



Upcoming Meeting Dates

Sherman Ed Specs, 2/13/2018

Mill Hill Ed Specs, 2/13/2018

Next Generation Accountability Results, February 2018

NELMS Award to FWMS, Jan 2018

CMEA All-State Festival Students, April 2018



### Upcoming Board of Education Meeting Dates

<b>February 13</b>	<b>7:30 PM</b>	Regular Meeting 501 Kings Hwy East 2 <sup>nd</sup> Floor Board Conference Room
<b>February 27</b>	<b>5:00 PM</b>	Policy Committee Meeting 501 Kings Hwy East Superintendent's Conference Room
<b>February 28</b> <b>WEDNESDAY</b>	<b>7:30 PM</b>	Special Meeting – Town Hall 501 Kings Hwy East 2 <sup>nd</sup> Floor Board Conference Room

**EDUCATIONAL SPECIFICATIONS**

**Holland Hill Roger Sherman Elementary School – Phase III**

**Fairfield Public Schools**

**Fairfield, CT 06824**

**Toni Jones, Ed.D.**

**Superintendent of Schools**

*Approved by BOE 1/12/16 ~~Draft Version 2/8/2018~~ Draft Version 2/13/2018*

**~~Updates and Revisions added~~**

*~~Approved by BOE 2/14/2017~~*

## **RATIONALE FOR THE PROJECT**

### **BACKGROUND:**

On June 23, 2015, the Fairfield Board of Education adopted the “Fairfield Public Schools Facilities Plan 2013-2024-2025.” The board also Office of the Board of Education updated this plan on August 2, 2016 and August 22, 2017. The primary purpose of this plan was to produce a blueprint for meeting the facilities needs of the school district over the next eleven years. These facilities needs were identified in the “Fairfield Public Schools Elementary School Facilities and Scenario Planning Study” by Milone & MacBroom dated October 24, 2017. These facilities needs were identified in the “Fairfield Public Schools Enrollment Projects and Elementary School Capacity Study” by MGT of America dated December 14, 2010. The extension and alteration project for Holland Hill Roger Sherman Elementary School is a major recommendation for meeting these identified facilities needs by the installation of an addition to eliminate portable classrooms; implementing all building code, life safety code and fire code requirements; upgrading the core facilities; installation of new fire sprinkler system; installation of new HVAC fresh air and air-conditioning system and the installation of new lockers.

### **ENROLLMENT:**

On November 28, 2017, Milone & MacBroom issued an updated report on the district’s 10-year enrollment projections. Between 2005-2007 and 2015-2017 the enrollment at Holland Hill Roger Sherman has increased from 341-453 students to 405-470 students. On May 1, 2014, MGT of America issued an updated report on the district’s 10-year enrollment projections. This report shows a continued increase in enrollment for Holland Hill Roger Sherman to a peak of 431-486 students. This continued enrollment increase is a significant change in the demographic pattern.

### **CAPACITY:**

The Fairfield Public Schools currently has eleven elementary schools and ten relocatable classrooms. Presently, Holland Hill Roger Sherman School has a capacity of 345-462 students without relocatable classrooms. The enrollment for Holland Hill Roger Sherman Elementary School in the 2015-2017-16-18 school year is 405-470 students with a continued enrollment increase projected.

In developing elementary capacity we use a “24 classroom” model. This model is based upon four classrooms per grade level K -5 with an average class size of 21 students for a capacity of 504 students. In addition to these primary classroom spaces, appropriate additional full size classrooms are dedicated to art, music and special education, as required. Due to phased construction (as a result of complying with FEMA regulations) this facility has a capacity of 462 students which will not be altered by this project.

To support the building capacity, appropriately sized “core” spaces are required. These include a gymnasium, a media center with an integrated or directly adjacent computer lab, and cafeteria with a full kitchen and two serving lines.

## **LONG RANGE EDUCATIONAL PLAN:**

On March 11, 2014 the Fairfield Board of Education approved the following policies which outline the long range educational plan of the district.

### **MISSION**

#### **Policy Number 0100**

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

### **LONG-TERM GOAL**

#### **Policy Number 0110**

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

On July 9, 2015, the Board of Education approved a District Improvement Plan that details the specific actions to be implemented over the next five years to achieve the Mission.

### THE PHASE III PROJECT

In conjunction with the Fairfield Board of Education's Long Range Facilities Plan, the Board proposes a construction project at ~~Holland Hill~~Roger Sherman Elementary School to alleviate overcrowding of the facility due to continuing enrollment increases and to address long-term facility needs. The essential elements of this proposed construction project is to ~~bring-maintain Holland Hill~~Roger Sherman ~~to-at a 504-462~~ capacity and ~~to complete Phase III construction is to include~~which includes the following elements:

- Elimination of ~~one~~ relocatable classrooms
- Update facility to current building and fire code requirements
- Install a new fire sprinkler system throughout the facility
- Install new HVAC fresh air and air conditioning system throughout the facility
- ~~Addition of a secure entry vestibule and increased security measures~~
- Replacement~~addition~~ of lockers ~~to accommodate increasing enrollment~~
- The ~~full~~ description of the educational program to be provided by ~~the this project is as follows (items listed in *bold/italics* are Phase III work is as follows):~~

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### PHASE III LEARNING/EDUCATIONAL ACTIVITIES

#### EDUCATIONAL SPACE REQUIREMENTS SUMMARY:

~~Music Art~~

~~Common/Core Spaces~~  
~~Special Education~~

~~Homeroom Classrooms for grades K-~~  
~~Site Development~~  
~~Library/Media~~

~~Common/Core Spaces~~  
~~Main Office Area~~  
~~Support Services~~

~~Music~~

~~Technology~~  
~~Main Office Area~~

~~Physical Education~~

~~Technology~~

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### ART:

- Art room with adequate areas for student hands-on activities
- Storage areas for supplies and equipment (directly adjacent and accessible from the Art room and lockable)
- Non-classroom based kiln facility with appropriate ventilation, cooling and shelving
- Work areas (with sink(s), running water and drains)

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### HOMEROOM CLASSROOMS FOR GRADES K-5 (24-22 Classroom Model):

- Twenty-Eight homeroom classrooms for grades 1-5
- Four kindergarten classrooms each at 1,000 +/- square feet
- Standard classroom 750-800 +/- square feet
- Work area (with sink, running water and drain)
- Student cubbies (in kindergarten rooms)
- Comfortable small group areas

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### LIBRARY/MEDIA:

- General seating for 100 with student worktable seating for 40 to 50 students
- Fully networked and computerized with a variety of print and media storage available as well as Internet access
- Integrated or directly adjacent computer lab with 25 student stations and one teaching station
- Recreational reading area
- Display areas and shelving (line of sight to be maintained for supervision)
- Storage areas for materials and equipment

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### MUSIC:

- One general music/vocal room with sufficient space for piano and electronics
- One classroom for lessons and small groups in band and strings
- Instrument storage room (directly adjacent and accessible from the Music room and lockable)

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### PHYSICAL EDUCATION:

- Provision for indoor and outdoor activities, which are part of the curriculum (soccer, softball)
- Full size gymnasium with sufficient equipment storage areas
- Small lockable office for teaching staff

#### SPECIAL EDUCATION:

- Four resource teaching rooms
- Two rooms for speech and language
- One room for OT/PT

#### SUPPORT SERVICES

- One Instructional Improvement Teacher Program Facilitator office
- One School Psychologist office
- One Social Worker office
- One Teacher of the Gifted room
- One Math/Science room
- Two Language Art Specialist room
- One Spanish office
- Nurse's facility (with office for staff, separate toilet room and quiet resting (cot) area and storage)
- One large conference room

#### COMMON/CORE SPACES:

- An area of assembly seating 550+/- and a stage
- Cafeteria with two serving lines and eating facilities for 200 to 250 students
- Food service kitchen with sufficient refrigerator and freezer space for bulk food storage
- Two staff workrooms including staff dining area
- Adequate storage space throughout the building for all programs and support activities
- Large dedicated storage area for instructional materials (accessible from exterior and interior of the building)
- Custodial office
- Custodial supply storage and work area plus satellite custodial spaces across the building
- Sufficient and conveniently located staff lavatories
- Sufficient and conveniently located student lavatories

#### MAIN OFFICE AREA:

- Principal's office
- Three clerical workstations; two secretarial and one for other support
- Lockable storage for student records and supplies
- One coat closet

