



Amendment to Racial Imbalance Plan

Fairfield Public Schools

Approved with Addition of Benchmark Timelines (p. 7 - 12)

April 6, 2017

Initial Fairfield Board of Education Approval of Plan:

November 15, 2016

Updated information is in red.

October 2021

April 2017 Update

On January 4th, 2017 the Connecticut State Board of Education (CSBE) approved this plan with the condition that a benchmark timeline would be added and address all Amendments and Additional Steps listed on pages 4-7. The Fairfield Board of Education approved the addition of Section VI, Benchmark Planning, on pages 7-12.

I. Background

In May of 2015, the Connecticut State Board of Education (CSBE) notified the Fairfield Public Schools that McKinley School continued to be racially imbalanced. During the 2015-2016 school year, the Fairfield Board of Education (Board) studied the possibility of redistricting the student population to remedy this issue. The district engaged the consulting firm of Milone & MacBroom to study demographic patterns within the district and to recommend possible courses of action to reduce racial imbalance among the district's elementary schools. Milone & MacBroom presented its finding to the Fairfield Board of Education on February 16, 2016. The consultants concluded that, even with redistricting, no substantial improvement to the racial imbalance problem could occur until the renovations and additions to the Holland Hill and Mill Hill schools are complete. Specifically, the consultants stated that:

1. Racial Imbalance at McKinley and overcrowding at Holland Hill, Mill Hill and Sherman cannot be solved without school construction projects.
2. Pocket redistricting can mitigate racial imbalances at McKinley after the Holland Hill Construction Project is completed. However, it would result in Holland Hill becoming impending imbalanced (between 15% and 18% higher than district).

3. Following the completion of the Holland Hill and Mill Hill Construction Projects, the district can achieve racial imbalance objectives at McKinley.

On May 4, 2016, the Superintendent of Schools and Chairman of the Fairfield Board of Education presented this information to the State Board of Education. The CSBE, while pleased with the Board's efforts to address the matter, requested that the Board present an amendment to its Racial Imbalance Plan at its December 7, 2016 meeting.

II. History of Racial Imbalance at McKinley

The CSBE has set a standard by which to judge whether or not a school district is in compliance with the statute. All schools must be within 25 percentage points of the district average of minority students at the same grade span. Chart 1 summarizes McKinley's data for the past six years.

Chart 1:
History of Racial Imbalance at McKinley

Year	McKinley % Minority	District % Minority	Absolute Imbalance
2010-11	43.47%	17.58%	25.89%
2011-12	45.70%	18.89%	26.81%
2012-13	43.41%	19.00%	24.41%
2013-14	45.85%	19.37%	26.48%
2014-15	49.10%	20.53%	28.57%
2015-16	47.90%	20.70%	27.20%
2016-17	53.23%	23.21%	30.02%
2017-18	53.24%	24.85%	28.39%
2018-19	55.48%	25.63%	29.85%
2019-20	55.61%	25.62%	29.98%
2020-21	56.65%	26.40%	30.25%
2021-22	pending	pending	pending

This chart indicates that McKinley School has exceeded the 25% standard in all but one of the last **eleven** years. Therefore, the Board is required to propose revisions to the district's current Racial Imbalance Plan that will move McKinley School under the 25 percentage point differential.

III. Current Arrangements

The following are the features of the current Plan, as approved by the CSBE in October of 2007 and amended in September of 2010:

1) Opt In to McKinley:

Students from other elementary schools in Fairfield may “opt in” to attend McKinley School. Once the opt-in students complete their elementary years, they attend middle and high school based on the feeder patterns that pertain to their place of residence. Currently, 24 students from elsewhere in Fairfield attend school at McKinley under this arrangement. However, thirteen of these students are minority children. Although the Opt In program has not contributed to greater racial balance among our elementary schools, participation in the program signals the interest of these families in taking advantage of the quality instruction and the cultural diversity available at the McKinley School.

2) Opt Out from McKinley:

For a few years, students who resided in the McKinley attendance zone were offered the choice of “opting out” to other Fairfield elementary schools. However, the “opt out” arrangement did not have a positive impact on racial balance and was therefore terminated following the 2012-13 academic year.

3) Pre-School Options:

Students who reside in the McKinley attendance area have the option of attending pre-school at either the Stratfield elementary school or the center at Fairfield Warde High School. These students have the option of continuing at Stratfield for their K-5 education. Once the pre-school children reach kindergarten, their siblings are able to enroll at Stratfield as well. Once they complete their elementary years, these students attend middle and high school according to the feeder patterns that pertain to their place of residence.

For 2019-20 McKinley students were placed at Stratfield or Warde based on their English Learner (EL) status. In 2020-21 and 2021-22 consideration was based on classroom capacity. Placement requests for students who did not require special education services were honored when spots were available. Once the pre-school children reach kindergarten, their siblings are able to enroll at Burr and Dwight, in addition to Stratfield.

Enrollment in the pre-school programs is as follows:

Chart 2:
Pre-kindergarten Programs, 2016-17

Pre-Kindergarten Program	Capacity	Enrollment	McKinley Minority Enrollment
Burr (AM and PM)	36	30	6
Dwight (AM and PM)	36	24	1
Totals	72	54	7

Pre-kindergarten Programs, 2017-2018

Pre-kindergarten Program	Capacity	Enrollment	McKinley Minority Enrollment
Burr (AM and PM)	36	35	7
Stratfield (Ms. Vigeant)	36	25	4
Stratfield (Ms. Bardinelli)	36	5	1

Pre-kindergarten Programs, 2018-2019

Pre-kindergarten Program	Capacity	Enrollment	McKinley Minority Enrollment
Burr (AM and PM)	36	36	3
Stratfield (Ms. Vigeant)	36	31	9
Stratfield (Ms. Bardinelli)	36	10	3

Pre-kindergarten Programs, 2019-2020

Pre-kindergarten Program	Capacity	Enrollment	McKinley Minority Enrollment
Early Childhood Center - Stratfield A	30	25	4
Early Childhood Center - Stratfield B	30	24	3
Early Childhood Center - Stratfield SS	30	23	0
Early Childhood Center – Warde A	30	20	2
Early Childhood Center - Warde B	30	23	2
Early Childhood Center - Warde C	30	15	3
Early Childhood Center – Warde D	30	16	4
Early Childhood Center – Warde SS	30	23	2

