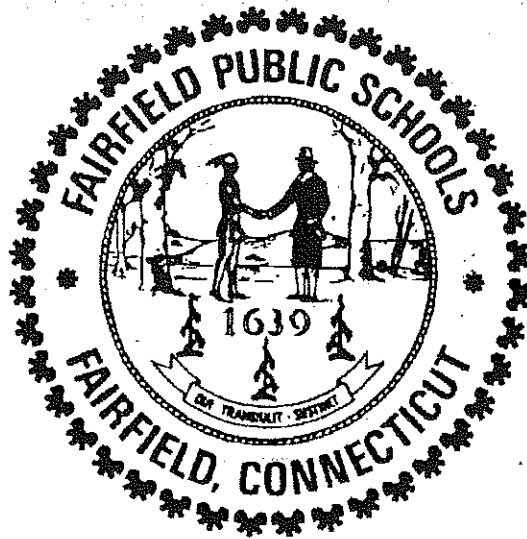


FAIRFIELD PUBLIC SCHOOLS

STRATEGIC SCHOOL PROFILES

2010 - 2011



STRATEGIC SCHOOL PROFILE 2010-11**Fairfield School District**

DAVID G. TITLE, Superintendent

Location: 785 Unquowa Road
Fairfield,
Connecticut

Telephone: (203) 255-8371

Website: www.fairfield.k12.ct.us/index.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 57,340

1990-2000 Population Growth: 7.3%

Number of Public Schools: 16

Per Capita Income in 2000: \$43,670

Percent of Adults without a High School Diploma in 2000*: 8.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%

District Enrollment as % of Estimated. Student Population: 87.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 10,153
5-Year Enrollment Change 14.1%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	924	9.1	8.4	34.1
K-12 Students Who Are Not Fluent in English	224	2.2	2.0	5.6
Students Identified as Gifted and/or Talented*	1,175	11.6	6.4	4.0
PK-12 Students Receiving Special Education Services in District	1,079	10.6	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	723	94.0	91.3	80.2
Homeless	9	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	107	9.5	12.1	13.2

*99.9 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	28	0.3
Asian American	485	4.8
Black	232	2.3
Hispanic	815	8.0
Pacific Islander	5	0.0
White	8,328	82.0
Two or more races	260	2.6
Total Minority	1,825	18.0

Percent of Minority Professional Staff: 2.9%

Open Choice:

64 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

7.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 52.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During 2009-2010, the Fairfield Public Schools continued to devise ways to address racial and ethnic isolation. Over the years, the district has responded to the needs of the student population by constructing a state-of-the-art school, developing extended day and extended year programs focused on literacy skills, hiring specially trained staff and investing in other support staff. In 2007, the Connecticut State Department of Education ordered the district to submit a plan to address the racial imbalance at McKinley Elementary School. The Board of Education approved a plan developed by the district's Cultural Diversity Task Force that addressed racial imbalance in the Fairfield Public Schools. In 2009-2010, the third year of the plan's implementation, options for students from other schools to attend McKinley Elementary, as well as McKinley students to attend other schools, were expanded. In 2008, the Fairfield Public Schools Board of Education adopted a five-year Strategic Plan that included five key components, one of which is diversity. The Diversity Action Plan takes on the charge of: We will seize opportunities and respond to the challenges of diversity in order to improve learning and our work environments. Using this strategy, a special sub-committee of community members and school officials developed an action plans to address diversity district-wide. In 2009-2010, professional development in differentiated instruction was provided for teachers. Additionally, school and community-based resources available to enhance diversity awareness were identified for staff to access. The Fairfield Public Schools curriculum contains an array of experiences and activities designed to increase student awareness regarding diversity of individuals and cultures. In addition to these experiences, the Fairfield Public Schools continues to participate in a variety of programs including the Six-to-Six Magnet School and Regional Center for the Arts in Bridgeport. Students from Bridgeport have the opportunity to enroll in Fairfield schools through the Open Choice program. Fairfield's continuing commitment to the Project Choice program provides important education and social experiences for both Bridgeport and Fairfield students.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	76.4	58.4	81.3	
Writing	78.1	61.1	78.9	
Mathematics	82.2	63.0	84.5	
Grade 4 Reading	80.6	62.5	76.1	
Writing	81.9	65.5	75.6	
Mathematics	82.3	67.0	72.6	
Grade 5 Reading	79.4	61.4	76.7	
Writing	80.7	66.8	68.1	
Mathematics	87.3	72.5	71.8	
Science	79.6	59.9	74.8	
Grade 6 Reading	88.7	76.0	69.0	
Writing	83.2	65.2	83.3	
Mathematics	85.2	71.3	69.6	
Grade 7 Reading	91.0	77.8	75.8	
Writing	78.0	58.9	77.8	
Mathematics	86.3	68.4	78.8	
Grade 8 Reading	90.6	74.7	80.9	
Writing	79.3	64.8	64.3	
Mathematics	86.8	66.6	80.3	
Science	83.0	63.1	72.0	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	63.2	44.7	75.0	
Writing Across the Disciplines	82.1	61.2	82.7	
Mathematics	69.9	49.5	78.2	
Science	71.6	47.0	87.2	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	64.4	51.0	78.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.7	70.6	
Average Score	Mathematics	559	510	87.8
	Critical Reading	550	505	87.0
	Writing	562	510	88.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	91.8	81.8	71.0
2009-10 Annual Dropout Rate for Grade 9 through 12	1.1	2.8	43.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.8	84.8
% Employed (Civilian Employment and in Armed Services)	2.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	691.50
Paraprofessional Instructional Assistants	67.10
Special Education	
Teachers and Instructors	89.50
Paraprofessional Instructional Assistants	151.80
Library/Media Specialists and/or Assistants	35.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	13.45
School Level	40.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	25.40
Counselors, Social Workers, and School Psychologists	61.40
School Nurses	20.20
Other Staff Providing Non-Instructional Services and Support	482.90

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.4	13.9
% with Master's Degree or Above	89.9	86.1	79.0

Average Class Size	District	DRG	State
Grade K	18.5	17.5	18.4
Grade 2	19.5	19.8	19.9
Grade 5	21.3	22.1	21.2
Grade 7	21.4	21.3	20.6
High School	20.3	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,015	992	992
Middle School	1,022	1,019	1,017
High School	927	987	1,009