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#### **SITE DEVELOPMENT:**

- > Exterior traffic patterns – bus drop off large enough for a six bus queue, parent drop off reconfiguration to provide separation from the bus traffic and queue, additional parking (~~total parking on site to be 90 to 100 spaces~~)
- > Site drainage review and upgrade as required by the authority having jurisdiction (AHJ)
- ~~Review condition of all site constructions (retaining walls, curbs and sidewalks, pavement, soccer field, etc.)~~
- ~~Provide hard surfaced (asphalt) play areas adequate for program needs~~
- > Replace/Re-establish playground areas disturbed by this project

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#### **ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY**

<b><u>ROGER SHERMAN ELEMENTARY SCHOOL</u></b>	<b><u>YEAR</u></b>								
	<b><u>18-19</u></b>	<b><u>19-20</u></b>	<b><u>20-21</u></b>	<b><u>21-22</u></b>	<b><u>22-23</u></b>	<b><u>23-24</u></b>	<b><u>24-25</u></b>	<b><u>25-26</u></b>	<b><u>26-27</u></b>
<b><u>Enrollment</u></b>	469	471	486	473	453	465	469	465	471
<b><u>Capacity</u></b>	462	462	462	462	462	462	462	462	462

<b><u>HOLLAND HILL ELEMENTARY SCHOOL</u></b>	<b><u>YEAR</u></b>								
	<b><u>15-16</u></b>	<b><u>16-17</u></b>	<b><u>17-18</u></b>	<b><u>18-19</u></b>	<b><u>19-20</u></b>	<b><u>20-21</u></b>	<b><u>21-22</u></b>	<b><u>22-23</u></b>	<b><u>23-24</u></b>
<b><u>Enrollment</u></b>	405	404*	431	425	424	419	414	410	411
<b><u>Capacity</u></b>	315	315	315	504	504	504	504	504	504

\*October 1, 2016 actual enrollment

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The following specifications apply to the new and renovated spaces only, not to the entire building.

## **BUILDING SYSTEMS:**

### **Envelope**

- Roofing systems shall be multi-ply systems (no single membrane systems) 20-year warranty (no dollar limit/edge to edge)
- Exterior envelope materials shall be consistent and compatible with the existing building façade materials in size, shape, color and texture
- Construction details of exterior elements shall be consistent and compatible with the existing building façade details

### **Security/Safety**

- Reliable internal and external communication should be available between/among all areas of the facility to the degree consistent with safety and security plans
- Electronic security shall be provided which will include color video cameras (interior and exterior) integrated into the existing IP security camera system
- Door hardware – District Standards – Schlage/Von Duprin/LCN
- Exterior doors to have continuous hinges
- Locks – Everest ‘D’ Keyway (interior), Primus Keyway (exterior) – Key into existing building system – Master key facility (new and old locks)
- All spaces to be capable of interior lockdown (without re-entry into the corridor)
- Doors – Narrow vision lites (for restricted line of sight into classroom during lockdowns)
- Exterior doors used by staff and students for exterior functions shall have Prox card access integrated into the existing card access system.
- Tactile signage (new spaces) for room identification (including room numbers) and directions
- Evacuation signage with directional maps
- Exterior signage (for directions and site identification)
- Provide adequate site lighting
- Tight weave room darkening shades on all exterior windows (new and existing)

### **Code**

- Abate any hazardous material – encapsulation is not acceptable (exception: PCB impacted substrates)
- ILSM – Interim Life Safety Measures for working in an occupied building

(Also see [SCG Filing Requirements](#))

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## **INTERIOR BUILDING ENVIRONMENT:**

### **Mechanical Systems**

- Separate independent commissioning of Mechanical/Electrical/Plumbing (MEP) systems to include an air flow balancing contractor hired directly by the building committee (not the construction manager or design team) and reporting directly to the building committee and the Fairfield Public Schools Central Office
- Lighting fixtures – standard type(s), ease of maintenance, coordinated with presentation stations (projectors & projection surfaces)
- Low voltage systems to be designed to district standards
- Proper shutoff and backflow valves located to provide easy and quick access
- Upgrade telephone system as appropriate for the new additional space
- Wall clocks in all spaces. Clocks to battery operated and synchronized via radio signal with U.S. Atomic Clock.

### **Interior Spaces - General**

- Kitchen update appropriate for enrollment– Review equipment (size, condition, etc.), storage space, serving lines, etc including but not limited to:
  - Storage for dry goods
  - Walk-in Refrigerator
  - Walk-in Freezer
  - Washer & Dryer
  - Serving lines with power and network access
- Ceiling systems – standard sizes 2x2 or 2x4, standard tiles, wide grids 9/16”, no strange patterns, consistent choices
- Millwork – solid surface countertops/plastic laminate cabinets/wire pull handles/euro-hinges
- Flooring –VCT or other easily mopped finish in classrooms, corridors, etc.
- Student lavatories and staff toilet rooms meeting district standards to be located at convenient locations for students and staff
- MDF/IDF room (in new addition) to be:
  - large enough to allow front and rear access to all racked equipment
  - located in non-classroom spaces
  - provided sufficient ventilation, cooling and power to support equipment growth
  - provided with security alarms
- Built in shelving, cabinets and countertops sufficient for instructional material storage
- Built in shelving, cabinets and countertops sufficient for office material storage (lockable)
- FF&E – New Spaces – Appropriate furniture and equipment to accommodate the intended use of the room/space inclusive of student desks and/or tables, chairs bookcases, storage, teacher desks and chairs, learning centers for individual and/or group instruction, computer tables and chairs, area carpets, room darkening shades, appropriate projection surface for use with multimedia projector, wall pads, basketball hoops, fire resistant file cabinets, tackboards, tackstrips, whiteboards, flags, clocks, pencil sharpeners, paper towel dispensers, soap dispensers, etc.

### **TECHNOLOGY:**

- An essential component of this project is to provide electronic network access to every segment of the new building (addition). All instructional areas and support facilities shall be provided with:
  - local and wide-area wired and wireless networks
  - digitally delivered TV connectivity
  - digitally integrated internal broadcast capability
  - wiring for interactive whiteboard technology
- Each teaching space shall be provided with connectivity to multimedia projection systems with amplification and speaker systems to support audio as per current district standards.
- All wiring to be CAT 6 or better and certified. Each patch panel shall be labeled with the room number, and jack number and each jack labeled with MDF/IDF closet number, panel and punch down location.
- Charging stations for mobile computer labs
- Technology Network Space – server room, wiring closets, dedicated area for head-end equipment including extended demarcation points provided by the suppliers to the server room for all external connections.  
(Also see INTERIOR BUILDING ENVIRONMENT – Interior Spaces)

### **CDAS DCS-SCG FILING REQUIREMENTS (for Reimbursement):**

This project shall be designed so that it can be filed with the Connecticut Department of Administrative Services – Division of Construction - Office of School Construction Grants under at least the following project types:

- Extension of Facility
- Alteration of Existing Facility
- Code Violation (Hazardous Material abatement)

As required by C.G.S. 10-291 a Phase I environmental site assessment in accordance with ASTM Standard #1527 shall be conducted prior to the approval of architectural plans.

### **COMMUNITY USES:**

~~Holland Hill~~ Roger Sherman Elementary School does not contain or host space(s) for other town departments or outside firms. The building is used exclusively as an elementary school. The building facilities are available to the public on a reservation basis when the building is not in use (nights and weekends). Some of these uses include among others:

- Parent Teacher Association (PTA) meetings and events
- Cub Scouts
- Girl Scouts
- Various school clubs
- Civic group meetings

~~Holland Hill~~ Roger Sherman Elementary School is used as a polling place.

# **EDUCATIONAL SPECIFICATIONS**

**Roger Sherman Elementary School – Phase III**

**Fairfield Public Schools**

**Fairfield, CT 06824**

**Toni Jones, Ed.D.**

**Superintendent of Schools**

*Draft Version 2/13/2018*

## **RATIONALE FOR THE PROJECT**

### **BACKGROUND:**

On June 23, 2015, the Fairfield Board of Education adopted the “Fairfield Public Schools Facilities Plan 2014-2025.” The Office of the Board of Education updated this plan on August 2, 2016 and August 22, 2017. The primary purpose of this plan was to produce a blueprint for meeting the facilities needs of the school district over the next eleven years. These facilities needs were identified in the “Fairfield Public Schools Elementary School Facilities and Scenario Planning Study” by Milone & MacBroom dated October 24, 2017. The extension and alteration project for Roger Sherman Elementary School is a major recommendation for meeting these identified facilities needs by; implementing all building code, life safety code and fire code requirements; upgrading the core facilities; installation of new fire sprinkler system; installation of new HVAC fresh air and air-conditioning system and the installation of new lockers.

### **ENROLLMENT:**

On November 28, 2017, Milone & MacBroom issued an updated report on the district’s 10-year enrollment projections. Between 2007 and 2017 the enrollment at Roger Sherman has increased from 453 students to 470 students. This report shows a continued increase in enrollment for Roger Sherman to a peak of 486 students. This continued enrollment increase is a significant change in the demographic pattern.