Pre-kindergarten Programs, 2020-2021

<u>Pre-kindergarten Program</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>McKinley Minority Enrollment</u>
Early Childhood Center - Stratfield A	32	16	1
Early Childhood Center - Stratfield B	32	16	1
Early Childhood Center - Stratfield SS	32	15	3
Early Childhood Center – Warde A	32	18	4
Early Childhood Center - Warde B	32	16	1
Early Childhood Center - Warde C	32	19	2
Early Childhood Center – Warde D	32	16	0
Early Childhood Center – Warde SS	32	23	5

Pre-kindergarten Programs, 2021-2022

<u>Pre-kindergarten Program</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>McKinley Minority Enrollment</u>
Early Childhood Center - Stratfield A	32	19	4
Early Childhood Center - Stratfield B	32	22	2
Early Childhood Center - Stratfield SS	32	20	2
Early Childhood Center – Warde A	32	17	2
Early Childhood Center - Warde B	32	15	1
Early Childhood Center - Warde C	32	13	3
Early Childhood Center – Warde D	32	15	2
Early Childhood Center – Warde SS	32	13	1

*Class size cap not implemented

Tuition of **\$4,849** is charged for pre-kindergarten students. However, families unable to afford the tuition have the tuition either waived or reduced to 50 percent, depending on income.

- a. Transportation is provided for families in the pre-kindergarten programs only if they qualify for the tuition waiver or the tuition reduction. Families paying full tuition must provide their own transportation for the pre-kindergartens.

As a result of the pre-kindergarten program, 17 minority students who would otherwise have attended McKinley School are currently enrolled in grades K-5 at either Dwight School or Burr School. This includes the siblings of former McKinley preschoolers who attend Dwight or Burr as the result of the program.

4) Open Choice:

One hundred students who reside in Bridgeport attend the Fairfield Public Schools under the Open Choice Program, under arrangements with Cooperative Education Services (CES). Of these, 25 are minority students enrolled in grades K through 5.

IV. Amendments

1) Pre-Kindergarten:

The district intends to modify the pre-kindergarten aspect of the Board's existing plan, as follows:

- a. While the pre-kindergarten programs have helped to address the racial imbalance issue, the Burr program has been the main contributor. Enrollment in the Dwight pre-kindergarten has been consistently lower than that at Burr. In addition, families electing the Dwight pre-kindergarten, and remaining there, are generally not having a positive impact on the racial imbalance issue. Thus, the district eliminated the Dwight pre-kindergarten program at the conclusion of the 2016-17 school year and instead offered a new location at Stratfield School. We believed that, with space available at nearby Stratfield School, we could attract more McKinley families to attend pre-kindergarten and remain at Stratfield. While the number of McKinley families who have opted into attending another elementary school in the district has increased since 2016-17, it has not resulted in a significant reduction in the minority student enrollment at McKinley, which has increased by more than 3 percent since that time.
- b. To better meet the needs of our students and make a better impact on racial balance, the district closed the Burr program in 2019-2020 and turned all of our preschool programs into early childhood centers that will work in conjunction with our special education department to create early childhood classes that are integrated between preschoolers with IEP's (individual education plans) and preschool peers. We strive to meet a 50/50 ratio of peers to special needs students. We have also worked to make a balance of English Language Learners in both the programs-one at Stratfield School and the other at Fairfield Warde High School.
- c. In an effort to keep both programs balanced, we have districted the programs in the following way: **Early Childhood Center at Stratfield School** will have students from McKinley-all ELL students, Sherman, Riverfield, North Stratfield and Stratfield. **Early Childhood Center at FWHS** will have students from Osborn Hill, Dwight, Burr, Jennings, Mill Hill and Holland Hill as well as sped students from McKinley, and all McKinley non-ELL students.
- d. In an effort to further enhance the impact of the pre-K program on racial balance, McKinley students were given priority in the enrollment process.

- e. Pre-kindergarten tuition has not been increased from the \$3,500 level for the past five years. Based on a market survey of comparable programs, we recommend raising the tuition to \$4,250 per year, with an annual increase of 3 percent each year thereafter. Tuition waivers would remain in place.

Since this tuition change was instituted in 2017-2018, pre-kindergarten tuition has increased 3 percent each year, with reduced tuition available depending on income. Full tuition for the 2020-2021 school year was reduced from \$4,708 in 2019-2020 to \$2,354 due to the financial impact of the COVID-19 pandemic on families.

Chart 4:
Pre-kindergarten Programs, 2017-2018 through 2018-2019

2017-18		
<u>Pre-K Program</u>	<u>Capacity</u>	<u>McKinley Minority Enrollment</u>
Burr (AM and PM)	36	6
Stratfield (AM and PM)	<u>36</u>	<u>8</u>
Totals:	72	14
2018-19		
<u>Pre-K Program</u>	<u>Capacity</u>	<u>McKinley Minority Enrollment</u>
Burr (AM and PM)	36	6
Stratfield (AM and PM)	<u>72</u>	<u>15</u>
Totals:	108	21

These programs were absorbed by the Early Childhood Center beginning in 2019-20 school year.

2) Open Choice:

In an effort to increase the percentage of minority students in the elementary schools other than McKinley, we will increase the total number of Open Choice students enrolled in the Fairfield Public Schools from the current level of 72 to a total of 100 by the start of the 2018-2019 school year. This will be accomplished by adding 18 Open Choice students to the elementary grades in the fall of 2017, with an emphasis on kindergarten and grade 1. An additional 18 students will be added to the elementary grades in the fall of 2018. Assuming attrition of four Open Choice

students each year, this would mean at net increase of 14 students per year, bringing the district's total Open Choice enrollment to 100 by 2018-19.

We project that 60 out of the district's 86 Open Choice students would be enrolled in the elementary grades in 2017-18, and 73 out of 100 in 2018-19. Because virtually all Open Choice students are minority students, the expansion of the Open Choice program would raise the overall minority student population at the elementary level by approximately ½ percent by 2018-19, thus reducing the difference between the proportion of minority students in the district and the proportion at McKinley School.

Open Choice enrollment in 2019-20 was 79. In 2020-21, due to the pandemic and concerns with increased transportation ridership no new Open Choice students were admitted. There were 74 Open Choice students in 2020-21. This year, the Board of Education increased Open Choice enrollment to meet our goal of 100 Open Choice students. Open Choice enrollment was 32 students in 2021-22. Thirty new enrollments were approved by the Board; one student withdrew but returned, and another student became a Fairfield resident and was replaced with a new enrollment, bringing the total back to 100.

