

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



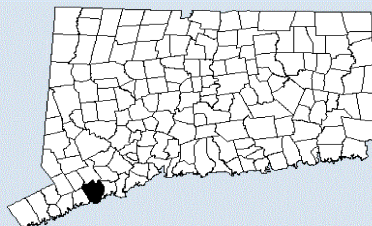
Fairfield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	9,671
Per Pupil Expenditures ¹	\$18,942
Total Expenditures ¹	\$188,263,994

¹ Expenditure data reflect the 2018-19 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>

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Notes

Unless otherwise noted, all data are for 2019-20 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, 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,697	48.6	48.4
Male	4,974	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	585	6.0	5.2
Black or African American	235	2.4	12.7
Hispanic or Latino of any race	1,129	11.7	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	455	4.7	3.8
White	7,260	75.1	51.1
English Learners	240	2.5	8.3
Eligible for Free or Reduced-Price Meals	1,581	16.3	43.3
Students with Disabilities ³	1,448	15.0	16.0

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

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	311	6.7	29	0.6
Male	309	6.3	119	2.3
Black or African American	16	6.7	17	6.5
Hispanic or Latino of any race	110	9.9	43	3.7
White	437	6.1	75	1.0
English Learners	25	9.7	*	*
Eligible for Free or Reduced-Price Meals	172	11.4	73	4.1
Students with Disabilities	160	11.3	57	3.4
District	620	6.5	148	1.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 236

Number of school-based arrests: 6

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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.

District Profile and Performance Report for School Year 2019-20

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	689.8
Paraprofessional Instructional Assistants	37.8
Special Education	
Teachers and Instructors	117.5
Paraprofessional Instructional Assistants	212.9
Administrators, Coordinators and Department Chairs	
District Central Office	15.5
School Level	53.0
Library/Media	
Specialists (Certified)	18.0
Support Staff	16.0
Instructional Specialists Who Support Teachers	74.2
Counselors, Social Workers and School Psychologists	70.3
School Nurses	22.6
Other Staff Providing Non-Instructional Services/Support	434.0

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.2	1.2
Black or African American	3	0.3	4.0
Hispanic or Latino of any race	19	1.8	4.1
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	10	1.0	0.1
White	1,023	96.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	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	17	*	*	*
Hispanic or Latino of any race	74	90.2	83	97.6
White	572	97.6	545	94.0
English Learners	11	*	6	*
Eligible for Free or Reduced-Price Meals	112	92.6	131	93.6
Students with Disabilities	97	86.6	95	74.8
District	726	96.8	719	94.6
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	85	58.2
Emotional Disturbance	38	46.3
Intellectual Disability	7	26.9
Learning Disability	365	85.9
Other Health Impairment	280	84.1
Other Disabilities	10	26.3
Speech/Language Impairment	209	93.7
District	994	78.1
State		67.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	150	1.6	2.0
Emotional Disturbance	82	0.9	1.1
Intellectual Disability	26	0.3	0.5
Learning Disability	425	4.4	5.7
Other Health Impairment	337	3.5	3.3
Other Disabilities	94	1.0	1.1
Speech/Language Impairment	244	2.5	1.8
All Disabilities	1,358	14.2	15.6

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	1.5	8.2
Private Schools or Other Settings	49	3.6	5.0

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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$113,613,433	\$11,431	\$10,923
Support services - students	\$14,028,737	\$1,431	\$1,277
Support services - instruction	\$9,687,132	\$988	\$682
Support services - general administration	\$737,896	\$75	\$467
Support services - school based administration	\$12,419,373	\$1,267	\$1,021
Central and other support services	\$7,183,536	\$733	\$679
Operation and maintenance of plant	\$16,683,215	\$1,702	\$1,718
Student transportation services	\$9,731,135	\$1,348	\$1,288
Food services	.	.	\$12
Enterprise operations	\$2,361,138	\$241	\$163
Minor school construction	\$1,818,398	\$185	\$59
Total	\$188,263,994	\$18,942	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$14,276,072	27.3	28.5
Instructional Aide Salaries	\$3,351,268	6.4	10.1
Other Salaries	\$7,367,504	14.1	11.1
Employee Benefits	\$8,346,996	16.0	13.0
Purchased Services Other Than Transportation	\$6,156,379	11.8	5.7
Special Education Tuition	\$8,491,445	16.3	22.5
Supplies	\$160,969	0.3	0.6
Property Services	\$42,610	0.1	0.3
Purchased Services For Transportation	\$3,946,219	7.6	8.0
Equipment	\$102,588	0.2	0.2
All Other Expenditures	\$794	0.0	0.1
Total	\$52,242,843	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	95.6
State	2.7
Federal	1.4
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).

District Profile and Performance Report for School Year 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	93	94.6
English Learners	24	95.8
Eligible for Free or Reduced-Price Meals	164	89.6
Students with Disabilities	124	79.0
District	786	95.7
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.0	95.8
Male	80.3	92.0
Black or African American	*	*
Hispanic or Latino of any race	77.4	88.9
White	86.8	94.6
English Learners	55.6	*
Eligible for Free or Reduced-Price Meals	73.2	90.1
Students with Disabilities	69.9	87.0
District	84.7	94.1
State	71.8	87.6

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	67.6%	100%	60.4%
	Oral	65.9%	100%	57.6%
Chronic Absenteeism	All Students	6.5%	<=5%	12.2%
	High Needs Students	10.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	95.7%	75%	80.4%
On-track to High School Graduation		95.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		84.5%	75%	71.5%
Arts Access		44.4%	60%	51.8%

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
Graduation Rate Gap	94.0%	93.1%	0.9%	10.9%	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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2019-20

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 2020. The Theory of Action on which the District Improvement Plan is based outlines the Core Strategies to achieve the district Mission and Goals. The 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 expected to have the greatest chance of impacting the Instructional Core, and therefore, student learning. Underlying the District Improvement Plan and 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 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 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 focuses on improving classroom instruction, supports for students who need interventions, and addressing school climate needs 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 highlighting activities within the schools. All 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 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. Close to eighty 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 16 of our students attend the Six to Six Magnet School sponsored by CES, approximately 14 students attend Discovery Inter-district Magnet School sponsored by Bridgeport, approximately 20 students attend Bridgeport's Fairchild Wheeler Inter-district Magnet High School, and over 100 students attend Bridgeport's Aquaculture Program. We have a small number of students who attend the Agriscience School, another small group at the Regional Center for the Arts in Trumbull, and a third 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, Fairfield has 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 the global community.

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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.

Note: The Profile and Performance Reports (PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.