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.9	3.1	3.1
Middle School	1.9	2.3	2.4
High School	1.9	2.5	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$83,267	\$8,239	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$2,368	\$234	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$9,302	\$920	\$477	\$512	\$463
Student Support Services	\$10,841	\$1,073	\$875	\$936	\$872
Administration and Support Services	\$16,427	\$1,625	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$14,912	\$1,475	\$1,421	\$1,384	\$1,410
Transportation	\$7,445	\$704	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$4,627	N/A	N/A	N/A	N/A
Other	\$2,016	\$199	\$161	\$162	\$159
Total	\$151,205	\$14,834	\$13,878	\$13,518	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$25,153	\$2,489	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$34,935,511	23.1	20.5	21.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	93.6	3.5	2.9	0.1
Excluding School Construction	92.6	4.0	3.3	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Boards of Finance and Selectmen and the Representative Town Meeting approved a budget for 2010-11 that supported continuance of the District's priorities. Within the District, each school receives a basic allocation for books, supplies and materials. Allocation is determined, in part, by the school board budget and by using a per capita calculation for the eleven elementary, three middle, two high schools and one alternative high school. A basic core of staff is assigned to each school which includes: language arts specialists, school psychologists, social workers and paraprofessionals. Equipment is updated or replaced as needed. Each school receives an equal allocation based on grade configuration. The principals and Director of Facilities conduct an annual inspection of each building to determine priority maintenance and capital outlay needs. Two elementary schools, McKinley and Holland Hill, receive Title I funding to support initiatives to improve student achievement. In accordance with the new Strategic Plan, the District continues to make a commitment to the town to practice fiscal responsibility by balancing the needs of our students with the community's willingness and ability to pay.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,030
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	133	1.3	1.2	1.1
Learning Disability	360	3.6	3.3	3.9
Intellectual Disability	29	0.3	0.3	0.4
Emotional Disturbance	44	0.4	0.5	1.0
Speech Impairment	199	2.0	1.8	2.2
Other Health Impairment*	223	2.2	2.2	2.1
Other Disabilities**	42	0.4	0.7	0.9
Total	1,030	10.2	10.0	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	81.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	2.8	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment	Students with Disabilities		All Students	
	District	State	District	State
CMT Reading	46.5	33.0	84.5	68.6
Writing	32.8	19.3	80.2	63.7
Mathematics	45.6	33.4	85.0	68.2
Science	32.9	21.2	81.2	61.5
CAPT Reading Across the Disciplines	14.8	14.1	63.2	44.7
Writing Across the Disciplines	31.3	17.3	82.1	61.2
Mathematics	19.6	15.8	69.9	49.5
Science	14.3	13.1	71.6	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.5
	% With Accommodations	84.5
CAPT	% Without Accommodations	32.0
	% With Accommodations	68.0
% Assessed Using Skills Checklist		5.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	0.2
Private Schools or Other Settings	41	4.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	876	85.0	78.0	74.1
40.1 to 79.0 Percent of Time	112	10.9	14.9	14.9
0.0 to 40.0 Percent of Time	42	4.1	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In March 2008, the Fairfield Board of Education approved the district's 5-year Strategic Plan. The 30 member steering committee included students, parents, teachers and community members. Six action teams were formed to work on the following areas: Community, Facilities, Communication, Diversity, Program and Technology. Plans were prioritized and begun in the 2008-2009 school year. The district entered Year 2 of the plan during the 2009-2010 school year. Each of the district's schools develops a School Improvement Plan focused on improving student achievement. An analysis of standardized test scores, internal assessment results and other data points forms the basis for improvement goals for each school and within the district. In addition, the district uses Edline as a community action tool between teachers, parents and students. Edline gives teachers a web presence and allows parents to track classroom assignments and school activities.

BURR

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Burr Elementary School**Fairfield School District**

GARY A. KASS, Principal
Telephone: (203) 255-7385

Location: 1960 Burr Street
Fairfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 420
5-Year Enrollment Change: -7.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	8	1.9	8.1	38.3
K-12 Students Who Are Not Fluent in English	9	2.3	3.4	7.7
Students with Disabilities	33	7.9	10.1	10.8
Students Identified as Gifted and/or Talented	21	5.0	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	55	83.3	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	322	96.4	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	18.3	18.5	18.4
Grade 2	19.0	19.5	19.9
Grade 5	23.7	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.3	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.7	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.0	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	58.0	44.7	29.5
# of Print Periodical Subscriptions	18	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	25.10	
	Paraprofessional Instructional Assistants	4.40	
Special Education:	Teachers and Instructors	3.05	
	Paraprofessional Instructional Assistants	10.20	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		10.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.9	13.0	13.7
% with Master's Degree or Above	85.3	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.8	8.3	8.7
% Assigned to Same School the Previous Year	91.2	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The continuous achievement of our students is of paramount importance in our school. We believe this is fostered through a strong partnership with our entire Burr community. The following are vehicles used to communicate and support our Burr parents: Edline (our Web site, containing teachers' Web sites, PTA information, student information, current and upcoming events, etc.), classroom newsletters, the Burr Parent/Student Handbook, parent-teacher conferences, Open House presentations, student presentations for parents, as well as workshops for parents on curriculum and how they can help their children. The Burr Buzz newsletter provides weekly communication from the school and the PTA. We have many parents who volunteer as in-school support for students. The Burr PTA runs over 50 committees dedicated to the support of the school and activities of our students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	16	3.8
Black	7	1.7
Hispanic	15	3.6
Pacific Islander	0	0.0
White	365	86.9
Two or more races	16	3.8
Total Minority	55	13.1