3) Projected Impact of Proposed Changes:

The district projects that the steps outlined above would have the following impact on racial balance among the district's elementary schools:

Pre-School Option:

We estimate that the number of K-5 McKinley minority students attending other schools as a result of the expanded pre-school option will increase by 25, from the current 17 to 42 (including former Pre-K students as well as siblings) by 2019-20. All else being equal, this would reduce McKinley's minority student population by about 3 percent below what it would otherwise be, and increase the minority proportion of the district's remaining elementary schools slightly.

The number of K-5 McKinley minority students attending other schools increased from 17 in 2016-17 to 31 in 2019-20, which was short of the goal of 42 students. This number increased to 33 in 2020-21, but decreased to 30 students in 2021-22. Despite these efforts, the minority student population at McKinley has steadily increased between 2018-19 until 2020-21, from 229 to 247, which may be the result of new K-5 families moving into Fairfield within the McKinley district.

Expanded Open Choice:

Increasing the number of K-5 Open Choice students from the current 51 to 73 is expected to increase the percentage of minority students in the district's elementary schools by approximately ½ percentage point over what it would have been by 2018-19.

We decreased the number of K-5 Open Choice students from 51 in 2018-2019 to 25 in 2021-2022, which is expected to increase the percentage of minority students in the district's

elementary schools by approximately 0.4 percentage point over what it was in 2018-19. The district minority enrollment for students in kindergarten through grade 5 was 25.62% in 2019 and 26.40% 2020 for Fairfield, as noted in the CSDE Public School Enrollment report.

V. Additional Steps

If the previous five years are a guide, we can expect the proportion of minority students at McKinley to increase at a higher rate than the proportion of minority students at the district's other ten elementary schools. Therefore, additional action will be required to address the issue of racial imbalance among our elementary schools over the long term. The following steps will be considered in that regard:

1. Magnet Program at McKinley School

Creation of a "magnet" program at McKinley School that would attract students from elsewhere in the district and thereby reduce the percentage of minority students at the school. Based on the building's current capacity, a magnet program could accommodate approximately fifty additional students without new construction. We estimate that a magnet program at McKinley would reduce the school's minority population by two to three percentage points.

2. Redistricting

A \$15 million renovation and expansion project is scheduled at the Holland Hill School, with completion expected by the fall of 2018. Also, a \$15 million renovation and expansion project is proposed the Mill Hill School between 2018 and 2020. These projects will expand capacity at these schools by approximately 120 students. At that point, according to the Milone & MacBroom consultants, we will be able to revise school attendance areas to balance enrollments and to reduce significantly the extent of the minority student disparity between the McKinley School and our other elementary schools.

The Fairfield Board of Education met on February 11, 2020, with redistricting consultants from Milone and MacBroom, to review options to achieve racial balance within the school system. Follow up questions were gathered from Board members and a follow up meeting was scheduled for April 7, 2020. On March 13, 2020, the Fairfield Public Schools moved to a remote learning model and the follow up meeting was never held. Responding to the COVID 19 pandemic consumed the time of the Board of Education and Central Office leadership for the next 18 months.

In September, 2021 the Board of Education engaged SLAM (successor to Milone and MacBroom) to revise its 10-year enrollment projections. These projections will form the basis of new redistricting proposals to be reviewed and acted upon by the Board in the 2021-22 school year.

VI. Benchmark Planning

Focus Tasks and Timelines

1.0 Community Engagement

- 1.1 Community Meeting with PTA on Relocating Preschool
- 1.2 Public Hearing on Racial Imbalance Plan
- 1.3 Present First Draft of Amended Plan to Fairfield BoE
BoE Public Discussion
- 1.4 Present Final Version of Amended Plan to Fairfield BoE
BoE Public Discussion
- 1.5 Site Visit to McKinley for State Officials
- 1.6 McKinley PTA Visit to gather feedback and share information
- 1.7 Exploring Options with a Town-wide Community Visioning Meeting
- 1.8 Community Survey of Program Options
- 1.9 BoE Town Hall Meeting April 2017
- 1.10 Site Visits to explore program models
- 1.11 Seek guidance from outside expert agencies on guidance for civil rights of children
(i.e. ACLU, NAACP, Greater Bridgeport Latino Network, Ct. Hispanic Bar Association,
Ct. Immigrant Rights Alliance...)
- 1.12 Conduct a Community Forum on Racial Imbalance updates to information, and
recommendations for 2019-2020

2.0 Pre-Kindergarten Focus

- 2.1 Begin Enrollment for 2017-2018 Year
- 2.2 Move program from Dwight Elementary to Stratfield to make it more accessible for
McKinley families
- 2.3 Evaluate status of enrollment for shifts or changes which support the program move
from Dwight to Stratfield
- 2.4 Evaluate impact to Racial Imbalance
- 2.5 Evaluate financial impact for non-mandated Preschool

3.0 Open Choice

- 3.1 Identify Open Choice Placements Based on Zero Immediate Financial Impact
- 3.2 Conduct a cost analysis over the past ten years
- 3.3 Update Open Choice enrollment information
- 3.4 Analyze impact to Racial Imbalance

4.0 Magnet or Other Program Options

- 4.1 Technical Assistance from the Ct. State Department of Education
- 4.2 Study other communities and varied approaches to resolving the Racial Imbalance percentage
- 4.3 Research Intra-district magnet or other program options
- 4.4 Present Intra-district analysis information to the BoE and make recommendations for 2018-2019
- 4.5 Conduct cost analysis for Intra-district magnet and projections for minority enrollment shifts at McKinley
- 4.6 Conduct program review of McKinley Elementary student achievement, specifically minority achievement, as compared to other Fairfield elementary schools
- 4.7 Review unique program status in terms of resources, access, and equity for student achievement. Make recommendations to BoE in terms of resource allocations

5.0 Redistricting Elementary Schools in Fairfield

- 5.1 Review Milone and MacBroom redistricting study for additional follow-up questions
- 5.2 Seek approval for Holland Hill Construction, June 2017
- 5.3 Review building capacity and enrollment options PK-5- including unique programs which may impact building capacity in and around the district
- 5.4 Survey the community on redistricting options
- 5.5 Conduct a district public forum on redistricting
- 5.6 Update the current construction and renovation timelines
- 5.7 Planning for Mill Hill construction
- 5.8 Make a recommendation to the BoE on future redistricting options or alternate planning

