

Upcoming Meeting Dates
Graduation Policy Documents (Enclosure #3 for June 12 Agenda)
June 1, 2018 FPS Enrollment
Save the Date: CABA/CAPSS Convention



Upcoming Board of Education Meeting Dates

June 12	6:30 PM	Special Meeting – Executive Session 501 Kings Hwy East Superintendent's Conference Room
	7:30 PM	Regular Meeting 501 Kings Hwy East 2 nd Floor Board Conference Room
June 19	5:00 PM	Policy Committee Meeting 501 Kings Hwy East Superintendent's Conference Room
June 26	6:30 PM	Special Meeting – Executive Session 501 Kings Hwy East Superintendent's Conference Room
	7:30 PM	Regular Meeting 501 Kings Hwy East 2 nd Floor Board Conference Room

Students

Progress / Records

REQUIREMENTS FOR GRADUATION

6146 (a)

Introduction

I. Graduating Classes 2018 - 2019

To graduate from the Fairfield Public Schools students in the class of 2018 to 2019 must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency. One semester equals 1 credit.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	6 credits
Physical Education & Health	3.2 credits (16 units)
Arts / Vocational	2 credits

II. Graduating Classes 2020-2022

To graduate from the Fairfield Public Schools students in the class of 2020 to 2022 must earn a minimum of 43 credits and meet the credit distribution requirement. One semester equals 1 credit.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	6 credits
Physical Education & Health	3 credits (16 units)
Arts / Vocational	2 credits

III. Graduating Classes Beginning 2023

For the graduating classes commencing in 2023 students must earn a minimum of 25 credits and meet the credit distribution requirement. One semester equals .5 of a credit.

For 7th and 8th grade students - credit earned upon successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, up to three (3) credits.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 25 credits and achieve the following credit distribution:

Credits in the Humanities	<u>9 credits</u>
Comprising:	
English	4.0 credits
Social Studies (1 in US History; .5 in Civics)	3.5credits
Additional credit in Humanities area, core or elective	1.5 credits
Credits in Science, Technology, Engineering and Technology (STEM)	<u>9 credits</u>
Comprising:	
Math	3 credits
Science	3 credits
Additional credit in STEM area core or elective	3 credits
Physical Education and Wellness	<u>1 credit</u>
0.5 credit must be in PE	
Health and Safety	<u>1 credit</u>
0.75 credit must be in Health	
World Language	<u>1 credit</u>
Electives	
0.5 credit must be in Fine Arts/Vocational Arts	<u>3 credits</u>

Mastery Based Diploma Assessment/Assured Skill Experiences 0.5 credit

Students will demonstrate proficiency in each of the indicators of the academic expectations which are embedded in projects and activities developed by the FPS faculty in the following areas:

- Critical and Creative Thinking (Exploring and Understanding, Synthesizing and Evaluating, Creating and Constructing); and
- Communicating and Collaborating (Conveying Ideas, Using Communication (Media) Tools, Collaborating Strategically)

Mastery Based Diploma Assessment/Assured Content Experience 0.5 Credit
Completion of one of the options listed below in each of the two sections.

IV. Mastery Based Diploma Assessment/Assured Content Experience Options

Mathematics:

Meet the State of Connecticut expectations for 11th Grade proficiency on the Math portion of the PSAT or SAT

Meet the State of Connecticut expectations for proficiency on the Math portion of the ACT

Present an SAT or ACT sub-score test which meets the criteria for a score of proficient

Pass a competency-based assessment to demonstrate proficiency in those designated sub-test areas

Meet the proficiency standard on a district developed math portfolio

Completion of a capstone course

Completion of a course internship in a field of study or employment opportunity or volunteer role that requires the use of Algebra II level math at a minimum

Provide a grade equivalency sub-score on a scientifically valid assessment of mathematics.