### **CAPACITY:**

The Fairfield Public Schools currently has eleven elementary schools and ten relocatable classrooms. Presently, Roger Sherman School has a capacity of 462 students without relocatable classrooms. The enrollment for Roger Sherman Elementary School in the 2017-18 school year is 470 students with a continued enrollment increase projected.

In developing elementary capacity we use a “24 classroom” model. This model is based upon four classrooms per grade level K -5 with an average class size of 21 students for a capacity of 504 students. In addition to these primary classroom spaces, appropriate additional full size classrooms are dedicated to art, music and special education, as required. Due to phased construction (as a result of complying with FEMA regulations) this facility has a capacity of 462 students which will not be altered by this project.

To support the building capacity, appropriately sized “core” spaces are required. These include a gymnasium, a media center with an integrated or directly adjacent computer lab, and cafeteria with a full kitchen and two serving lines.

## **LONG RANGE EDUCATIONAL PLAN:**

On March 11, 2014 the Fairfield Board of Education approved the following policies which outline the long range educational plan of the district.

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## **THE PHASE III PROJECT**

In conjunction with the Fairfield Board of Education's Long Range Facilities Plan, the Board proposes a construction project at Roger Sherman Elementary School to alleviate overcrowding of the facility due to continuing enrollment increases and to address long-term facility needs. The essential elements of this proposed construction project is to maintain Roger Sherman at a 462 capacity and to complete Phase III construction which includes the following elements:

- Elimination of one relocatable classroom
- Update facility to current building and fire code requirements
- Install a new fire sprinkler system throughout the facility
- Install new HVAC fresh air and air conditioning system throughout the facility
- Replacement of lockers
- The description of the educational program to be provided by the Phase III work is as follows:

### **PHASE III LEARNING/EDUCATIONAL ACTIVITIES**

#### **EDUCATIONAL SPACE REQUIREMENTS SUMMARY:**

Music

Common/Core Spaces

Site Development

#### **MUSIC:**

- One classroom for lessons and small groups in band and strings

#### **COMMON/CORE SPACES:**

- An area of assembly seating 550+/- and a stage
- Sufficient and conveniently located student lavatories

#### **SITE DEVELOPMENT:**

- Exterior traffic patterns – bus drop off large enough for a six bus queue, parent drop off reconfiguration to provide separation from the bus traffic and queue, additional parking
- Site drainage review and upgrade as required by the authority having jurisdiction (AHJ)
- Replace/Re-establish playground areas disturbed by this project

#### **ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY**

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- Technology Network Space – server room, wiring closets, dedicated area for head-end equipment including extended demarcation points provided by the suppliers to the server room for all external connections.

(Also see INTERIOR BUILDING ENVIRONMENT – Interior Spaces)

## **CDAS DCS-SCG FILING REQUIREMENTS (for Reimbursement):**

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- Code Violation (Hazardous Material abatement)

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- Cub Scouts
- Girl Scouts
- Various school clubs
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## **RATIONALE FOR THE PROJECT**

### **BACKGROUND:**

On June 23, 2015, the Fairfield Board of Education adopted the “Fairfield Public Schools Facilities Plan 2013-2024.” The Office of the Board of Education ~~board also updated this plan on August 2, 2016 and August 22, 2017.~~ The primary purpose of this plan was to produce a blueprint for meeting the facilities needs of the school district over the next eleven years. ~~These facilities needs were identified in the “Fairfield Public Schools Elementary School Facilities and Scenario Planning Study” by Milone & MacBroom dated October 24, 2017.~~ ~~These facilities needs were identified in the “Fairfield Public Schools Enrollment Projects and Elementary School Capacity Study” by MGT of America dated December 14, 2010.~~ The extension and alteration project for ~~Mill Hill Holland Hill~~ Elementary School is a major recommendation for meeting these identified facilities needs by the installation of an addition to eliminate portable classrooms; implementing all building code, life safety code and fire code requirements; upgrading the core facilities; installation of new fire sprinkler system; installation of new HVAC fresh air and air-conditioning system and the installation of new lockers.

### **ENROLLMENT:**

On November 28, 2017, Milone & MacBroom issued an updated report on the district’s 10-year enrollment projections. ~~Between 2005 and 2015 the enrollment at Holland Hill has increased from 341 students to 405 students. On May 1, 2014, MGT of America issued an updated report on the district’s 10 year enrollment projections.~~ This report shows a continued increase in enrollment for ~~Mill Hill Holland Hill~~ to a peak of ~~434~~ 384 students. This ~~continued~~ enrollment increase is a significant change in the demographic pattern.

### **CAPACITY:**

The Fairfield Public Schools currently has eleven elementary schools and ~~twelve ten~~ relocatable classrooms. Presently, ~~Mill Hill Holland Hill~~ School has a functional capacity of ~~345 273 378~~ students without relocatable classrooms. The enrollment for ~~Mill Hill Holland Hill~~ Elementary School in the ~~2017-18 2015-16~~ school year is ~~347 405~~ students with ~~an a continued~~ enrollment increase projected.

In developing elementary capacity we use a “24 classroom” model. This model is based upon four classrooms per grade level K -5 with an average class size of 21 students for a capacity of 504 students. In addition to these primary classroom spaces, appropriate additional full size classrooms are dedicated to art, music and special education, as required.

To support the building capacity, appropriately sized “core” spaces are required. These include a gymnasium, a media center with an integrated or directly adjacent computer lab, and cafeteria with a full kitchen and two serving lines.

## **LONG RANGE EDUCATIONAL PLAN:**

On March 11, 2014 the Fairfield Board of Education approved the following policies which outline the long range educational plan of the district.

### **MISSION**

#### **Policy Number 0100**

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

### **LONG-TERM GOAL**

#### **Policy Number 0110**

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

On July 9, 2015, the Board of Education approved a District Improvement Plan that details the specific actions to be implemented over the next five years to achieve the Mission.

## **THE PROJECT**

In conjunction with the Fairfield Board of Education's Long Range Facilities Plan, the Board proposes a construction project at ~~Mill Hill~~ ~~Holland Hill~~ Elementary School to alleviate overcrowding of the facility due to continuing enrollment increases and to address long-term facility needs. The essential elements of this proposed construction project is to bring ~~Mill Hill~~ ~~Holland Hill~~ to a 504 capacity and is to include the following elements:

- Elimination of relocatable classrooms
- Update facility to current building and fire code requirements
- Install a new fire sprinkler system throughout the facility
- Install new HVAC fresh air and air conditioning system throughout the facility
- Addition of a secure entry vestibule and increased security measures
- Replacement/addition of lockers to accommodate increasing enrollment
- The full description of the educational program to be provided by this project is as follows:

### **LEARNING/EDUCATIONAL ACTIVITIES**

#### **EDUCATIONAL SPACE REQUIREMENTS SUMMARY:**

Art	Special Education
Homeroom Classrooms for grades K-5	Common/Core Spaces
Library/Media	Support Services
Music	Main Office Area
Physical Education	Technology



**ART:**

- Art room with adequate areas for student hands-on activities
- Storage areas for supplies and equipment (directly adjacent and accessible from the Art room and lockable)
- Non-classroom based kiln facility with appropriate ventilation, cooling and shelving
- Work areas (with sink(s), running water and drains)

**HOMEROOM CLASSROOMS FOR GRADES K-5 (24 Classroom Model):**

- Twenty homeroom classrooms for grades 1-5
- Four kindergarten classrooms each at 1,000 +/- square feet
- Standard classroom 750 - 800 +/- square feet
- Work area (with sink, running water and drain)
- Student cubbies (in kindergarten rooms)
- Comfortable small group areas

**LIBRARY/MEDIA:**

- General seating for 100 with student worktable seating for 40 to 50 students
- Fully networked and computerized with a variety of print and media storage available as well as Internet access
- Integrated or directly adjacent computer lab with 25 student stations and one teaching station
- Recreational reading area
- Display areas and shelving (line of sight to be maintained for supervision)
- Storage areas for materials and equipment

**MUSIC:**

- One general music/vocal room with sufficient space for piano and electronics
- One classroom for lessons and small groups in band and strings
- Instrument storage room (directly adjacent and accessible from the Music room and lockable)

**PHYSICAL EDUCATION:**

- Provision for indoor and outdoor activities, which are part of the curriculum (soccer, softball)
- Full size gymnasium with sufficient equipment storage areas
- Small lockable office for teaching staff

#### **SPECIAL EDUCATION:**

- Four resource-teaching rooms
- Two rooms for speech and language
- One room for OT/PT

