0.1	0.4
Purchased Services For Transportation	\$3,554,189	7.1	8.0
Equipment	\$72,031	0.1	0.2
All Other Expenditures	\$714	0.0	0.1
Total	\$49,901,539	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.6	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	95.2
State	2.9
Federal	1.6
Tuition & Other	0.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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	327	81.9	327	82.4	143	80.7
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	576	70.7	575	66.7	236	66.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	230	81.1	230	79.2	84	78.5
White	4,006	79.1	3,998	75.9	1,749	76.1
English Learners	218	63.1	217	61.6	84	59.5
Non-English Learners	5,037	78.8	5,029	75.7	2,176	75.8
Eligible for Free or Reduced-Price Meals	835	68.0	833	64.0	382	65.5
Not Eligible for Free or Reduced-Price Meals	4,420	80.1	4,413	77.2	1,878	77.2
Students with Disabilities	676	58.5	671	54.0	300	54.5
Students without Disabilities	4,579	81.1	4,575	78.2	1,960	78.4
High Needs	1,404	65.7	1,398	61.9	611	62.8
Non-High Needs	3,851	82.7	3,848	79.9	1,649	79.8
District	5,255	78.2	5,246	75.1	2,260	75.2

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	32	
National Public	40	33	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.7	82.9	79.7	80.1	2,966	82.5
Curl Up	92.5	90.2	91.7	82.4	2,966	89.3
Push Up	82.2	79.4	82.3	76.3	2,966	80.1
Mile Run/PACER	84.0	89.4	88.6	70.9	2,966	83.6
All Tests - District	65.5	65.3	64.0	54.0	2,966	62.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	81	93.8
English Learners	7	*
Eligible for Free or Reduced-Price Meals	147	93.2
Students with Disabilities	106	80.2
District	787	96.4
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	562	71.8
Male	95.6	495	64.3
Black or African American	*	8	25.0
Hispanic or Latino of any race	97.3	78	42.9
White	97.0	852	71.8
English Learners	85.2	*	*
Eligible for Free or Reduced-Price Meals	97.1	125	45.3
Students with Disabilities	82.7	35	14.8
District	96.8	1,057	68.1
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.4	98.1
Male	81.5	92.1
Black or African American	*	*
Hispanic or Latino of any race	71.1	86.3
White	86.1	96.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70.5	93.2
Students with Disabilities	65.4	79.7
District	84.6	95.2
State	71.0	87.8

⁵College 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.

⁶College 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

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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	78.2	75	50.0	50	100.0	67.7
	High Needs Students	65.7	75	43.8	50	87.6	58.1
Math Performance Index	All Students	75.1	75	50.0	50	100.0	63.1
	High Needs Students	61.9	75	41.2	50	82.5	52.7
Science Performance Index	All Students	75.2	75	50.0	50	100.0	63.8
	High Needs Students	62.8	75	41.9	50	83.8	54.2
ELA Academic Growth	All Students	65.4%	100%	65.4	100	65.4	59.9%
	High Needs Students	60.4%	100%	60.4	100	60.4	55.1%
Math Academic Growth	All Students	72.1%	100%	72.1	100	72.1	62.5%
	High Needs Students	63.7%	100%	63.7	100	63.7	55.2%
Progress Toward English Proficiency	Literacy	65.7%	100%	32.8	50	65.7	60.0%
	Oral	58.8%	100%	29.4	50	58.8	52.1%
Chronic Absenteeism	All Students	5.6%	<=5%	48.7	50	97.5	10.4%
	High Needs Students	10.3%	<=5%	39.3	50	78.6	16.1%
Preparation for CCR	% Taking Courses	96.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	68.1%	75%	45.4	50	90.7	42.6%
On-track to High School Graduation		94.6%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.4%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		89.6%	94%	95.3	100	95.3	83.3%
Postsecondary Entrance (Class of 2018)		84.6%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.7% 62.3%	75%	41.6	50	83.1	96.4% 52.9%
Arts Access		47.9%	60%	39.9	50	79.8	51.9%
Accountability Index				1210.9	1450	83.5	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.7	9.3	15.4	
Math Performance Index Gap	75.0	61.9	13.1	17.6	
Science Performance Index Gap	75.0	62.8	12.2	16.1	
Graduation Rate Gap	94.0%	89.6%	4.4%	11.1%	N

¹If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.0
Math	All Students	99.0
	High Needs Students	97.6
Science	All Students	98.4
	High Needs Students	96.2

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 66.6 State: 51.5

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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 and

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 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' understanding of the world and their role within

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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.