Percent of Minority Professional Staff: 2.5%

Non-English Home Language :

4.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

In an effort to increase and expand interactions among students with varying backgrounds, our students were involved in a variety of activities over the year. Burr Elementary students participated in an outreach program where students raised money by doing chores at home to purchase school supplies for students in Bridgeport. They contributed books to needy students, participated in field trips to other schools, and participated in activities to help those in other countries. Burr students were read stories that taught about diversity, and then a full day was dedicated to hands-on activities that provided students with an authentic sense of what it is like to have a variety of physical, emotional, social, and learning needs. This "Diversity Day" was coordinated by our school social worker and school psychologist and involved our parent community who volunteered to run different activities. This school year, begins our fourth year with a Preschool for three and four year olds who come from diverse backgrounds as a part of district-wide efforts to reduce racial, ethnic, and economic isolation.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	73.0	65.1	50.9	88.0
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	90.9	76.4	58.4	99.5
Writing	83.9	78.1	61.1	91.2
Mathematics	87.3	82.2	63.0	90.7
Grade 4 Reading	81.4	80.6	62.5	81.8
Writing	83.9	81.9	65.5	82.9
Mathematics	96.6	82.3	67.0	99.1
Grade 5 Reading	90.0	79.4	61.4	97.4
Writing	91.4	80.7	66.8	97.0
Mathematics	92.9	87.3	72.5	91.9
Science	88.6	79.6	59.9	95.8
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	99.0	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Burr Elementary School is a place where the educational needs of our children take precedence over all else. Each year we meet as a staff and create a School Improvement Plan, which includes activities and an action plan for implementation. We meet formally as a staff, both mid-year and at the end of the year to evaluate our School Improvement Plan. We use student data to measure performance and achievement. Additionally, further planning for student achievement is discussed and actions plans are revised as necessary. Less formally, student achievement and our School Improvement Plan may be discussed weekly with each grade level during Common Planning Time and in Professional Learning Communities. We plan interventions and support for any student achieving below the goal on standardized measures.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

DWIGHT

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Dwight Elementary School**Fairfield School District**

BRENDA J. ANZIANO, Principal
 Telephone: (203) 255-8312

Location: 1600 Redding Road
 Fairfield,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 314
 5-Year Enrollment Change: 11.3%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	7	2.2	8.1	38.3
K-12 Students Who Are Not Fluent in English	2	0.6	3.4	7.7
Students with Disabilities	36	11.5	10.1	10.8
Students Identified as Gifted and/or Talented	23	7.3	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	48	100.0	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	249	93.6	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	17.0	18.5	18.4
Grade 2	23.0	19.5	19.9
Grade 5	19.7	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.6	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.1	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	49.7	44.7	29.5
# of Print Periodical Subscriptions	7	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	20.30	
	Paraprofessional Instructional Assistants	3.40	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	13.30	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.30	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		9.80	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.8	13.0	13.7
% with Master's Degree or Above	96.8	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.0	8.3	8.7
% Assigned to Same School the Previous Year	90.3	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Our school community prides itself on our open, timely, and accurate communication. Every teacher maintains a web page to inform parents about curriculum as well as classroom activities. Teachers update their web pages at least monthly. The P.T.A. also maintains a web site to keep families up-to-date about school-wide activities. Every Monday, the P.T.A. sends out an email blast highlighting the events for the week. The principal of the school also communicates monthly through the web page and holds grade level coffees. Each year, the staff and principal invite parents to attend coffees to discuss student achievement and answer parent questions. In addition to the coffees and web page communication, the principal also maintains an open door policy. She sets time aside each week to meet with parents, staff members, and students to address concerns, discuss individual student achievement, and hear about exciting happenings in classrooms. The school community also supports families in need. Teachers willingly provide homebound tutoring for students in need and have supported several families with monetary support through challenging times. We also house a magnet program for students with autism and the staff members who work in this program continually offer assistance to families. Team meetings are held monthly to review progress and address any parent concerns. Staff members often visit homes to assist parents with identified issues. We are a community who listens to the needs of the whole community and provide support whenever needed.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	18	5.7
Black	3	1.0
Hispanic	14	4.5
Pacific Islander	0	0.0
White	274	87.3
Two or more races	5	1.6
Total Minority	40	12.7