Integrated Timeline of Action Steps

Focus	Task	Expected Target Completion Date	Completed Check
2.0 Pre-Kindergarten Focus	2.1 Begin PK Enrollment for 2017-2018 Year	January, 2017	X
1.0 Community Engagement	1.1 Community Meeting with PTA on Relocating Preschool 1.2 Public Hearing on Racial Imbalance Plan	March 2017	X

Focus	Task	Expected Target Completion Date	Completed Check
1.0 Community Engagement	1.3 Present First Draft of Amended Plan to Fairfield BoE BoE Public Discussion	March 2017	X
1.0 Community Engagement	1.6 McKinley PTA Visit to gather feedback and share information	March 2017	X
1.0 Community Engagement	1.4 Present Final Version of Amended Plan to Fairfield BoE BoE Public Discussion	April 2017	X
1.0 Community Engagement	1.9 BoE Town Hall Meeting	April 2017	X
1.0 Community Engagement	1.5 Site Visit to McKinley for State Officials	June 2017	X
5.0 Redistricting Elementary Schools in Fairfield	5.2 Seek approval for Holland Hill Construction	June 2017	X
2.0 Pre-Kindergarten Focus	2.2 Move program from Dwight Elementary to Stratfield to make it more accessible for McKinley families	June 2017	X
3.0 Open Choice	3.1 Identify Open Choice Placements Based on Zero Immediate Financial Impact	On or Before June, 2017	X

Focus	Task	Expected Target Completion Date	Completed Check
1.0 Community Engagement	1.7 Exploring Options with a Town-wide Community Visioning Meeting	October 2017	X
5.0 Redistricting Elementary Schools in Fairfield	5.1 Review Milone and MacBroom redistricting study for additional follow up questions.	December 2017	X
5.0 Redistricting Elementary Schools in Fairfield	5.3 Review building capacity and enrollment options PK-5- including unique programs which may impact building capacity in and around the district.	December 2017	X
<p>The Board of Education created an ad hoc committee in September, 2017 to explore long term options for facility use. The consulting firm of Milone and MacBroom presented redistricting options to the Board of Education and the ad hoc committee in October, 2017 detailing current elementary building use and capacity as well as potential scenarios that could address the racial imbalance issue through potential school closures, pocket redistricting and school pairings. This work concluded in November, 2017 without a final recommendation.</p> <p>The Board of Education has been studying redistricting to include Early Childhood Center relocations for 2018-19 and relocating the feeder pattern according to Milone and MacBroom's redistricting recommendations.</p>			

Focus								Task				Expected Target Completion Date			Completed Check	
3.0 Open Choice								3.3 Update Open Choice enrollment information				October 2017			X	
1-Oct-17	K	1	2	3	4	5	6	7	8	9	10	11	12			
Dwight	1		6	2	2											
Jennings			1	3	2											
Mill Hill			7	2	2	2										
North Stratfield		2														
Osborn Hill						3										
Stratfield		3	2													
R. Ludlowe MS							3	1	1							
F. Woods MS							5	4	1							
Fairfield Ludlowe HS												3	1			
Fairfield Warde HS										2		3				
Totals	1	5	16	7	6	5	8	5	2	2	0	6	1	64		
1.0 Community Engagement							1.8 Community Survey of Program Options				December 2017			X		
Options							Percent Responding				# of Responses					
International Baccalaureate							23.67%				359					
Fine Arts							26.83%				407					
STEAM							74.49%				1,130					
No interest							17.86%				271					
4.0 Magnet or Other Program Options							4.3 Research Intra-district programmatic options				December 2017			X		
District staff have conducted research on several magnet programmatic options including STEM, language immersion, fine arts, and International Baccalaureate. Research will continue when a school is selected as a potential intra-district magnet site. Additional school staff and community members will participate in that research.																
June, 2019: Please see below for information on a district Math Academy																

Focus	Task	Expected Target Completion Date	Completed Check
2.0 Pre-Kindergarten Focus	2.3 Evaluate status of enrollment for shifts or changes which support the program move from Dwight to Stratfield	January 2018	X
2.0 Pre-Kindergarten Focus	2.4 Evaluate impact to Racial Imbalance	January 2018	X
<p>In 2016-17 the number of McKinley students enrolled in the Dwight PK program was 5, 1 of whom was minority. Total PK enrollment in Dwight was 27. The program relocated to Stratfield in 2017-18. The Stratfield total PK enrollment is 25. 9 of the students are from McKinley School and 7 are minority students. As of April 6, 2018 8 of the 10 McKinley students enrolled in the Stratfield Pre-Kindergarten class have opted to return to McKinley Elementary School to begin Kindergarten. 2 families have not responded to the request for placement status.</p> <p>In 2018-19, the number of McKinley students enrolled in the Stratfield PK program was 2, 1 of whom was minority. Total PK population was 41 students. As of February 4, 2019 both of the 2 McKinley students enrolled in the Stratfield PK class have opted to return to McKinley Elementary School to begin Kindergarten.</p> <p>In 2018-19, the number of McKinley students enrolled in the Burr PK program was 5, all of whom were minority. Total PK population was 35 students. As of February 4, 2019 4 of the 5 McKinley students enrolled in the Burr PK class have opted to attend Burr Elementary School for Kindergarten. One opted to return to McKinley Elementary School to begin Kindergarten.</p> <p>Updated February, 2019</p>			
4.0 Magnet or Other Program Options	4.4 Present Intra-district analysis information to the BoE and make recommendations for 2018-2019	February 2018	X Presented January, 2019. Math Academy proposal
<p>In their October, 2017 presentation to the Board of Education Milone and MacBroom presented several potential scenarios that could address the racial imbalance issue through potential school closures, pocket redistricting and school pairings.</p>			

