Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22

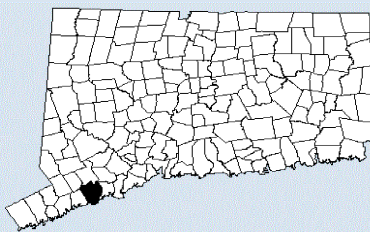**CSDE**
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Fairfield School District

Mr. Robert Cummings, Superintendent • 203-255-8371 • http://fairfieldschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	9,378
Per Pupil Expenditures[1]	$21,132
Total Expenditures[1]	$201,050,034

[1] *Expenditure data reflect the 2020-21 school year.*

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2021-22 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 https://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. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

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

Students

October 1, 2021 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,588	48.9	48.5
Male	4,780	51.0	51.5
Non-Binary	10	0.1	0.1
American Indian or Alaska Native	*	*	0.3
Asian	571	6.1	5.1
Black or African American	264	2.8	12.6
Hispanic or Latino of any race	1,183	12.6	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	478	5.1	4.3
White	6,872	73.3	48.6
English Learners/Multilingual Learners	221	2.4	8.8
Eligible for Free or Reduced-Price Meals	1,446	15.4	40.6
Students with Disabilities[3]	1,531	16.3	16.7

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	555	12.2	35	0.7
Male	*	*	95	1.9
Non-Binary	*	*	0	*
Black or African American	34	13.3	14	5.1
Hispanic or Latino of any race	228	19.7	37	2.9
White	735	10.9	66	0.9
English Learners/Multilingual Learners	71	29.5	*	*
Eligible for Free or Reduced-Price Meals	342	24.4	53	3.3
Students with Disabilities	340	21.0	51	2.7
District	1,110	12.0	130	1.4
State		23.7		6.5

Number of students qualified as truant under state statute: 1,351

Number of school-based arrests: Fewer than 6

[4] A 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.

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

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	681.8
Paraprofessional Instructional Assistants	47.7
Special Education	
Teachers and Instructors	119.1
Paraprofessional Instructional Assistants	197.9
Administrators, Coordinators and Department Chairs	
District Central Office	14.0
School Level	51.0
Library/Media	
Specialists (Certified)	19.0
Support Staff	16.0
Instructional Specialists Who Support Teachers	75.2
Counselors, Social Workers and School Psychologists	74.0
School Nurses	22.6
Other Staff Providing Non-Instructional Services/Support	394.3

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.2	1.3
Black or African American	5	0.5	4.3
Hispanic or Latino of any race	18	1.7	4.6
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	10	1.0	0.2
White	1,011	96.6	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	10.4

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	13	*	17	81.0
Hispanic or Latino of any race	79	85.9	93	93.0
White	553	97.2	526	93.3
English Learners/Multilingual Learners	12	*	8	*
Eligible for Free or Reduced-Price Meals	109	87.2	115	88.5
Students with Disabilities	125	86.2	89	66.9
District	703	95.4	704	93.0
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	85	55.6
Emotional Disturbance	36	40.4
Intellectual Disability	8	34.8
Learning Disability	412	86.6
Other Health Impairment	298	81.0
Other Disabilities	10	24.4
Speech/Language Impairment	200	90.9
District	1,049	76.6
State		68.4

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	156	1.7	2.3
Emotional Disturbance	89	1.0	1.1
Intellectual Disability	23	0.2	0.6
Learning Disability	478	5.1	6.1
Other Health Impairment	370	4.0	3.3
Other Disabilities	105	1.1	1.1
Speech/Language Impairment	236	2.5	1.9
All Disabilities	1,457	15.7	16.3

[1] This 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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	23	1.6	8.2
Private Schools or Other Settings	72	4.9	4.6

[2] This 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]: 2020-21

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$124,309,144	$13,066	$12,000
Support services - students	$15,212,572	$1,620	$1,468
Support services - instruction	$10,625,614	$1,132	$780
Support services - general administration	$827,618	$88	$472
Support services - school based administration	$13,135,101	$1,399	$1,103
Central and other support services	$6,888,962	$734	$703
Operation and maintenance of plant	$19,774,009	$2,106	$1,910
Student transportation services	$7,208,461	$1,487	$1,287
Food services	$525,129	$56	$28
Enterprise operations	$2,543,425	$271	$170
Total	$201,050,034	$21,132	$19,134