Percent of Minority Professional Staff: 2.6%

Open Choice:

5 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

4.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Dwight continues to make strides in our efforts to bring students with varying backgrounds together. We are involved in Open Choice. This year, we have five students from Bridgeport Public Schools participating in grades 1-5. Our Open Choice students willingly share their cultures and traditions with our entire school community. They participate in Orchestra and After the Bell, our after school programs. We have also had five families from other Fairfield Schools join our community as a part of the district's plan to alleviate racial imbalance. These families have been integrated into our community, participating in P.T.A. events and many after school activities. We are also keenly aware of the needs of others. Our Student Council participates at Operation Hope, a non-profit organization working to support the homeless by providing meals and clothing for clients. Dwight also has a connection with Waltersville Elementary School in Bridgeport, CT. It is a school with social and economic hardships and our community has provided holiday gift support, winter wear for students and uniform drives to support their school's new uniform policy. Our curricula are rich in experiences related to diversity for all students in every grade. Examples of these experiences include students engaging in a variety of activities and greetings that promote acceptance of all during Morning Meetings. They greet each other in different languages and participate in international games to begin their day. One example of an academic experience in grade 5 is a study of immigration. Students research the cultural and ethnic backgrounds of early American immigrants as well as cultural and ethnic issues of the present day. They visit the Fairfield Senior Center as part of this study and host the seniors for a breakfast to share their research.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	76.4	65.1	50.9	91.5
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	88.1	76.4	58.4	97.5
Writing	83.6	78.1	61.1	90.9
Mathematics	91.5	82.2	63.0	97.1
Grade 4 Reading	85.2	80.6	62.5	89.7
Writing	90.9	81.9	65.5	95.9
Mathematics	92.6	82.3	67.0	94.6
Grade 5 Reading	89.3	79.4	61.4	96.2
Writing	89.7	80.7	66.8	93.7
Mathematics	91.1	87.3	72.5	86.1
Science	81.0	79.6	59.9	82.8
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.1	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 1 Student was responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	1

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

A School Improvement Plan (SIP) is written or revised every year, based on data. The staff reviews several sources of data, including but not limited to the Connecticut Mastery Scores, District-Wide Assessments, DRA2 results, and classroom performance rubrics. The entire school community is involved in determining the SIP goals as well as identifying grade level participation in providing evidence of progress toward the stated goals. The staff meets quarterly to review evidence and discuss the SIP. This year, we will work on increasing all students' access to consistent, well planned, and effectively implemented differentiated instruction. Teachers will be designing their grade level goals around this area and will work to develop opportunities for all learners to succeed.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

"Timothy Dwight School is a place where the educational needs of our children take precedence over all else. It is a COMMUNITY based on a respectful and caring working relationship established among its staff members, students, and parents." So reads the opening paragraph of our school's vision statement. Each year, we use this to focus our school and students on the important work of the school year. Our vision statement goes on to state: "Dwight School is a school of expectations and dreams. It is a place where dreams and ideas are nurtured and encouraged; a place where expectations are high for everyone who walks through the doors." At Dwight School, all subject areas are viewed as important in the interdisciplinary learning process. Our school's Library Media Center program serves as a vehicle to incorporate information literacy skills throughout the curriculum. Unlimited student access to its collection has made the Library Media Center one of the busiest places in the school and an increasingly important resource for providing interdisciplinary learning opportunities. Our Responsive Classrooms continue to develop and expand and have made a positive contribution to the lives of our students. Teachers provide logical consequences in the classroom that are aligned with our "all school rules". Collaboration among our professional staff is also a key element of what makes Dwight School such a special place.