Focus	Task	Expected Target Completion Date	Completed Check
<p>June 2019: The Math Academy proposal was included in the district's 19-20 funding but final determination of the program location still needs to occur.</p> <p>The Math Academy was implemented in 2019-20 and currently includes grades 4 and 5. It resides at Holland Hill Elementary School.</p>			
4.0 Magnet or Other Program Options	4.5 Conduct cost analysis for Intra-district magnet and projections for minority enrollment shifts at McKinley	February 2018	X
4.0 Magnet or Other Program Options	4.6 Conduct program review of McKinley Elementary student achievement, specifically minority achievement, as compared to other Fairfield elementary schools	February 2018	X
<p>Please see McKinley Elementary School Profile and Performance Report for 16-17 (Attachment A) and the Fairfield Public Schools District Profile and Performance Report for 16-17 (Attachment B).</p> <p>The 2017-18 school and district reports are also attached.</p> <p>Please see the 2019-20 school and district reports attached.</p>			
4.0 Magnet or Other Program Options	4.7 Review unique program status in terms of resources, access, and equity for student achievement. Make recommendations to BoE in terms of resource allocations	February 2018	X

Focus						Task	Expected Target Completion Date	Completed Check	
<p>A bilingual teacher will be employed at McKinley Elementary in 2018-19 to address the number of Spanish-speaking students.</p> <p>In addition, a newcomer academy will be developed at McKinley Elementary in 2018-19 for grades 3 to 5 to address the English learning needs of other students –</p> <ul style="list-style-type: none">Newcomer class: 2 hours daily (10-16 weeks)<ul style="list-style-type: none">Academic and social language, STEAM, play/situational play, Readers Theatre, Math remediation/languageLAS levels 3+<ul style="list-style-type: none">Push-in and coaching by EL teacher <p>February, 2019 update: EL para and Bilingual para FTE was increased (2.0) at McKinley School and FTE for bilingual instruction will be considered for the 19-20 school year.</p> <p>The Newcomer Academy did not receive additional students and did not run at McKinley. Title III funding has instead been used for SIOP training for general education and EL teachers at McKinley and other FPS schools.</p> <p>October, 2021 update: The Newcomer Academy did not run at McKinley for the last few years. FTE for a bilingual teacher was increased (1.0) at McKinley School and a bilingual tutor was added, both of which are proposed to be funded as a part of the 2021-22 Title I grant application.</p>									
3.0 Open Choice						3.2 Conduct a cost analysis over the past ten years	March 2018	X	
Year	School	Grade	Original Number of Students	Original Number of Sections	Original Average Class Size	Number of Open Choice Students	Revised Number of Students (subtract Open Choice)	Revised Number of Sections	Revised Average Class Size
07-08	Stratfield	4	100	5	20	4	96	4	24
08-09									
09-10									
10-11									
11-12	Jennings	3	50	3	16.67	2	48	2	24
12-13	Dwight	2	45	3	15	2	43	2	21.5
	Jennings	4	48	3	16	2	46	2	23
13-14	Jennings	5	52	3	17.33	2	50	2	25
14-15	Jennings	K	47	3	15.67	3	44	2	22
	Jennings	4	52	3	17.33	3	49	2	24.5
15-16	Jennings	1	49	3	16.33	3	46	2	23
	Mill Hill	K	46	3	15.33	1	45	2	22.5
16-17	Dwight	4	52	3	17.33	3	49	2	24.5
	Jennings	1	46	3	15.33	1	45	2	22.5
	Stratfield	1	69	4	17.25	3	66	3	22
17-18	Mill Hill	4	50	3	16.67	2	48	2	24

Focus	Task	Expected Target Completion Date	Completed Check
From the 2007-08 to 2017-18 school years 13 additional class sections were added as a result of Open Choice student placements.			
4.0 Magnet or Other Program Options	4.2 Study other communities and varied approaches to resolving the Racial Imbalance percentage	May, 2018	X
1.0 Community Engagement	1.10 Site Visits to explore program models	May 2018	
Staff and parents from the selected schools will develop an exploratory committee which will conduct research and site visits on possible intra-district magnet options.			
This work did not occur due to due to the fact that there was no space for the program.			
1.0 Community Engagement	1.11 Seek guidance from outside expert agencies on guidance for civil rights of children (i.e....ACLU, NAACP, Greater Bridgeport Latino Network, Ct. Hispanic Bar Association, Ct. Immigrant Rights Alliance...)	May 2018	X
3.0 Open Choice	3.4 Analyze impact to Racial Imbalance	June 2018	X
Open Choice enrollment was increased 20 students in 2018-19 to a total of 85 students. The current (2/5/2019) percent of minority students at McKinley is 55.68%. The elementary percentage is 26.16% for a difference of 29.52%.			
Open Choice enrollment was increased by 30 students in 2021-22, for a total of 100 students. Per the March 1, 2021 CSDE 2020 public school enrollment report, the percent of minority students at McKinley is 56.65%. The elementary percentage is 26.4% for a difference of 30.25%.			

Focus	Task	Expected Target Completion Date	Completed Check
2.0 Pre-Kindergarten Focus	2.5 Evaluate financial impact for non-mandated Preschool	June 2018 Budget FY18 Preparations	X
<p>UPDATE ON 19-20 PK PLAN –The PK programs at Stratfield and Burr have been very successful ventures. Both have run close to capacity for that last two years. For the 2019-2020 school year we will be making a change in our program offerings. In order to support our district’s Early Childhood Center’s growing needs, we will be closing the Burr Program and increasing the capacity of the Stratfield program and turn all of the classes into the Early Childhood model. The program is a classroom with a combination of children with special needs that are in our Special Ed age 3 to 4 program and peers who do not receive services. We will have an anticipated 50/50 ratio in the classes and they will be run by dually certified special education/early childhood teachers. The feeder pattern for the two PK programs is:</p> <ul style="list-style-type: none"> ECC Warde: Osborn Hill, Dwight, Burr, Jennings, Mill Hill and Holland Hill and sped McKinley, and 1/2 McKinley non-ELL ECC Stratfield: McKinley-half-all ELL, Sherman, River field, North Stratfield and Stratfield <p>The programs will have AM and PM sessions and will run five days a week. There will continue to be an opt in program to Stratfield and Burr schools for McKinley students who are currently in the PK programs. Transportation to the programs will be made available to all through a fee based program. Opt in students will be given free transportation. Tuition reductions will be offered to all families who qualify, we will use the Free and Reduced Lunch guidelines for all decisions.</p>			
5.0 Redistricting Elementary Schools in Fairfield	5.4 Survey the community on redistricting options.	June 2018	X
<p>The Board of Education created an ad hoc committee in September, 2017 to explore long term options for facility use. The consulting firm of Milone and MacBroom presented redistricting options to the Board of Education and the ad hoc committee in October, 2017 detailing current elementary building use and capacity as well as potential scenarios that could address the racial imbalance issue through potential school closures, pocket redistricting and school pairings. This work concluded in November, 2017 without a final recommendation.</p> <p>Updated June 2019: The work of the Board of Education to define options continues. Milone and MacBroom will be returning to Fairfield to support this work in 19-20.</p> <p>Please see notes above on redistricting.</p>			
5.0 Redistricting Elementary Schools in Fairfield	5.5 Conduct a district public forum on redistricting.	June 2018	X