#### **SUPPORT SERVICES**

- One - ~~Program Facilitator Instructional Improvement Teacher~~ office
- One - School Psychologist office
- One - Social Worker office
- One - Teacher of the Gifted room
- One – Math/Science room
- Two - Language Art Specialist room
- One – Spanish office
- Nurse's facility (with office for staff, separate toilet room and quiet resting (cot) area and storage)
- One large conference room

#### **COMMON/CORE SPACES:**

- An area of assembly seating 550+/- and a stage
- Cafeteria with two serving lines and eating facilities for 200 to 250 students
- Food service kitchen with sufficient refrigerator and freezer space for bulk food storage
- Two staff workrooms including staff dining area
- Adequate storage space throughout the building for all programs and support activities
- Large dedicated storage area for instructional materials (accessible from exterior and interior of the building)
- Custodial office
- Custodial supply storage and work area plus satellite custodial spaces across the building
- Sufficient and conveniently located staff lavatories
- Sufficient and conveniently located student lavatories

#### **MAIN OFFICE AREA:**

- Principal's office
- Three clerical workstations; two secretarial and one for other support
- Lockable storage for student records and supplies
- One coat closet

#### **SITE DEVELOPMENT:**

- Exterior traffic patterns – bus drop off large enough for a six bus queue, parent drop off reconfiguration to provide separation from the bus traffic and queue, additional parking (total parking on site to be 90 to 100 spaces)
- Site drainage review and upgrade as required by the authority having jurisdiction (AHJ)
- Review condition of all site constructions (retaining walls, curbs and sidewalks, pavement, soccer field, etc.)
- Provide hard surfaced (asphalt) play areas adequate for program needs
- Replace/Re-establish playground areas disturbed by this project

#### **ENROLLMENT DATA AND PROPOSED PROJECT CAPACITY**

<b><u>MILL HILL HOLLAND HILL ELEMENTARY SCHOOL</u></b>	<b>YEAR</b>								
	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>26-27</u>
	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>
Enrollment	<u>341</u> <u>405</u>	<u>347</u> <u>404*</u>	<u>361</u> <u>434</u>	<u>367</u> <u>425</u>	<u>366</u> <u>424</u>	<u>368</u> <u>419</u>	<u>374</u> <u>414</u>	<u>384</u> <u>410</u>	<u>382</u> <u>411</u>
Functional Capacity w/ portables	<u>378</u>	<u>378</u>	<u>378</u>	<u>504</u>	<u>504</u>	<u>504</u>	<u>504</u>	<u>504</u>	<u>504</u>
Functional Capacity w/o portables	<u>315</u> <u>273</u> <u>336</u>	<u>315</u> <u>273</u> <u>336</u>	<u>315</u> <u>273</u> <u>336</u>	<u>504</u>	<u>504</u>	<u>504</u>	<u>504</u>	<u>504</u>	<u>504</u>

\*October 1, 2016 actual enrollment

#### **Operational capacity w/o portables -**

The recapturing of all full size classrooms for K-5 and meeting the full Educational Specification's requirement would be a capacity of 273.

For reference, see page 11 of the Milone and MacBroom report dated October 2017.

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*The following specifications apply to the new and renovated spaces only, not to the entire building.*

## **BUILDING SYSTEMS:**

### **Envelope**

- Roofing systems shall be multi-ply systems (no single membrane systems) 20-year warranty (no dollar limit/edge to edge)
- Exterior envelope materials shall be consistent and compatible with the existing building façade materials in size, shape, color and texture
- Construction details of exterior elements shall be consistent and compatible with the existing building façade details

### **Security/Safety**

- Reliable internal and external communication should be available between/among all areas of the facility to the degree consistent with safety and security plans
- Electronic security shall be provided which will include color video cameras (interior and exterior) integrated into the existing IP security camera system
- Door hardware – District Standards – Schlage/Von Duprin/LCN
- Exterior doors to have continuous hinges
- Locks – Everest ‘D’ Keyway (interior), Primus Keyway (exterior) – Key into existing building system – Master key facility (new and old locks)
- All spaces to be capable of interior lockdown (without re-entry into the corridor)
- Doors – Narrow vision lites (for restricted line of sight into classroom during lockdowns)
- Exterior doors used by staff and students for exterior functions shall have Prox card access integrated into the existing card access system.
- Tactile signage (new spaces) for room identification (including room numbers) and directions
- Evacuation signage with directional maps
- Exterior signage (for directions and site identification)
- Provide adequate site lighting
- Tight weave room darkening shades on all exterior windows (new and existing)

### **Code**

- Abate any hazardous material – encapsulation is not acceptable (exception: PCB impacted substrates)
- ILSM – Interim Life Safety Measures for working in an occupied building

(Also see [SCG Filing Requirements](#))

## **INTERIOR BUILDING ENVIRONMENT:**

### **Mechanical Systems**

- Separate independent commissioning of Mechanical/Electrical/Plumbing (MEP) systems to include an air flow balancing contractor hired directly by the building committee (not the construction manager or design team) and reporting directly to the building committee and the Fairfield Public Schools Central Office
- Lighting fixtures – standard type(s), ease of maintenance, coordinated with presentation stations (projectors & projection surfaces)
- Low voltage systems to be designed to district standards
- Proper shutoff and backflow valves located to provide easy and quick access
- Upgrade telephone system as appropriate for the new additional space
- Wall clocks in all spaces. Clocks to battery operated and synchronized via radio signal with U.S. Atomic Clock.

### **Interior Spaces - General**

- Kitchen update appropriate for enrollment– Review equipment (size, condition, etc.), storage space, serving lines, etc including but not limited to:
  - Storage for dry goods
  - Walk-in Refrigerator
  - Walk-in Freezer
  - Washer & Dryer
  - Serving lines with power and network access
- Ceiling systems – standard sizes 2x2 or 2x4, standard tiles, wide grids 9/16”, no strange patterns, consistent choices
- Millwork – solid surface countertops/plastic laminate cabinets/wire pull handles/euro-hinges
- Flooring –VCT or other easily mopped finish in classrooms, corridors, etc.
- Student lavatories and staff toilet rooms meeting district standards to be located at convenient locations for students and staff
- MDF/IDF room (in new addition) to be:
  - large enough to allow front and rear access to all racked equipment
  - located in non-classroom spaces
  - provided sufficient ventilation, cooling and power to support equipment growth
  - provided with security alarms
- Built in shelving, cabinets and countertops sufficient for instructional material storage
- Built in shelving, cabinets and countertops sufficient for office material storage (lockable)
- FF&E – New Spaces – Appropriate furniture and equipment to accommodate the intended use of the room/space inclusive of student desks and/or tables, chairs bookcases, storage, teacher desks and chairs, learning centers for individual and/or group instruction, computer tables and chairs, area carpets, room darkening shades, appropriate projection surface for use with multimedia projector, wall pads, basketball hoops, fire resistant file cabinets, tackboards, tackstrips, whiteboards, flags, clocks, pencil sharpeners, paper towel dispensers, soap dispensers, etc.

### **TECHNOLOGY:**

- An essential component of this project is to provide electronic network access to every segment of the new building (addition). All instructional areas and support facilities shall be provided with:
  - local and wide-area wired and wireless networks
  - digitally delivered TV connectivity
  - digitally integrated internal broadcast capability
  - wiring for interactive whiteboard technology
- Each teaching space shall be provided with connectivity to multimedia projection systems with amplification and speaker systems to support audio as per current district standards.
- All wiring to be CAT 6 or better and certified. Each patch panel shall be labeled with the room number, and jack number and each jack labeled with MDF/IDF closet number, panel and punch down location.
- Charging stations for mobile computer labs
- Technology Network Space – server room, wiring closets, dedicated area for head-end equipment including extended demarcation points provided by the suppliers to the server room for all external connections.  
(Also see INTERIOR BUILDING ENVIRONMENT – Interior Spaces)

### **CDAS DCS-SCG FILING REQUIREMENTS (for Reimbursement):**

This project shall be designed so that it can be filed with the Connecticut Department of Administrative Services – Division of Construction - Office of School Construction Grants under at least the following project types:

- Extension of Facility
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- Code Violation (Hazardous Material abatement)

As required by C.G.S. 10-291 a Phase I environmental site assessment in accordance with ASTM Standard #1527 shall be conducted prior to the approval of architectural plans.

### **COMMUNITY USES:**

Mill Hill Holland Hill Elementary School does not contain or host space(s) for other town departments or outside firms. The building is used exclusively as an elementary school. The building facilities are available to the public on a reservation basis when the building is not in use (nights and weekends). Some of these uses include among others:

- Parent Teacher Association (PTA) meetings and events
- Cub Scouts
- Girl Scouts
- Various school clubs
- Civic group meetings

Mill Hill Holland Hill Elementary School is used as a polling place.