HOLLAND HILL

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Holland Hill School**Fairfield School District**

FRANK ARNONE, Principal
Telephone: (203) 255-8314

Location: 200 Meadowcroft Road
Fairfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 333
5-Year Enrollment Change: -3.2%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	50	15.0	8.1	38.3
K-12 Students Who Are Not Fluent in English	24	7.2	3.4	7.7
Students with Disabilities	34	10.2	10.1	10.8
Students Identified as Gifted and/or Talented	18	5.4	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	47	87.0	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	256	91.8	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	18.0	18.5	18.4
Grade 2	18.3	19.5	19.9
Grade 5	19.7	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.2	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.1	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.8	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	80.5	44.7	29.5
# of Print Periodical Subscriptions	5	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	22.35	
	Paraprofessional Instructional Assistants	4.20	
Special Education:	Teachers and Instructors	2.50	
	Paraprofessional Instructional Assistants	6.50	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.90	
Counselors, Social Workers, and School Psychologists		1.40	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		5.40	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	18.9	13.0	13.7
% with Master's Degree or Above	96.6	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.0	8.3	8.7
% Assigned to Same School the Previous Year	96.6	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Holland Hill School, we are committed to supporting the family's role in the education of our students. Our goal is to develop avenues for communication that help parents create a home environment that encourages and supports learning. Administration, members of our Pupil Support Team and members of our PTA Executive Board plan activities designed to support student learning. The 2010-11 school year included a continuation of the Parent University program for families. These informative sessions are held at the beginning of the regular PTA meeting to provide Holland Hill families with insights into our curriculum and strategies to support academic success. The PTA offers childcare during these and all PTA meetings. Past Parent Universities have included the Language Arts Consultant sharing tips on how parents/guardians could support their child as emerging writers and readers. Research shows that children who discuss their school work with their families do better in school. The work of the Parent University program is to empower our families to be active and informed partners in their child's learning. Another resource for parents is the school's Homework Club, which provides guidance to parents on ways to help their children with classroom assignments. School-home communication also is fostered through the posting of messages and homework in students' daily planners. Class and grade-level information also is available on our website. The PTA and our Holland Hill staff work together to send out a weekly email flash newsletters called the Howl. Throughout the year, our Monday Howl and Friday Community Howl, is published to keep parents apprised of events and activities. Many classrooms also send out weekly newsletters. Staff members work to promote ongoing, effective, two-way communication with parents about their children's progress and needs. We are expanding our efforts to translate significant communiqués into other languages for our families whose primary language is not English. Lastly, we utilize parents and community volunteers for program support as readers, aides, and tutors. Our PTA has been instrumental in providing enriching experiences for our students through cultural programs, field trips, and hands-on science programs.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.6
Asian American	21	6.3
Black	10	3.0
Hispanic	44	13.2
Pacific Islander	0	0.0
White	246	73.9
Two or more races	10	3.0
Total Minority	87	26.1

Percent of Minority Professional Staff: 2.7%

Non-English Home Language :