Focus	Task	Expected Target Completion Date	Completed Check
Milone and MacBroom presented an overview of school facilities and capacities and potential options to address racial imbalance to the Board of Finance in April, 2018.			
5.0 Redistricting Elementary Schools in Fairfield	5.6 Update the current construction and renovation timelines	June 2018	X
<p><u>Holland Hill Project</u></p> <p>Dec. 2015 Fairfield Public Schools</p> <ul style="list-style-type: none"> •Develops Project Team Initial Funding request analysis (including temporary classrooms costs) for services through Design Development <p>Dec. 2015 – Jan. 2016 Board of Education:</p> <ul style="list-style-type: none"> •Approve Educational Specifications <p>Jan 2016 Fairfield Public Schools:</p> <ul style="list-style-type: none"> •Hires Architect for Temporary (Portable) Classroom Design <p>Board of Education:</p> <ul style="list-style-type: none"> •Approve Project Team Initial Funding request analysis (including temporary classrooms costs) for services through Design Development <p>Board of Selectman :</p> <ul style="list-style-type: none"> •Establishes a Building Committee •Approve Building Committee Charge •Approve initial Building Committee Members ('Day Staff') •Approve the '3 Resolutions' •Approve Project Team Initial Funding request <p>Jan. 2016 – Feb. 2016 Architect develops:</p> <ul style="list-style-type: none"> •Temporary (Portable) Classrooms Bid Documents <p>Feb. 2016 Board of Finance:</p> <ul style="list-style-type: none"> •Approve Project Team Initial Funding request <p>RTM:</p> <ul style="list-style-type: none"> •Approve initial Building Committee Members ('Day Staff') •Approve the '3 Resolutions' •Approve Project Team Initial Funding request <p>Fairfield Public Schools:</p> <ul style="list-style-type: none"> •Files the SCG-049 for the temporary (portable) classrooms with the state •Files the SCG-049 for full project with the state <p>Mar. 2016 SCG issues approval to bid temporary (portable) classrooms.</p>			

Focus	Task	Expected Target Completion Date	Completed Check
<p>Mar. 2016 –Apr. 2016 Purchasing Department:</p> <ul style="list-style-type: none"> •Requests bids for temporary (portable) classrooms. <p>Apr. 2016 Building Committee:</p> <ul style="list-style-type: none"> •Approve award of temporary (portable) classrooms bid •Hires Project Architect <p>Purchasing Department:</p> <ul style="list-style-type: none"> •Awards bid for temporary (portable) classrooms <p>Apr 2016 – June 2016 Architect develops the:</p> <ul style="list-style-type: none"> •Conceptual Designs <p>May 2016 - June 2016 Building Committee selects and hires:</p> <ul style="list-style-type: none"> •Construction Manager •Owner’s Rep. •Commissioning Agent <p>June 2016 – Aug. 2016 Vendor:</p> <ul style="list-style-type: none"> •Constructs temporary (portable) classrooms <p>June 2016 –July 2016 Construction Manager:</p> <ul style="list-style-type: none"> •Estimates Conceptual Designs <p>July 2016 Building Committee:</p> <ul style="list-style-type: none"> •Select Conceptual Design for the project <p>July 2016 – Sept. 2016 Architect proceeds with:</p> <ul style="list-style-type: none"> •Schematic Design Development Documents <p>Sept. 2016 – Oct. 2016 Construction Manager:</p> <ul style="list-style-type: none"> •Estimates Schematic Design •Value Engineering process with design/construction/owner team (if necessary) <p>Oct. 2016 Building Committee:</p> <ul style="list-style-type: none"> •Approve Schematic Development Documents <p>Oct. 2016 – Feb. 2017 Architect proceeds with:</p> <ul style="list-style-type: none"> •Hazardous Materials Survey •Design Development Documents <p>Board of Selectman and RTM</p> <ul style="list-style-type: none"> •Add permanent members to the building committee. <p>Feb. 2017- Mar. 2017 Construction Manager:</p> <ul style="list-style-type: none"> •Estimates Design Development Documents •Value Engineering process with design/construction/owner team (if necessary) <p>Mar. 2017 Building Committee:</p> <ul style="list-style-type: none"> •Approve Design Development Documents •Seek Full Project Funding 			

Focus	Task	Expected Target Completion Date	Completed Check
<p>Architect, Construction Manager & Owners Rep</p> <ul style="list-style-type: none"> •Meets with SCG for Design Development Review <p>Apr. 2017 – May. 2017 Board of Selectman, Board of Finance & RTM</p> <ul style="list-style-type: none"> •Approve Full Project Funding Request <p>May 2017 – July 2017 Architect proceeds with:</p> <ul style="list-style-type: none"> •Construction Documents (CD) <p>July 2017 –Aug. 2017 Building Committee, Architect, Construction Manager & Owners Rep seeks approval from land use boards which may include all of the following:</p> <ul style="list-style-type: none"> •Wetlands •Conservation •Zoning Board of Appeals •Planning and Zoning Commission <p>Aug. 2017 Construction Manager:</p> <ul style="list-style-type: none"> •Estimates Construction Documents (CD) •Value Engineering process with design/construction/owner team (if necessary) <p>Aug. 2017 – Sep. 2017 Building Committee Approve:</p> <ul style="list-style-type: none"> •Construction Documents – plans, specifications and budget •Submit plans and specifications for third party review <p>Board of Education Approve:</p> <ul style="list-style-type: none"> •Construction Documents - plans and specifications <p>Oct. 2017 SCG issues approval to bid.</p> <p>Nov. 2017</p> <p>Construction Manager and Purchasing Department advertise for bids on the project. Once bids are received and analyzed a list of the qualified low bidders is sent to the Building Committee for approval.</p> <p>Building Committee Approve the selection of qualified low bidders.</p> <p>Dec. 2017 – Aug. 2019 Construction Manager schedules and constructs project.</p> <p><u>Mill Hill Project</u></p> <p>Dec. 2017 Fairfield Public Schools</p> <ul style="list-style-type: none"> •Develops Project Team Initial Funding request analysis for services through Design Development <p>Jan. 2018 Board of Education</p> <ul style="list-style-type: none"> •Approves Project Team Initial Funding request analysis services through Design Development <p>Feb. 2018 Board of Education</p> <ul style="list-style-type: none"> •Approves Educational Specifications 			