# **EDUCATIONAL SPECIFICATIONS**

**Mill Hill Elementary School**

**Fairfield Public Schools**

**Fairfield, CT 06824**

**Toni Jones, Ed.D.**

**Superintendent of Schools**

*Draft Version 2/13/2018*

## **RATIONALE FOR THE PROJECT**

### **BACKGROUND:**

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## **LEARNING/EDUCATIONAL ACTIVITIES**

### **EDUCATIONAL SPACE REQUIREMENTS SUMMARY:**

Art

Homeroom Classrooms for grades K-5

Library/Media

Music

Physical Education

Special Education

Common/Core Spaces

Support Services

Main Office Area

Technology

### **ART:**

- Art room with adequate areas for student hands-on activities
- Storage areas for supplies and equipment (directly adjacent and accessible from the Art room and lockable)
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- Work areas (with sink(s), running water and drains)

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- Provision for indoor and outdoor activities, which are part of the curriculum (soccer, softball)
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### **SUPPORT SERVICES**

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- Exterior traffic patterns – bus drop off large enough for a six bus queue, parent drop off reconfiguration to provide separation from the bus traffic and queue, additional parking (total parking on site to be 90 to 100 spaces)
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(Also see SCG Filing Requirements)

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- Charging stations for mobile computer labs
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(Also see INTERIOR BUILDING ENVIRONMENT – Interior Spaces)

## **CDAS DCS-SCG FILING REQUIREMENTS (for Reimbursement):**

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- Parent Teacher Association (PTA) meetings and events
- Cub Scouts
- Girl Scouts
- Various school clubs
- Civic group meetings

Mill Hill Elementary School is used as a polling place.





2016-2017 Next Generation Accountability Results:  
How is Fairfield Public School District Progressing?

February 9, 2018

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Table 1

## 3-Year Next Generation Accountability Results: Fairfield Public Schools by Indicator

<b>Indicator</b>	<b>% Points Earned 2014-2015</b>	<b>% Points Earned 2015-2016</b>	<b>% Points Earned 2016-2017</b>	<b>Difference from 2015-2016 to 2016-2017</b>
ELA Performance Index – All Students	100.0%	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	81.7%	81.6%	82.4%	0.9%
Math Performance Index – All Students	92.4%	94.8%	97.0%	2.2%
Math Performance Index – High Needs Students	71.2%	73.8%	76.4%	2.6%
Science Performance Index – All Students	86.5%	88.6%	86.3%	-2.3%
Science Performance Index – High Needs Students	69.8%	71.5%	66.5%	-5.0%
ELA Avg. Percentage of Growth Target Achieved – All Students	-	70.0%	65.2%	-4.8%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	-	65.0%	56.6%	-8.4%
Math Avg. Percentage of Growth Target Achieved – All Students	-	70.6%	74.3%	3.7%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	-	60.0%	63.1%	3.1%
Chronic Absenteeism – All Students	100.0%	100.0%	99.3%	-0.7%
Chronic Absenteeism – High Needs Students	90.6%	88.8%	79.6%	-9.2%
Preparation for CCR – % taking courses	100.0%	100.0%	100.0%	0.0%
Preparation for CCR – % passing exams	84.2%	90.4%	92.8%	2.4%
On-track to High School Graduation	76.4%	100.0%	100.0%	0.0%
4-year Graduation All Students (2016 Cohort)	99.8%	100.0%	100.0%	0.0%
6-year Graduation - High Needs Students (2014 Cohort)	95.9%	91.5%	91.4%	-0.2%
Postsecondary Entrance (Class of 2016)	100.0%	100.0%	100.0%	0.0%
Physical Fitness (estimated part rate) and (fitness rate)	89.3%	88.5%	87.9%	-0.6%
Arts Access	63.1%	74.8%	72.8%	-1.9%
<b>Accountability Index</b>	<b>87.9%</b>	<b>84.0%</b>	<b>83.0%</b>	<b>-1.0%</b>

\*Note: First year of the accountability reports did not have growth values due to the students needing multiple years of testing to report out on students meeting growth expectations.

Table 2

Next Generation Accountability Results: Fairfield Public Schools vs. DRG A & B and State Average Points Earned

<b>Indicator</b>	<b>FPS % Points Earned 2016-2017</b>	<b>DRG A &amp; B Average % Points Earned 2016-2017</b>	<b>State Average % Points Earned 2016-2017</b>
ELA Performance Index – All Students	100.0%	99.7%	89.5%
ELA Performance Index – High Needs Students	82.4%	83.5%	74.5%
Math Performance Index – All Students	97.0%	98.1%	82.9%
Math Performance Index – High Needs Students	76.4%	78.1%	67.3%
Science Performance Index – All Students	86.3%	88.4%	73.7%
Science Performance Index – High Needs Students	66.5%	71.8%	60.3%
ELA Avg. Percentage of Growth Target Achieved – All Students	65.2%	63.0%	55.4%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	56.6%	54.0%	49.8%
Math Avg. Percentage of Growth Target Achieved – All Students	74.3%	72.6%	61.7%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	63.1%	59.5%	53.7%
Chronic Absenteeism – All Students	99.3%	98.7%	80.4%
Chronic Absenteeism – High Needs Students	79.6%	79.3%	56.8%
Preparation for CCR – % taking courses	100.0%	93.5%	94.2%
Preparation for CCR – % passing exams	92.8%	93.6%	58.0%
On-track to High School Graduation	100.0%	99.9%	93.4%
4-year Graduation All Students (2016 Cohort)	100.0%	100.0%	93.0%
6-year Graduation - High Needs Students (2014 Cohort)	91.4%	96.9%	87.2%
Postsecondary Entrance (Class of 2016)	100.0%	100.0%	96.0%
Physical Fitness (estimated part rate) and (fitness rate)	87.9%	81.0%	68.8%
Arts Access	72.8%	84.2%	84.2%

Table 3  
3-Year Achievement Gap Identifiers: Fairfield Public Schools

	2014-2015			2015-2016			2016-2017		
	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?			Y			Y			Y
ELA Performance Index Gap	13.7	17.3		13.8	16.5		13.2	16.7	
Math Performance Index Gap	20.1	19.6		19.6	18.9		17.7	18.7	
Science Performance Index Gap	16.1	17.2		16.4	17.2		18.8	16.6	
Graduation Rate Gap (2012 - 2014 Cohorts)	3.8%	15.2%	N	8.0%	15.3%	N	8.1%	12.0%	N

\*Note: CT State Department of Education defines an achievement gap by comparing the High Needs Students (EL, FRL, & SPED) to Non-High Needs Students.

\*\*If the High Needs performance gap is larger than the achievement Non-High Needs Students plus one standard deviation, then the gap is identified as an outlier.

Table 4  
2015-2016 & 2016-2017 Southern Fairfield County Accountability Results

	2015-2016	2016-2017	Change
New Canaan	87.3%	89.1%	1.8%
Greenwich	86.6%	86.3%	-0.3%
Darien	89.6%	85.7%	-3.9%
Trumbull	88.7%	83.6%	-5.1%
Fairfield	84.0%	83.0%	-1.0%
Westport	84.4%	82.6%	-1.8%
Weston	85.4%	82.1%	-3.3%
Wilton	85.5%	80.5%	-5.0%
Norwalk	72.7%	76.9%	4.2%
Stamford	73.0%	74.1%	1.1%

Table 5  
2015-2016 & 2016-2017 DRG B Accountability Results

DRG B	2015-2016	2016-2017	Change
Greenwich	86.6%	86.3%	-0.3%
Guilford	85.7%	84.2%	-1.5%
Farmington	85.4%	84.1%	-1.3%
Trumbull	88.7%	83.6%	-5.1%
West Hartford	80.7%	83.6%	2.9%
Simsbury	84.8%	83.2%	-1.6%
Fairfield	84.0%	83.0%	-1.0%
Brookfield	83.4%	82.9%	-0.5%
Region 15	82.8%	82.4%	-0.4%
South Windsor	84.4%	82.1%	-2.3%
Cheshire	83.6%	82.0%	-1.6%
Avon	84.0%	81.9%	-2.1%
Glastonbury	83.6%	81.6%	-2.0%
Region 5	83.1%	81.1%	-2.0%
Granby	85.2%	80.7%	-4.5%
Madison	81.8%	80.7%	-1.1%
Monroe	82.9%	80.6%	-2.3%
Newtown	84.4%	80.3%	-4.1%
New Fairfield	84.1%	80.0%	-4.1%
<b>DRG B Average</b>	<b>84.2%</b>	<b>82.3%</b>	<b>-1.8%</b>

\*Note: District that did not have K-12 represented on their report were removed to allow similar analysis (district without some indicators could not be similarly analyzed).