15.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 18.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Holland Hill School provides opportunities for families of diverse cultural backgrounds, ethnic origins, and socioeconomic status to interact through school activities, such as assemblies and fairs, and through multicultural education. Being a school whose student enrollment spans many diverse neighborhoods, and more than a dozen ethnic and racial backgrounds, our community is especially rich in the opportunities for students to share and exchange ideas and values. Parents of diverse ethnic origins present mini-units to our children, which enlighten and enrich our appreciation of diversity. Black History month is a successful celebration each year. Instrumental and choir musical programs incorporate selections from diverse cultures and a narrative that informs our community about the richness of the world. Through trade books and Readers Workshop, books are selected which enlighten our children about cultures and customs. This diversity is celebrated by studying the history and religion of a region, and state, national, and world geography.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	75.4	65.1	50.9	90.6
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.3	76.4	58.4	86.7
Writing	86.9	78.1	61.1	96.2
Mathematics	80.0	82.2	63.0	80.3
Grade 4 Reading	84.5	80.6	62.5	88.3
Writing	86.2	81.9	65.5	88.3
Mathematics	84.5	82.3	67.0	79.5
Grade 5 Reading	66.7	79.4	61.4	59.4
Writing	63.3	80.7	66.8	42.3
Mathematics	76.3	87.3	72.5	54.3
Science	68.3	79.6	59.9	60.9
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.0	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 1 Student was responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	4	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As a Fairfield Public School, Holland Hill joins in the commitment to academic excellence for all children. Staff members participate in curricula review and design committees, which recently included Math, Language Arts, and Science. Likewise, professional development at the district and school levels provides excellent opportunities for staff to enhance skills and receive new learning to support student progress. Through full participation in curriculum planning and implementation, extensive staff professional development and parent involvement, we have experienced improved student performance in Reading, Writing, and Math. During the past four years we have been focused on improving our literacy program. Our school has been part of a district-wide effort to update the Reading curriculum. In addition, our staff continued to investigate how best to integrate literacy learning objectives into the curriculum areas of science and social studies. Our Action Plans have increased our capacity to implement a Readers Workshop model school-wide. Support plans have also focused on improvement of special education programs and services. Connecticut Mastery Test results of the third, fourth and fifth grades have significant numbers of our students achieving proficiency, goal and above goal levels. Every student requiring intervention received and will continue to receive direct assistance. Ongoing grade-level assessments support the directions we have implemented for academic improvement. Over 70% of our students consistently participate in the Governor's Challenge for Summer Reading, reporting they read more than 3,000 books. A very successful Early Literacy Program introduced in 2000, Title I Tutors and a Homework Club continue to support our children. Likewise, an Early Literacy Program was established for the summer months. These interventions have had a notable positive impact on learning for students in our primary grades. Holland Hill strives to engage parents in the planning and improvement of school programs. Through the partnership of the PTA and the classroom, the team identifies and addresses short and long-range goals for the school. Part of our Action Plan was to conduct activities to support the District's Wellness Policy, as well as develop outreach materials for families on healthy eating and exercise. We held a Family Wellness Night with activities integrating healthy activities and nutrition as well as a Wellness Night for adults that promoted healthy life-style choices. Our school also focused on implementing a strategic plan to build on our use of Responsive Classroom strategies in all of our classrooms.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Holland Hill Elementary School is an academic community where all members share the responsibility for creating a safe and nurturing environment. All individuals are respected and the process of learning as a life-long pursuit is valued. High expectations and programs of quality provide each member a foundation for creating successful and fulfilling lives. (Vision Statement, 1994) Holland Hill School is centrally located among several distinct neighborhoods. The majority of children walk or their parents transport them to school. The student population has a multi-cultural representation and a wide range of family occupations, structures, and educational backgrounds. Parents take pride in their children and their school. They support a very active Parent Teacher Association. In addition to system-wide curriculum initiatives, parents, staff, and administration formulate school goals. A comprehensive long-range plan includes exploring, encouraging, and implementing instructional strategies for school-wide student learning. We are also seeking to increase the number of parent/community volunteers and the use of technology in student learning. Improvements to our Library Media Center are also being sought. Our goals also include improving school and parent communication and implementing strategies to improve community pride in the school, while enhancing student self esteem and staff morale. The PTA conducts an array of educational and social activities for the school community: book fair, school fair, cultural enrichment activities, Fairfield Arts for Youth programs, family game nights, school dances, and after-school enrichment classes. Other school and PTA sponsored or supported activities include Junior Great Books, Safety Patrols, Dancercise, chorus, French, ceramics, Brownies, Girl Scouts, Tiger and Cub Scouts. Our school also has a licensed and privately run after-school child care program.