Focus	Task	Expected Target Completion Date	Completed Check
<p>Board of Selectman</p> <ul style="list-style-type: none"> •Establishes a Building Committee •Approves Building Committee Charge •Approves the '3 Resolutions' •Approves Project Team Initial Funding request <p>Mar. 2018 Board of Selectman</p> <ul style="list-style-type: none"> •Approves initial Building Committee Members <p>Apr. 2018 Board of Finance</p> <ul style="list-style-type: none"> •Approves Project Team Initial Funding request <p>May 2018 – Jun. 2018</p> <p>RTM</p> <ul style="list-style-type: none"> •Approves initial Building Committee Members •Approves the '3 Resolutions' •Approves Project Team Initial Funding request <p>Sep. 2018 – Oct. 2018 Building Committee</p> <ul style="list-style-type: none"> •Hires Project Architect •Construction Manager <p>June 2018 – Aug. 2018 Architect develops the</p> <ul style="list-style-type: none"> •Conceptual Designs <p>Project Architect</p> <ul style="list-style-type: none"> •Estimates Conceptual Design <p>July 2018 – Sep. 2018 Building Committee selects</p> <ul style="list-style-type: none"> •Owner's Rep. •Commissioning Agent <p>Dec. 2018 Building Committee</p> <ul style="list-style-type: none"> •Selects Conceptual Design for the project <p>Architect, Construction Manager & Owners Rep</p> <ul style="list-style-type: none"> •Meets with OSCG&R for Conceptual Design Review <p>Mar. 2019 – Apr. 2019 Architect proceeds with</p> <ul style="list-style-type: none"> •Schematic Design Documents <p>Apr. 2019 – May 2019 Construction Manager</p> <ul style="list-style-type: none"> •Estimates Schematic Design •Value Engineering process with design/construction/owner team (if necessary) 			

Focus	Task	Expected Target Completion Date	Completed Check
<p>May 2019 Building Committee</p> <ul style="list-style-type: none"> •Approves Schematic Documents <p>Architect, Construction Manager & Owners Rep</p> <ul style="list-style-type: none"> •Meets with OSCG&R for Schematic Design Review <p>Apr. 2019 – Aug. 2019 Architect proceeds with</p> <ul style="list-style-type: none"> •Hazardous Materials Survey •Design Development Documents <p>Aug. 2019 Construction Manager</p> <ul style="list-style-type: none"> •Estimates Design Development Documents •Value Engineering process with design/construction/owner team (if necessary) <p>Jun. 2019 Building Committee</p> <ul style="list-style-type: none"> •Approves Design Development Documents •Seek Full Project Funding <p>Architect, Construction Manager & Owners Rep</p> <ul style="list-style-type: none"> •Meets with OSCG&R for Design Development Review (DDR) <p>May 2019 – June 2019 Board of Selectman, Board of Finance & RTM</p> <ul style="list-style-type: none"> •Reduce funding request on project scope from a 504 enrollment school to 441 enrollment school. <p>Fairfield Public Schools</p> <ul style="list-style-type: none"> •Files the SCG-049 for full project with the state <p>May 2019 – July 2019 Architect proceeds with</p> <ul style="list-style-type: none"> •Construction Documents (CD) <p>July 2019 –Aug. 2019 Building Committee, Architect, Construction Manager & Owners Rep seeks approval from land use boards which may include all of the following:</p> <ul style="list-style-type: none"> •Wetlands •Conservation •Zoning Board of Appeals •Planning and Zoning Commission <p>Aug. 2019 Construction Manager</p> <ul style="list-style-type: none"> •Estimates Construction Documents (CD) •Value Engineering process with design/construction/owner team (if necessary) <p>Aug. 2019 – Sep. 2019 Building Committee</p> <ul style="list-style-type: none"> •Approves Construction Documents – plans, specifications and budget 			

Focus	Task	Expected Target Completion Date	Completed Check
<ul style="list-style-type: none"> •Submit plans and specifications for third party review <p>Board of Education Approves</p> <ul style="list-style-type: none"> •Construction Documents - plans and specifications <p>Oct. 2019 Architect, Construction Manager & Owners Rep</p> <ul style="list-style-type: none"> •Meets with OSCG&R for Pre-Bid Conformance Review (PCR) <p>Nov. 2019 OSCG&R issues approval to bid</p> <p>Dec. 2019 – Jan. 2020</p> <p>Construction Manager and Purchasing Department advertise for bids on the project. Once bids are received and analyzed a list of the qualified low bidders is sent to the Building Committee for approval.</p> <p>Building Committee Approves the selection of qualified low bidders.</p> <p>Mar. 2020 – Dec. 2021 Construction Manager schedules and constructs project.</p> <p><u>Sherman Project</u></p> <p>Dec. 2017 Fairfield Public Schools</p> <ul style="list-style-type: none"> •Develops Project Team Initial Funding request analysis for services through Design Development <p>Jan. 2018 Board of Education</p> <ul style="list-style-type: none"> •Approves Project Team Initial Funding request analysis services through Design Development <p>Feb. 2018 Board of Education</p> <ul style="list-style-type: none"> •Approves Educational Specifications <p>Board of Selectman</p> <ul style="list-style-type: none"> •Establishes a Building Committee •Approves Building Committee Charge •Approves the '3 Resolutions' •Approves Project Funding request <p>Mar. 2018 Board of Selectman</p> <ul style="list-style-type: none"> •Approves Building Committee Members <p>Apr. 2018 Board of Finance</p> <ul style="list-style-type: none"> •Approves Project Funding request <p>Apr. 2018 –May 2018</p> <p>RTM</p> <ul style="list-style-type: none"> •Approves Building Committee Members •Approves the '3 Resolutions' 			