Table 6  
2015-2016 & 2016-2017 DRG A Accountability Results with Fairfield

DRG A	2015-2016	2016-2017	Change
New Canaan	87.3%	89.1%	1.8%
Darien	89.6%	85.7%	-3.9%
Fairfield	84.0%	83.0%	-1.0%
Westport	84.4%	82.6%	-1.8%
Ridgefield	83.3%	82.3%	-1.0%
Weston	85.4%	82.1%	-3.3%
Wilton	85.5%	80.5%	-5.0%
<b>DRG A Average</b>	<b>85.9%</b>	<b>83.7%</b>	<b>-2.2%</b>

\*Note: District that did not have K-12 represented on their report were removed to allow similar analysis (district without some indicators could not be similarly analyzed).

Table 7  
2015-2016 & 2016-2017 Accountability Results by Elementary School

Elementary School	2015-2016	2016-2017	Change	Achievement Gap (Y/N and Area)	State Category (1-5) * (1 is highest) *
Burr	87.8%	91.4%	3.6%	N	1
Dwight	91.4%	76.1%	-15.3%	N	2
Holland Hill	84.5%	75.7%	-8.8%	N	2
Jennings	87.7%	86.8%	-0.9%	N	2
McKinley	76.4%	79.2%	2.8%	N	1
Mill Hill	77.0%	81.1%	4.1%	N	1
North Stratfield	75.9%	83.5%	7.6%	N	2
Osborn Hill	80.6%	78.0%	-2.6%	N	1
Riverfield	95.7%	88.3%	-7.4%	N	2
Sherman	86.1%	90.0%	3.9%	N	1
Stratfield	84.4%	82.5%	-1.9%	Y (Math)	2
<b>Average</b>	<b>84.3%</b>	<b>83.0%</b>	<b>-1.3%</b>		

Table 8  
2015-2016 & 2016-2017 Accountability Results by Middle School

Middle School	2015-2016	2016-2017	Change	Achievement Gap (Y/N and Area)	State Category (1-5) * (1 is highest) *
Fairfield Woods	76.7%	76.8%	0.1%	Y (Math, Sci)	3
Roger Ludlowe	78.2%	78.9%	0.7%	N	1
Tomlinson	74.4%	71.6%	-2.8%	Y (Math, Sci)	3
<b>Average</b>	<b>76.4%</b>	<b>75.8%</b>	<b>-0.6%</b>		

Table 9  
2015-2016 & 2016-2017 Accountability Results by High School

High School	2015-2016	2016-2017	Change	Achievement Gap (Y/N and Area)	State Category (1-5) * (1 is highest) *
Fairfield Warde	84.3%	86.1%	1.8%	Yes (Sci)	2
Fairfield Ludlowe	86.6%	84.5%	-2.1%	Yes (ELA, Math, Sci)	2
<b>Average</b>	<b>85.5%</b>	<b>85.3%</b>	<b>-0.2%</b>		

\*Note: CTSDE places schools into one of five categories (required in state law):

- Schools in the top quartile based on Accountability Index are placed in Category 1.
- Schools in the middle two quartiles are placed in Category 2.
- However, they are both lowered a category if they have:
  - an outlier achievement gap in ELA, Math, or Science;
  - an outlier graduation rate gap based on the six-year graduation rate; or
  - an assessment participation rate below 95% in any subject.
- Schools in the bottom quartile of AI are placed in category 3.

Table 10  
Schools of Distinction by the CT State Department of Education

School Name	Highest Performing		Highest Growth		Greatest Improvers	Total Distinctions
	Elementary & Middle Schools	High Schools	All Students	High Needs Students		
Burr Elementary School	X		X	X		3
McKinley Elementary School				X		1
Sherman Elementary School	X		X			2

\*Note: The CSDE recognizes 124 Schools of Distinction according to the criteria outlined below.

1. Highest Performing
  - a. Elementary/Middle: These are schools in the top 10% with respect to the Accountability Index (59 schools).
  - b. High Schools: These are schools in the top 10% with respect to the Accountability Index (6 schools).
2. Highest Growth:
  - a. All Students: These are schools in the top 10% of points earned in indicator 2 (academic growth) for the All Students group (61 schools).
  - b. High Needs Students: These are schools in the top 10% of points earned in indicator 2 (academic growth) for the High Needs student group (53 schools).
3. Greatest Improvers: Among those schools where the CSDE is unable to apply the academic growth model (indicator 2) because of the grades tested in that school, these are the schools in the top 10% of improvement on the Accountability Index from 2014-15 to 2015-16 (7 schools).



Table 11  
Burr Elementary School

Indicator	% Points Earned 2015-2016	% Points Earned 2016-2017	Difference from 2015-2016 to 2016-2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	83.0%	90.6%	7.6%
Math Performance Index – All Students	100.0%	100.0%	0.0%
Math Performance Index – High Needs Students	75.5%	90.3%	14.8%
Science Performance Index – All Students	89.2%	92.6%	3.4%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	85.2%	75.6%	-9.6%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students		86.0%	
Math Avg. Percentage of Growth Target Achieved – All Students	84.3%	94.8%	10.6%
Math Avg. Percentage of Growth Target Achieved – High Needs Students		100.0%	
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	92.9%	89.2%	-3.7%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	74.1%	86.3%	12.2%
Arts Access			
<b>Accountability Index</b>	<b>87.8%</b>	<b>91.4%</b>	<b>3.6%</b>

Table 12  
Dwight Elementary School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	85.0%	86.2%	1.1%
Math Performance Index – All Students	100.0%	100.0%	0.0%
Math Performance Index – High Needs Students	77.1%	78.4%	1.3%
Science Performance Index – All Students	88.5%	81.7%	-6.8%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	88.1%	72.4%	-15.7%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students		50.4%	
Math Avg. Percentage of Growth Target Achieved – All Students	84.9%	69.8%	-15.0%
Math Avg. Percentage of Growth Target Achieved – High Needs Students		52.8%	
Chronic Absenteeism – All Students	100.0%	93.6%	-6.4%
Chronic Absenteeism – High Needs Students	100.0%	86.7%	-13.3%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	100.0%	100.0%	0.0%
Arts Access			
<b>Accountability Index</b>	<b>91.4%</b>	<b>76.1%</b>	<b>-15.3%</b>

Table 13  
Holland Hill Elementary School

Indicator	% Points Earned 2015-2016	% Points Earned 2016-2017	Difference from 2015-2016 to 2016-2017
ELA Performance Index – All Students	100.0%	96.4%	-3.6%
ELA Performance Index – High Needs Students	91.8%	85.2%	-6.6%
Math Performance Index – All Students	93.0%	90.7%	-2.3%
Math Performance Index – High Needs Students	81.6%	78.4%	-3.2%
Science Performance Index – All Students	87.6%	75.8%	-11.8%
Science Performance Index – High Needs Students		63.2%	
ELA Avg. Percentage of Growth Target Achieved – All Students	86.4%	64.2%	-22.2%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	80.4%	60.1%	-20.4%
Math Avg. Percentage of Growth Target Achieved – All Students	76.0%	70.5%	-5.5%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	65.8%	60.0%	-5.8%
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	93.6%	98.8%	5.2%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	87.0%	89.5%	2.5%
Arts Access			
<b>Accountability Index</b>	<b>84.5%</b>	<b>75.7%</b>	<b>-8.8%</b>

Table 14  
Jennings Elementary School

Indicator	% Points Earned 2015-2016	% Points Earned 2016-2017	Difference from 2015-2016 to 2016-2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	86.1%	81.2%	-4.8%
Math Performance Index – All Students	96.7%	100.0%	3.3%
Math Performance Index – High Needs Students	80.5%	82.1%	1.6%
Science Performance Index – All Students	92.1%	87.8%	-4.3%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	77.3%	72.8%	-4.5%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	79.1%		
Math Avg. Percentage of Growth Target Achieved – All Students	86.6%	89.3%	2.7%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	84.3%		
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	100.0%	100.0%	0.0%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	93.7%	66.7%	-27.0%
Arts Access			
<b>Accountability Index</b>	<b>87.7%</b>	<b>86.8%</b>	<b>-0.9%</b>