Evidence Based Reading and Writing:

Meet the College Board expectations for 11th Grade proficiency on the Evidence Based Reading and Writing portion of the PSAT or SAT

Meet the State of Connecticut expectations for proficiency on the English portion of the ACT

Present an SAT or ACT sub-score test which meets the criteria for a score of proficient

Pass a competency based assessment to demonstrate proficiency in those designated sub-test areas

Present a grade equivalency sub-score on a scientifically valid assessment of reading

Meet the proficiency standard on a district developed literacy portfolio

Completion of a capstone course

Completion of a course internship in a field of study or employment opportunity or volunteer role that requires the use of junior year level English

Provide evidence of a self-published or professionally published piece of work available for public access or purchase

V. Additional Considerations

Transfers

If a student transfers to a Fairfield high school after completing three (3) years of high school elsewhere, he/she is exempt from Fairfield High School Performance Standards.

Notification: Teachers, Students, and Parents

By August before the start of the Senior Year, the guidance department will formally notify students, their teachers, and their parents or guardians if the district's standard has not been met in the areas of Mathematics or Evidence- Based Reading and Writing. A plan will be put in place to assist the student in successful completion of an alternate pathway.

Options

If a student does not meet the credits required for graduation he or she may return to the high school for a fifth year, enroll in summer school, or enroll in other course options, all to be pre-approved by the headmaster(s) and Chief Academic Officer.

Appeals

The headmaster(s) shall oversee all appeals processes for accepting credit substitutions in unique circumstances, or accepting credit from accredited institutions outside the Fairfield Public School system, such as other high schools, higher education, and national programs. The final authority to determine graduation eligibility rests with the Chief Academic Officer.

Legal Reference: Connecticut General Statutes

NEW LEGISLATION REFERENCE HERE

Approved 8/27/04

Revised and Approved 9/27/05

Revised and Approved 1/12/2010

Fairfield Public Schools
Board of Education
Policy Guide

Instruction

REQUIREMENTS FOR GRADUATION

6146(a)

Introduction

To graduate from the Fairfield Public Schools a student must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency.

Beginning with the graduating Class of 2006, a student must also meet designated levels of academic proficiency in mathematics, reading across the disciplines, and writing across the disciplines. Beginning with the Class of 2008, a student must also meet designated academic proficiency in science.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	6 credits
	(7 credits beginning with the class of 2015)
Physical Education & Health	3.2 credits (16 units)
Arts / Vocational	2 credits

The 3.2 credit requirement in Physical Education & Health will be applicable with the class of 2014.

Both the 6 credit requirement in Science and 43 credit minimum requirement will be applicable to the class of 2009.

Demonstrate Computer Applications Proficiency

Demonstrate Academic Proficiency

Score at or above the Proficiency Level on each of four areas of The Connecticut Academic Performance Test (CAPT): Mathematics, Reading Across the Disciplines, Writing Across the Disciplines and Science;

OR

Demonstrate proficiency on performance assessments, which correspond to any areas of CAPT, which fall below the designated score levels.

Instruction

REQUIREMENTS FOR GRADUATION (continued)

6146(b)

High School Performance Standards

Math: A student who has not met the CAPT mathematics criterion must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

b. The individual sub-tests of CAPT that do not meet the above criteria will be identified. Open-ended math problems, which correspond to these sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of math teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work demonstrates proficiency.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior demonstration folder. By the second week in January, a committee of mathematics teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Reading Across the Disciplines consists of two sub-categories: Response to Literature and Reading for Information. A student who has not met the CAPT Reading Across the Disciplines criteria must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

Instruction

REQUIREMENTS FOR GRADUATION (continued)

6146(c)

Reading Across the Disciplines (continued)

Assessment instruments will be constructed by English teachers (Response to Literature) and social studies teachers (Reading for Information) to allow students to demonstrate proficiency in reading based on the CAPT criteria:

- b. The individual sub-tests of CAPT, which do not meet the above criteria, will be identified. Reading assessments, which correspond to these sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. (The English department will be responsible for the subset of Response to Literature and the social studies department will be responsible for Reading for Information.) Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of English and social studies teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work meets performance standards.
- c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior reading assessments. By the second week in January, a committee of English and/or social studies teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.
- d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Writing Across the Disciplines consists of two (2) subcategories, which are: Interdisciplinary Writing and Editing and Revising. A student who has not met the CAPT Writing Across the Disciplines criteria must demonstrate proficiency in one of the following ways.