Focus	Task	Expected Target Completion Date	Completed Check
<ul style="list-style-type: none"> •Approves Project Funding request <p>June 2018 – Sep. 2018 Building Committee</p> <ul style="list-style-type: none"> •Hires Project Architect •Owner’s Rep./Clerk of the Works <p>Oct. 2018 – Nov. 2018 Architect develops the</p> <ul style="list-style-type: none"> •Conceptual Designs •Estimates Conceptual Designs <p>Building Committee</p> <ul style="list-style-type: none"> •Selects Conceptual Design for the project <p>Nov. 2018 Architect & Owners Rep</p> <ul style="list-style-type: none"> •Meets with OSCG&R for Conceptual Design Review <p>Nov. 2018 – Jan. 2019 Architect proceeds with</p> <ul style="list-style-type: none"> •Schematic Design Development Documents •Hazardous Materials Survey •Estimates Schematic Design •Value Engineering process with design/construction/owner team (if necessary) <p>Feb. 2019 – Mar. 2019 Building Committee</p> <ul style="list-style-type: none"> •Approves Schematic Development Documents <p>Architect & Owners Rep</p> <ul style="list-style-type: none"> •Meets with OSCG&R for Schematic Design Review <p>Mar. 2019 Architect proceeds with</p> <ul style="list-style-type: none"> •Design Development Documents •Estimates Design Development Documents •Value Engineering process with design/construction/owner team (if necessary) <p>Apr. 2019 Building Committee</p> <ul style="list-style-type: none"> •Approves Design Development Documents <p>Architect, Construction Manager & Owners Rep</p> <ul style="list-style-type: none"> •Meets with OSCG&R for Design Development Review (DDR) <p>May. 2019 Fairfield Public Schools</p> <ul style="list-style-type: none"> •Files the SCG-049 for full project with the state <p>Jun. 2019 Building Committee</p> <ul style="list-style-type: none"> •Approves Construction Documents – plans, specifications and budget 			

Focus	Task	Expected Target Completion Date	Completed Check
<p>•Submit plans and specifications for third party review</p> <p>Board of Education Approves</p> <p>•Construction Documents - plans and specifications</p> <p>Architect & Owners Rep</p> <p>•Meets with OSCG&R for Pre-Bid Conformance Review (PCR)</p> <p>Oct. 2019 OSCG&R issues approval to bid</p> <p>Architect and Purchasing Department advertise for bids on the project. Once bids are received and analyzed a list of the qualified low bidders is sent to the Building Committee for approval.</p> <p>Dec. 2019</p> <p>Building Committee Approves the selection of qualified low bidders.</p> <p>Mar. 2020 – Oct. 2020 General Contractor schedules and constructs project.</p>			
1.0 Community Engagement	1.12 Conduct a Community Forum on Racial Imbalance updates to information, and recommendations for 2019-2020	May 2019 And ongoing dialog with redistricting focus.	X
5.0 Redistricting Elementary Schools in Fairfield	5.8 Make a recommendation to the BoE on future redistricting options or alternate planning	June 2019	X
4.0 Magnet or Other Program Options	4.1 Technical Assistance from the Ct. State Department of Education	June 2019	Periodic Checks 1. Phone Conference December 2017 2. Phone Conference January 2017 3. June 2018

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



McKinley School Fairfield School District

203-255-8318 • <http://fairfieldschools.org/schools/mck/>

School Information

Grade Range	K-5
Enrollment	437
New! Per Pupil Expenditures ¹	\$14,725
New! Total Expenditures ¹	\$6,449,597

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* 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 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	225	51.5	48.6
Male	212	48.5	51.4
American Indian or Alaska Native	0	0.0	*
Asian	45	10.3	6.0
Black or African American	37	8.5	2.4
Hispanic or Latino of any race	139	31.8	11.7
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	22	5.0	4.7
White	194	44.4	75.1
English Learners	82	18.8	2.5
Eligible for Free or Reduced-Price Meals	220	50.3	16.3
Students with Disabilities ²	47	10.8	15.0

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

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	15	6.5	0	0.0
Male	19	8.9	0	0.0
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	14	9.7	0	0.0
White	12	6.0	0	0.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	20	8.8	0	0.0
Students with Disabilities	*	*	0	0.0
School	34	7.7	0	0.0
District		6.5		1.5

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

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.

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2019-20

McKinley School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	33.1
Paraprofessional Instructional Assistants	3.2
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.5

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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.2
Black or African American	0	0.0	0.3
Hispanic or Latino of any race	2	3.8	1.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	1.0
White	51	96.2	96.7

Classroom Teacher Attendance, 2018-19

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.9	8.3

Instruction and Resources

New! School-Level Expenditures²: 2018-19

	Total (\$)	Per Pupil (\$)
Instruction	\$4,719,077	\$10,774
Support Services - Students	\$435,444	\$994
Improvement of Instruction	\$144,194	\$329
Library and Media Services	\$137,236	\$313
Support Services - Instruction	\$108,880	\$249
Support Services - School-Based	\$429,333	\$980
Operation and Maintenance of Plant	\$420,535	\$960
Transportation Other Than to/From	\$855	\$2
Enterprise Operations	.	.
Minor School Construction	\$54,042	\$123
Total	\$6,449,597	\$14,725

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

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

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	16	*
School	34	89.5
District		78.1

³ This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1004
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	08:55 AM
End Time	03:30 PM

School Profile and Performance Report for School Year 2019-20

McKinley School

Fairfield School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI 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, [click here](#).

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>

School Profile and Performance Report for School Year 2019-20

McKinley School

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.

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	79.0%	100%	60.4%
	Oral	72.5%	100%	57.6%
Chronic Absenteeism	All Students	7.7%	<=5%	12.2%
	High Needs Students	8.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	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

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.

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



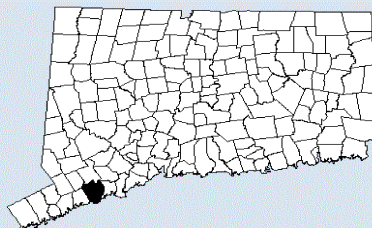
Fairfield School District

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.



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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 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: 0

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.

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Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	689.7
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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Fairfield School District

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, [click here](#).

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

Fairfield School District

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-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	88.8	95.8
Male	80.3	92.0
Black or African American	*	*
Hispanic or Latino of any race	77.4	88.9
White	86.7	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	84.5	94.1
State	71.5	87.5

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](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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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.