Table 15  
McKinley Elementary School

Indicator	% Points Earned 2015-2016	% Points Earned 2016-2017	Difference from 2015-2016 to 2016-2017
ELA Performance Index – All Students	91.1%	96.3%	5.2%
ELA Performance Index – High Needs Students	82.0%	87.6%	5.6%
Math Performance Index – All Students	89.0%	94.5%	5.5%
Math Performance Index – High Needs Students	80.0%	89.6%	9.7%
Science Performance Index – All Students	74.2%	75.0%	0.8%
Science Performance Index – High Needs Students	68.4%	67.6%	-0.8%
ELA Avg. Percentage of Growth Target Achieved – All Students	57.6%	64.7%	7.1%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	55.8%	57.8%	2.0%
Math Avg. Percentage of Growth Target Achieved – All Students	86.6%	80.9%	-5.7%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	81.2%	82.9%	1.8%
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	100.0%	100.0%	0.0%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	52.3%	63.8%	11.5%
Arts Access			
<b>Accountability Index</b>	<b>76.4%</b>	<b>79.2%</b>	<b>2.8%</b>

Table 16  
Mill Hill Elementary School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	78.6%	84.2%	5.7%
Math Performance Index – All Students	96.7%	100.0%	3.3%
Math Performance Index – High Needs Students	72.3%	84.2%	11.9%
Science Performance Index – All Students	84.8%	83.8%	-1.0%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	75.5%	74.2%	-1.3%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	69.5%	49.6%	-19.8%
Math Avg. Percentage of Growth Target Achieved – All Students	72.9%	77.8%	4.9%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	40.3%	70.8%	30.5%
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	99.7%	100.0%	0.3%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	83.7%	100.0%	16.3%
Arts Access			
<b>Accountability Index</b>	<b>77.0%</b>	<b>81.1%</b>	<b>4.1%</b>

Table 17  
North Stratfield Elementary School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	85.7%	86.6%	0.9%
Math Performance Index – All Students	98.1%	99.3%	1.1%
Math Performance Index – High Needs Students	82.7%	81.6%	-1.1%
Science Performance Index – All Students	84.2%	75.6%	-8.7%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	71.0%	79.6%	8.6%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	55.8%	68.4%	12.7%
Math Avg. Percentage of Growth Target Achieved – All Students	69.2%	79.9%	10.7%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	49.2%	74.6%	25.4%
Chronic Absenteeism – All Students	100.0%	98.9%	-1.1%
Chronic Absenteeism – High Needs Students	93.3%	89.2%	-4.1%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	79.7%	100.0%	20.3%
Arts Access			
<b>Accountability Index</b>	<b>75.9%</b>	<b>83.5%</b>	<b>7.6%</b>

Table 18  
Osborn Hill Elementary School

Indicator	% Points Earned 2015-2016	% Points Earned 2016-2017	Difference from 2015-2016 to 2016-2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	78.8%	82.6%	3.8%
Math Performance Index – All Students	96.7%	99.0%	2.3%
Math Performance Index – High Needs Students	70.1%	75.9%	5.8%
Science Performance Index – All Students	99.5%	86.8%	-12.6%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	80.4%	69.8%	-10.6%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	65.1%	56.7%	-8.4%
Math Avg. Percentage of Growth Target Achieved – All Students	76.9%	78.1%	1.3%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	61.2%	62.3%	1.1%
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	80.0%	78.8%	-1.2%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	97.8%	91.1%	-6.7%
Arts Access			
<b>Accountability Index</b>	<b>80.6%</b>	<b>78.0%</b>	<b>-2.6%</b>



Table 19  
Riverfield Elementary School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	97.6%	93.6%	-4.0%
Math Performance Index – All Students	100.0%	100.0%	0.0%
Math Performance Index – High Needs Students	89.2%	84.6%	-4.7%
Science Performance Index – All Students	100.0%	100.0%	0.0%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	90.8%	76.1%	-14.7%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students		73.3%	
Math Avg. Percentage of Growth Target Achieved – All Students	90.4%	88.9%	-1.5%
Math Avg. Percentage of Growth Target Achieved – High Needs Students		81.2%	
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	98.6%	95.0%	-3.6%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	100.0%	100.0%	0.0%
Arts Access			
<b>Accountability Index</b>	<b>95.7%</b>	<b>88.3%</b>	<b>-7.4%</b>

Table 20  
Roger Sherman Elementary School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	90.6%	94.2%	3.7%
Math Performance Index – All Students	100.0%	100.0%	0.0%
Math Performance Index – High Needs Students	87.7%	96.1%	8.5%
Science Performance Index – All Students	89.8%	88.2%	-1.6%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	79.0%	75.9%	-3.1%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	62.1%		
Math Avg. Percentage of Growth Target Achieved – All Students	81.9%	82.2%	0.3%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	85.0%		
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	100.0%	84.9%	-15.1%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	93.2%	100.0%	6.8%
Arts Access			
<b>Accountability Index</b>	<b>86.1%</b>	<b>90.0%</b>	<b>3.9%</b>

Table 21  
Stratfield Elementary School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	84.7%	81.1%	-3.6%
Math Performance Index – All Students	94.8%	95.1%	0.2%
Math Performance Index – High Needs Students	71.2%	70.3%	-0.9%
Science Performance Index – All Students	87.2%	88.3%	1.1%
Science Performance Index – High Needs Students			
ELA Avg. Percentage of Growth Target Achieved – All Students	71.3%	74.1%	2.7%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students			
Math Avg. Percentage of Growth Target Achieved – All Students	73.5%	69.1%	-4.4%
Math Avg. Percentage of Growth Target Achieved – High Needs Students			
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	100.0%	91.9%	-8.1%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation			
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	85.3%	76.7%	-8.6%
Arts Access			
<b>Accountability Index</b>	<b>84.4%</b>	<b>82.5%</b>	<b>-1.9%</b>

Table 22  
Fairfield Woods Middle School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	79.1%	80.2%	1.1%
Math Performance Index – All Students	95.0%	98.9%	3.9%
Math Performance Index – High Needs Students	71.4%	73.1%	1.7%
Science Performance Index – All Students	85.1%	87.5%	2.5%
Science Performance Index – High Needs Students	71.1%	66.7%	-4.4%
ELA Avg. Percentage of Growth Target Achieved – All Students	64.5%	60.2%	-4.4%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	57.0%	55.1%	-2.0%
Math Avg. Percentage of Growth Target Achieved – All Students	64.5%	74.1%	9.6%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	57.8%	58.4%	0.7%
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	100.0%	87.8%	-12.2%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation	100.0%	100.0%	0.0%
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	91.2%	92.3%	1.1%
Arts Access			
<b>Accountability Index</b>	<b>76.7%</b>	<b>76.8%</b>	<b>0.1%</b>

Table 23  
Roger Ludlowe Middle School

Indicator	% Points Earned 2015-2016	% Points Earned 2016-2017	Difference from 2015-2016 to 2016-2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	86.0%	87.0%	0.9%
Math Performance Index – All Students	99.7%	100.0%	0.3%
Math Performance Index – High Needs Students	79.2%	78.7%	-0.5%
Science Performance Index – All Students	91.0%	89.9%	-1.1%
Science Performance Index – High Needs Students	75.7%	74.4%	-1.2%
ELA Avg. Percentage of Growth Target Achieved – All Students	60.4%	61.8%	1.4%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	54.6%	55.6%	0.9%
Math Avg. Percentage of Growth Target Achieved – All Students	71.3%	74.3%	3.0%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	58.1%	64.2%	6.2%
Chronic Absenteeism – All Students	100.0%	100.0%	0.0%
Chronic Absenteeism – High Needs Students	100.0%	82.7%	-17.3%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation	100.0%	100.0%	0.0%
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	86.3%	96.1%	9.8%
Arts Access			
<b>Accountability Index</b>	<b>78.2%</b>	<b>78.9%</b>	<b>0.7%</b>

Table 24  
Tomlinson Middle School

Indicator	% Points Earned 2015-2016	% Points Earned 2016-2017	Difference from 2015-2016 to 2016-2017
ELA Performance Index – All Students	100.0%	100.0%	0.0%
ELA Performance Index – High Needs Students	81.2%	79.7%	-1.5%
Math Performance Index – All Students	88.2%	90.2%	2.0%
Math Performance Index – High Needs Students	66.4%	67.1%	0.7%
Science Performance Index – All Students	83.2%	85.2%	2.0%
Science Performance Index – High Needs Students	68.1%	67.5%	-0.7%
ELA Avg. Percentage of Growth Target Achieved – All Students	69.0%	57.8%	-11.2%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	70.9%	49.1%	-21.8%
Math Avg. Percentage of Growth Target Achieved – All Students	55.3%	61.3%	6.0%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	43.1%	46.8%	3.7%
Chronic Absenteeism – All Students	99.1%	95.5%	-3.6%
Chronic Absenteeism – High Needs Students	76.6%	78.9%	2.3%
Preparation for CCR – % taking courses			
Preparation for CCR – % passing exams			
On-track to High School Graduation	100.0%	100.0%	0.0%
4-year Graduation All Students (2016 Cohort)			
6-year Graduation - High Needs Students (2014 Cohort)			
Postsecondary Entrance (Class of 2016)			
Physical Fitness (estimated part rate) and (fitness rate)	100.0%	94.6%	-5.4%
Arts Access			
<b>Accountability Index</b>	<b>74.4%</b>	<b>71.6%</b>	<b>-2.8%</b>