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

Special Education Expenditures: 2020-21

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$16,874,112	29.0	29.7
Instructional Aide Salaries	$3,567,997	6.1	10.8
Other Salaries	$8,218,019	14.1	9.8
Employee Benefits	$9,117,404	15.7	13.8
Purchased Services Other Than Transportation	$7,227,130	12.4	5.7
Special Education Tuition	$10,405,050	17.9	22.6
Supplies	$173,561	0.3	0.6
Property Services	$28,647	0.0	0.4
Purchased Services For Transportation	$2,596,677	4.5	6.3
Equipment	$37,231	0.1	0.2
All Other Expenditures	$339	0.0	0.1
Total	$58,246,168	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.0	24.5

Expenditures by Revenue Source[4]: 2020-21

	Percent of Total (%) Excluding School Construction
Local	95.4
State	2.4
Federal	1.9
Tuition & Other	0.3

[4] Revenue 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).

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	298	80.3	297	79.9	125	75.7
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	584	68.0	585	62.3	260	62.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	250	80.4	249	75.3	98	75.7
White	3,535	77.2	3,525	73.0	1,597	72.2
English Learners/Multilingual Learners	221	62.5	221	60.2	90	58.9
Non-English Learners/Non-Multilingual Learners	4,588	76.6	4,576	72.4	2,045	71.5
Eligible for Free or Reduced-Price Meals	685	64.3	685	59.2	311	59.1
Not Eligible for Free or Reduced-Price Meals	4,124	77.9	4,112	73.9	1,824	73.0
Students with Disabilities	808	58.0	799	53.4	367	54.2
Students without Disabilities	4,001	79.6	3,998	75.5	1,768	74.4
High Needs	1,391	62.6	1,382	58.0	626	58.3
Non-High Needs	3,418	81.4	3,415	77.4	1,509	76.2
District	4,809	76.0	4,797	71.8	2,135	71.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	25

[1] 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 performance on NAEP by student group, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.2	84.2	82.6	81.4	2,711	84.2
Curl Up	92.7	92.2	92.5	84.7	2,711	90.7
Push Up	89.0	81.7	85.8	74.7	2,711	83.0
Mile Run/PACER	85.6	89.3	85.7	78.1	2,711	84.8
All Tests - District	71.0	70.4	67.4	62.0	2,711	67.7
All Tests - State	48.9	46.7	44.3	43.3		45.8

[2] The 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.
[3] Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2020-21	
	Cohort Count[2]	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	83	92.8
White	581	97.2
English Learners/Multilingual Learners	16	*
Eligible for Free or Reduced-Price Meals	147	91.8
Students with Disabilities	121	82.6
District	743	96.6
State		89.6

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

[2] Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness [3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	475	64.6
Male	95.9	*	*
Non-Binary	*	*	*
Black or African American	92.3	9	23.1
Hispanic or Latino	96.4	79	41.1
White	97.4	764	67.4
English Learners/ Multilingual Learners	78.6	*	*
Eligible for Free or Reduced-Price Meals	95.7	83	32.5
Students with Disabilities	89.2	40	14.4
District	97.3	945	63.3
State	95.0		43.5

[3]Students demonstrate postsecondary readiness through at least one of the following:
- 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
- Earning three or more non-remedial college credits cumulatively during high school.

[4]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 percentage.

Sources:
SAT® and AP® statistics derived from data provided by the College Board.
Copyright © 2022 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2022 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
Copyright © International Baccalaureate Organization 2022

College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	90.4	96.1
Male	83.8	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	73.3	91.7
White	89.0	95.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	73.8	86.4
Students with Disabilities	72.1	82.8
District	87.1	94.5
State	66.1	84.9

[5] 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.

[6] 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

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	76.0	75	50.0	50	100.0	64.2
	High Needs Students	62.6	75	41.8	50	83.5	54.2
Math Performance Index	All Students	71.8	75	47.9	50	95.7	58.6
	High Needs Students	58.0	75	38.6	50	77.3	47.7
Science Performance Index	All Students	71.0	75	47.3	50	94.6	61.4
	High Needs Students	58.3	75	38.9	50	77.8	51.3
ELA Academic Growth	All Students	67.0%	100%	67.0	100	67.0	60.4%
	High Needs Students	59.7%	100%	59.7	100	59.7	56.2%
Math Academic Growth	All Students	72.7%	100%	72.7	100	72.7	65.2%
	High Needs Students	64.1%	100%	64.1	100	64.1	59.1%
Progress Toward English Proficiency	Literacy	70.6%	100%	35.3	50	70.6	64.9%
	Oral	73.3%	100%	36.6	50	73.3	57.4%
Chronic Absenteeism	All Students	12.0%	<=5%	35.9	50	71.9	23.7%
	High Needs Students	21.1%	<=5%	17.7	50	35.4	34.0%
Preparation for CCR	% Taking Courses	94.2%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	63.3%	75%	42.2	50	84.3	43.5%
On-track to High School Graduation		93.7%	94%	49.8	50	99.7	82.7%
4-year Graduation All Students (2021 Cohort)		96.6%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		92.8%	94%	98.7	100	98.7	85.2%
Postsecondary Entrance (Class of 2021)		87.1%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		91.5% | 67.7%	75%	45.1	50	90.3	94.0% | 45.8%
Arts Access		42.9%	60%	35.7	50	71.5	52.4%
Accountability Index				**1175.1**	**1450**	**81.0**	