- a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

Instruction

REQUIREMENTS FOR GRADUATION (continued)

6146(d)

Writing Across the Disciplines (continued)

Assessment instruments in English and social studies will be constructed to allow students to demonstrate proficiency in writing based on the CAPT rubrics. Internal assessment prompts will be constructed to allow students to demonstrate proficiency in writing in the following manner:

- b. The individual sub-tests of CAPT, which do not meet the above criteria, will be identified. Writing assessments, which correspond to the two sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. A committee of English and social studies teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work meets performance standards.
- c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior writing assessments. By the second week in January, a committee of English and/or social studies teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.
- d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Science: A student who has not met the CAPT Science criterion must demonstrate proficiency in one of the following ways:

- a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

- b. The individual CAPT science standards that do not meet the above criteria will be identified. Performance tasks that correspond to these standards and are appropriate for the course in which the student is enrolled, will be constructed. Student's work on these tasks will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of science teachers will examine this collective work, rate each task against an established rubric, and determine if the work demonstrates proficiency.

Instruction

REQUIREMENTS FOR GRADUATION (continued)

6146(e)

Writing Across the Disciplines (continued)

- c. Additional tasks will be provided during the fall of senior year for those students who did not demonstrate proficiency on their junior demonstration folder. By the second week in January, a committee of science teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.
- d. A student who does not demonstrate proficiency in his/her senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Procedures for Review of Student Work

The Headmaster(s) of Fairfield high school(s) and the appropriate curriculum leaders will appoint a committee of teachers. Student work will be submitted and reviewed at the end of the student's junior year. Students who do not meet the standards on either the CAPT retest(s) or the submitted demonstration folder will be allowed to submit another demonstration folder at the conclusion of the first semester of their senior year. Students who do not demonstrate proficiency will enroll in a designated senior project course and/or a designated math course.

Transfers

If a student transfers to a Fairfield high school after completing three (3) years of high school elsewhere, he may be exempt from Fairfield High School Performance Standards.

Notification: Teachers, Students, and Parents

The guidance department will formally notify students, their teachers, and their parents or guardians if the district's standard on the CAPT has not been met in the areas of Mathematics, Reading Across the Disciplines, and Writing Across the Disciplines. Students who have not met the district's standard will be encouraged to retake designated CAPT areas in the spring of their junior year and to submit a demonstration folder of their work by June 1st as indicated above. The results of the assessment of the student work will be communicated to students who have demonstrated proficiency on their folder of work by the second week of September. The results of the CAPT retest and the scoring of the folder of student work from the first semester of the senior year will be communicated by the guidance department via certified mail to the student and parent or guardian by the second week of January of the senior year.

Successful completion of a performance-based Senior Exit Program will be communicated to the students and parent or guardian by June 1st of the senior year.

Instruction

REQUIREMENTS FOR GRADUATION (continued)

6146(f)

Options

If a student does not demonstrate proficiency as described, he may return to the high school for a fifth year, enroll in summer school, or register for appropriate night school classes.

Appeals

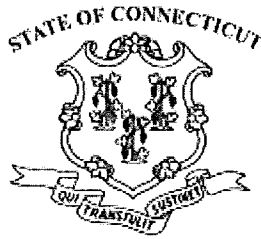
The headmaster(s) shall design and implement an appeals process. The final authority to determine proficiency on appeal will rest with the headmaster(s).

Legal Reference: Connecticut General Statutes
 10-14n Statewide mastery examination. Conditions for reexamination.
 Limitation on use of test results
 10-16(l) Graduation exercises (as amended by PA 96-108 An Act
 Concerning Student Use of Telecommunication Devices and the
 Establishment of Graduation Dates)
 10-221a High school graduation requirements (as amended by PA 00-156
 An Act Concerning High School Diplomas and Veterans of World War II

Adopted 8/27/2004

Revised and Adopted 9/27/2005

Revised and Adopted 1/12/2010



Enclosure 3c
June 12, 2018

Substitute Senate Bill No. 1026

Public Act No. 17-42

AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to [2020] 2022, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

[(c) Commencing with classes graduating in 2021, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations

for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.]