Table 25  
Fairfield Ludlowe High School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	93.4%	93.7%	0.4%
ELA Performance Index – High Needs Students	75.2%	71.3%	-3.9%
Math Performance Index – All Students	90.2%	89.3%	-0.9%
Math Performance Index – High Needs Students	72.8%	65.3%	-7.5%
Science Performance Index – All Students	90.2%	89.4%	-0.8%
Science Performance Index – High Needs Students	70.0%	66.8%	-3.2%
ELA Avg. Percentage of Growth Target Achieved – All Students			
ELA Avg. Percentage of Growth Target Achieved – High Needs Students			
Math Avg. Percentage of Growth Target Achieved – All Students			
Math Avg. Percentage of Growth Target Achieved – High Needs Students			
Chronic Absenteeism – All Students	98.2%	91.9%	-6.3%
Chronic Absenteeism – High Needs Students	69.3%	44.6%	-24.8%
Preparation for CCR – % taking courses	100.0%	100.0%	0.0%
Preparation for CCR – % passing exams	100.0%	100.0%	0.0%
On-track to High School Graduation	100.0%	100.0%	0.0%
4-year Graduation All Students (2016 Cohort)	100.0%	100.0%	0.0%
6-year Graduation - High Needs Students (2014 Cohort)	97.0%	91.7%	-5.3%
Postsecondary Entrance (Class of 2016)	100.0%	100.0%	0.0%
Physical Fitness (estimated part rate) and (fitness rate)	40.1%	64.7%	24.6%
Arts Access	79.3%	77.7%	-1.7%
<b>Accountability Index</b>	<b>86.6%</b>	<b>84.5%</b>	<b>-2.1%</b>

Table 26  
Fairfield Warde High School

Indicator	% Points Earned 2015- 2016	% Points Earned 2016- 2017	Difference from 2015- 2016 to 2016- 2017
ELA Performance Index – All Students	88.8%	93.0%	4.2%
ELA Performance Index – High Needs Students	68.6%	73.7%	5.0%
Math Performance Index – All Students	84.9%	87.3%	2.4%
Math Performance Index – High Needs Students	64.9%	71.6%	6.7%
Science Performance Index – All Students	90.5%	85.6%	-4.9%
Science Performance Index – High Needs Students	75.1%	64.0%	-11.1%
ELA Avg. Percentage of Growth Target Achieved – All Students			
ELA Avg. Percentage of Growth Target Achieved – High Needs Students			
Math Avg. Percentage of Growth Target Achieved – All Students			
Math Avg. Percentage of Growth Target Achieved – High Needs Students			
Chronic Absenteeism – All Students	100.0%	96.0%	-4.0%
Chronic Absenteeism – High Needs Students	77.3%	69.4%	-7.8%
Preparation for CCR – % taking courses	100.0%	100.0%	0.0%
Preparation for CCR – % passing exams	86.1%	91.1%	5.0%
On-track to High School Graduation	100.0%	100.0%	0.0%
4-year Graduation All Students (2016 Cohort)	100.0%	100.0%	0.0%
6-year Graduation - High Needs Students (2014 Cohort)	93.4%	99.1%	5.7%
Postsecondary Entrance (Class of 2016)	100.0%	100.0%	0.0%
Physical Fitness (estimated part rate) and (fitness rate)	40.0%	77.6%	37.6%
Arts Access	71.2%	68.9%	-2.3%
<b>Accountability Index</b>	<b>84.3%</b>	<b>86.1%</b>	<b>1.8%</b>





New England League of Middle Schools  
Spotlight Schools Program



January 20, 2018

Dr. Gary Rosato, Principal  
Fairfield Woods Middle School  
1115 Fairfield Woods Rd  
Fairfield CT, 06825



Dear Principal Rosato,

I want to thank you for the time and hospitality provided to our visitation team on January 10, 2018 as part of your Spotlight School renewal application process. I am pleased to inform you that Fairfield Woods Middle School has been renewed as a NELMS Spotlight School. This decision is based upon evidence and observations made during the recent visit. The reviewers observed a variety of indicators that make it evident your school continues to make progress and is committed to effective instruction, collaboration, teaming, and a solid understanding of the young adolescent.

The New England League of Middle Schools would like to commend Fairfield Woods on the following:

- This school exhibits a positive school culture and climate.
- Building leaders have a track record of outstanding commitment to student success and "what is best for kids".
- Student work is prominently displayed throughout the building. The highly respectful student body view school as the "Woods Family".
- A strong connection exists among administrators, teachers, and students and there is an emphasis on staff longevity and sustainability, especially *Teacher Academy*, a teacher designed professional development initiative and a district consultant who provides professional development around mindfulness.
- Students enjoy expansive course offerings, a vibrant music program, and opportunities to develop life long habits through strong physical education and health programs.
- The parent group, PTSA, is known for its ability to fund and award numerous teacher grants. In addition, parents have access to *Infinite Campus*, which provides daily and effective two-way communication.
- A Responsive Classroom initiative, effective looping practices used by guidance and student support services, a well designed RTI program,

and integration of the Library Media Services into the curriculum are other hallmarks of the school.

- This school is well maintained by staff who are a respected part of the school community and who take pride in their work.
- The School Resource Officer provides in-class instruction and is a visible member of the school family.

In order to continue your improvement and commitment to best middle level practices, NELMS makes the following recommendations:

- A comprehensive review of the master schedule and exploration of alternate scheduling options can result in improved flexibility of the school program.
- Consideration should be given to an increase in interdisciplinary connections.

We are pleased to count Fairfield Woods Middle School among the 34 Spotlight Schools throughout New England. I am including a sticker with renewal dates that you can attach to your Spotlight Schools banner for prominent display in your building. If you hold any celebratory activities relative to this renewal award, we would welcome any pictures of this event that we can include on our website and in our social media outreach. Two copies of the Spotlight School Agreement are enclosed as well. Please sign one copy and return it to the office. Finally, do not hesitate to contact me if I can be of further assistance.

Sincerely,



Kathleen Hill  
Spotlight Schools Coordinator

Cc. Jerome Frew, Executive Director, New England League of Middle Schools  
Dr. Toni Jones, Superintendent, Fairfield Public Schools  
Ralph Mayo, CT1 Board of Directors

# FAIRFIELD PUBLIC SCHOOLS

## MUSIC DEPARTMENT

Fairfield Warde and Fairfield Ludlowe's music programs are proud to announce that a combined total of 34 students have been accepted into the Connecticut Music Educators Association's All-State Festival. Based on their Western Regional Audition scores, students are afforded the opportunity to audition for the All-State Festival where they are offered professional evaluation of their performance skills and receive scores from their performances. Based on their scored evaluations, students are selected to participate in the Festival where they combine with other students throughout the state to perform with a guest conductor. Participation in the Festival requires excellent performance skills, as well as high level music literacy capabilities. Congratulations to the following students from Fairfield Warde and Fairfield Ludlowe were accepted:

### Warde

Zoe Gupta, Bb Clarinet  
Justin Harris, Trombone  
Molly Scatenato, Bass Clarinet  
Hannah Ulman, Trumpet  
Michael Chapin, Snare & accessories  
Henry Friedman, French Horn  
Harry Graney-Green, Violin  
Dana Calamari, Alto  
Mallory Elliott, Soprano  
Marie Fulda, Alto  
Katie Harris, Soprano  
Emily Hoffman, Soprano  
Julia Johnson, Soprano  
Maggie Kruse, Soprano  
Nicole Park, Alto  
Claire Regan, Alto  
Paige Socol, Soprano  
Elizabeth Winter, Soprano  
Kevin Tzanetis, Jazz trumpet

### Ludlowe

Lily Aston, Bb Clarinet  
Sophia Bookas, Trumpet  
Alex Bow, Tenor  
Kieran Brown, Alto  
Blaise Carter, Tenor  
Lauren DeWitt, Trombone  
Nick Fech, Bass Clarinet  
Gerald Kim, Violin  
Christian Kinne, Snare & accessories  
Samuel Koeck, French Horn  
Thomas Longo, Violin  
Maddie McDermott, Alto  
Tess Noonan, Flute  
Alexandria Therriault, Alto  
Thomas Roberts, Snare & accessories