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	62.6	12.4	16.6	
Math Performance Index Gap	75.0	58.0	17.0	18.2	
Science Performance Index Gap	75.0	58.3	16.7	17.4	
Graduation Rate Gap	94.0%	92.8%	1.2%	10.2%	N

[1]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.
[2]If 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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.5
	High Needs Students	96.1
Math	All Students	98.2
	High Needs Students	95.5
Science	All Students	97.0
	High Needs Students	92.9

[3]Minimum 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: 62.1   State: 49.7

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

The Fairfield Board of Education approved a five-year District Improvement Plan in July 2015, which was extended by two years due to the COVID-19 pandemic. This Plan outlines core strategies, specific actions and student achievement measures to guide the continuous improvement of Fairfield Public Schools through 2022. The Core Strategies are: Instructional Program, Teams and School Improvement Plans, Leadership Capacity, and Resources. Within each, specific actions are identified to have the greatest chance of impacting the Instructional Core, and therefore, student learning. Underlying the Plan is the expectation that all staff members, teams, departments, and schools engage regularly in the reflective practices of examining data, taking action, reviewing results, adjusting our practice, and evaluating effectiveness in a cycle of continuous improvement. We review focus areas and structures of the plan each year to measure progress and build on successes.

The staff in each of our 19 schools/programs 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 focuses on improving classroom instruction, interventions, and social/emotional supports as students continue their transition back to full in-person learning. The school improvement teams develop and monitor instructional and communication strategies and goals to support the continuous improvement cycle. School teams also monitor chronic absenteeism and truancy, engaging parents in developing support plans to improve student attendance and connecting students and families with internal and external resources, as needed. Improving the quality of special education programs and services is an ongoing effort in response to the needs of our students with disabilities. Continuous professional development and consultation from experts in the field of special education and related services allows special education programming in FPS to respond to student needs at any given time.

All schools host parent events to address pertinent issues such as: transitions from elementary to middle to high school; curriculum topics, such as addressing the needs of emerging readers or how to support math learning at home; supporting students dealing with stress and anxiety; 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. Support staff helps 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 highlighting activities and events.

All our schools have active PTAs and parents are actively involved as classroom volunteers, reading buddies, School Climate Committee members, fundraisers to support classroom technology, 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 programs, some of which are also supported by our PTAs. Our student management system and our district & 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. Approximately 99 students from Bridgeport attend our schools from grades one through twelve. CES uses a lottery system to select students, who are welcomed into schools throughout FPS, with most remaining through graduation. Many FPS students participate in magnet and vocational programs offered by surrounding towns. Sixteen FPS students attend Six to Six Magnet School, 14 students attend Interdistrict Discovery Magnet School, 13 students attend Fairchild Wheeler Interdistrict Magnet High School, and 99 students attend the Aquaculture Program. A small number of FPS students attend the Agriscience School, the Regional Center for the Arts in Trumbull, and the Global Studies Program in Norwalk.

Fairfield has two preschool programs for three and four year olds. Families may qualify for free or reduced tuition and free transportation, based on their financial status, and may attend from any of our elementary school districts. 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.

In 2021, we partnered with the CT Teacher Residency Program, an alternate route to certification, to become intentional about growing our own qualified and diverse teacher pipeline. Residents are eligible for full-time teaching positions upon completion of the program and certification requirements. Additionally, school equity teams facilitate staff training, our district-level team engaged in training with CREC and have started a district-wide equity assessment, and representatives from our PTA and Inclusive Fairfield are recruiting parents for diversity, equity, and inclusion work with district staff.

Schools offer programs to highlight and celebrate diversity within the school and community, as well as beyond the town's borders. Fairfield Public Schools actively looks to increase our students' understanding of the world and their role within the global community. Reducing racial, social, and economic isolation will be a continual focus of district work going forward.

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.