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

(d) Commencing with classes graduating in [2021] 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements [or end of the school year examinations] described in subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education programs state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section

10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards; (2) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; [(2)] (3) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; [(3)] (4) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; [(4)] (5) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; [(5)] (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or [(6)] (7) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

(i) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, or of the Vietnam Era, as defined in subsection (a) of section 27-103, who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

Sec. 2. Subsection (a) of section 10-4 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to the provision and use of educational technology, including telecommunications, by school districts; shall adopt state-wide subject matter content standards, provided such standards are reviewed and revised at least once every ten years; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report, pursuant to subsection (b) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education, on an annual basis.

Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July 1, 2017*)

Approved June 13, 2017

Proposed Proficiency Scores for SAT and ACT

Enclosure 3d
June 12, 2018

Assessment	Sub-Score Assessment	Sub-Score Assessment Range	Benchmark for Graduation
SAT	Mathematics	200-800	530
	Evidenced-Based Reading and Writing	200-800	480
ACT	Mathematics	1-36	22
	Reading	1-36	22
	English	1-36	18

6/1/2018

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Burr	18	19	23	23	19	24	21	
	17	19	22	23	18	25	21	
		19	20	20	19	23	20	
	35	57	65	66	56	72	62	413
Dwight		19	18	19	19	19	17	
		20	17	19	21	19	16	
			17	18	21	20	17	
		39	52	56	61	58	50	316
Holland Hill		22	16	22	22	21	25	
		22	16	22	22	21	23	
		19	16	22	21	21	24	
		63	48	66	65	63	72	377
Jennings		20	21	16	18	21	23	
		20	22	16	20	19	21	
				17	19	20		
		40	43	49	57	60	44	293
McKinley		19	18	18	20	19	19	
		16	18	16	19	19	20	
		18	18	18	18	20	19	
			18	17	19	19	20	
		53	90	69	76	77	78	443
Mill Hill		19	19	21	21	17	20	
		17	20	21	21	16	21	
		19	20	20	20	17	20	
		55	59	62	62	50	61	349
No. Stratfield		22	18	18	24	25	23	
		22	19	17	22	25	22	
		21	19	18	23	24	22	
		65	56	53	69	74	67	384
Osborn Hill		18	21	20	21	21	21	
		18	22	20	22	21	20	
		19	21	20	21	21	20	
		17				21	21	
		72	64	60	64	84	82	426
Riverfield		18	19	18	24	22	23	
		18	19	17	24	25	24	
		17	20	17	24	23	23	
		18		18				
		71	58	70	72	70	70	411

1-Jun-2018

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Sherman		21	20	21	22	24	21	
		21	21	22	22	23	20	
		21	21	22	22	24	22	
			21	20		23	20	
		63	83	85	66	94	83	474
Stratfield	14	19	23	20	22	23	25	
	11	21	22	20	25	24	25	
ECC PK Program	13	22	23	21	24	24	25	
ECC PK Program	11							
	49	62	68	61	71	71	75	457
ECC	137							137
TOTAL PRE-K-5	221	640	686	697	719	773	744	4,480

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - SECONDARY

	6	7	8	9	10	11	12	TOTAL
Fairfield Woods	346	310	294					950
Ludlowe	324	245	284					853
Tomlinson	225	225	205					655
TOTAL 6-8	895	780	783					2,458
FWHS				374	352	397	384	1,507
Walter Fitzgerald Campus				3	0	2	6	11
FLHS				377	370	370	385	1,502
Walter Fitzgerald Campus				3	3	4	14	24
TOTAL 9-12				757	725	773	789	3,044

SUMMARY	Pre-K - 5	6 - 8	9 - 12	TOTAL
Current:	4,480	2,458	3,044	9,982
Difference: Current - September 29, 2017	69	4	(7)	66
Sept 29, 2017 (For Oct 1)	4,411	2,454	3,051	9,916

FPS Students in FPS Schools:	9,982
FPS Students in Outplaced Schools:	97
FPS Students in Magnet Schools*:	78
Total Including OP and Magnet:	10,157

*Excludes Students that are dual-enrolled in Fairfield Public Schools and RCA or Aqua half-day magnet programs. These students are included in the FPS Schools count (not the magnet count).

Please inform the Supt. Office of any discrepancies at 255-8371.

SAVE THE DATE

**2018 CABE/CAPSS Convention
Connecticut's Future:
Transforming Schools,
Transforming Lives
November 16-17, 2018
Mystic Marriott Hotel, Groton**

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Convention At A Glance



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