JENNINGS

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Jennings School**Fairfield School District**

ANTHONY VUOLO, Principal
Telephone: (203) 255-8316

Location: 31 Palm Drive
Fairfield,
Connecticut

Website: www.fairfield.k12.ct.us/jennings_elementary_school.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 347
5-Year Enrollment Change: 8.1%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	33	9.5	8.1	38.3
K-12 Students Who Are Not Fluent in English	6	1.7	3.4	7.7
Students with Disabilities	39	11.2	10.1	10.8
Students Identified as Gifted and/or Talented	25	7.2	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	44	100.0	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	286	94.4	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	14.7	18.5	18.4
Grade 2	16.7	19.5	19.9
Grade 5	23.3	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.7	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	71.8	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.icomm.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.5	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	40.9	44.7	29.5
# of Print Periodical Subscriptions	4	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	22.60	
	Paraprofessional Instructional Assistants	3.40	
Special Education:	Teachers and Instructors	5.00	
	Paraprofessional Instructional Assistants	14.40	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40	
Counselors, Social Workers, and School Psychologists		1.60	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		10.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.2	13.0	13.7
% with Master's Degree or Above	81.3	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.4	8.3	8.7
% Assigned to Same School the Previous Year	84.4	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Jennings Elementary School teachers and parents are committed to developing strong partnerships to support the growth and development of all of our students. A weekly Friday Flash, along with an updated website, keeps parents advised of a variety of educational opportunities for themselves and their children. This year, our weekly newsletter that connects parents with PTA information, as well as recognition for student achievements and school related news, continues to be online. Each teacher is in the process of developing a web site to share grade-level information, curriculum expectations and connections to additional work in key areas of study. Parents are participants in many informational workshops given by the staff around curriculum and building initiatives. In addition to student report cards, the district schedules three half days, including three evenings, to support individual parent/teacher conferences twice a year. The intent of these conferences is to share student work and help parents understand grade level expectations and their student's progress. An Early Intervention Planning team also schedules reviews for struggling students and meets with parents to help plan interventions to support students with additional help, both in school and at home. Additionally, teachers and staff meet with parents throughout the year to address concerns or questions as they arise. In order to share information and receive input from parents, the principal and teacher leaders hold a variety of meetings throughout the year by: grade level, to help parents understand the curriculum; by school, to understand standardized testing and results of testing; by interest, to influence areas of concern within the school. Our PTA is also very active and provides a variety of workshops and speakers to address educational issues and parenting strategies. They also have organized an extensive volunteer program that supports the curriculum with experiences such as CANE, Storytelling, Gardening, Art in the Classroom, and Junior Great Books.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	17	4.9
Black	15	4.3
Hispanic	34	9.8
Pacific Islander	0	0.0
White	269	77.5
Two or more races	12	3.5
Total Minority	78	22.5

Percent of Minority Professional Staff: 4.9%

Open Choice:

8 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

5.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 12.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Jennings Elementary School is a school that has a diverse population. In addition to children who have grown up in Fairfield, our school population includes students from many different parts of the globe. The caring, nurturing learning environment at Jennings, coupled with strong instructional support, helps our entire student body to flourish regardless of their native languages. In an effort to provide our students with the opportunity to interact with students from diverse racial, ethnic, and economic backgrounds, Jennings Elementary School continues to provide an educational "home" to students from our urban neighbor, Bridgeport, through Open Choice. We are fortunate to have 9 students enrolled in this program. There is an annual Diversity Day program for all 3rd grade students. This program provides hands on activities for students, allowing them to experience what it is like to face a variety of challenges. Jennings also houses a Magnet Program for Children with Autism. As part of our program, Jennings staff members seek learning opportunities to help students understand, respect, and appreciate the diversity that exists in our school, community, country, and the world. Holidays provide an opportunity for students to understand, share, and enjoy the study of different ethnic backgrounds and traditions. Curriculum topics and special units have allowed students to expand their appreciation of different cultures and traditions including those of Native Americans, Egyptians, and Asians. The Jennings community actively supports our local and global community with fundraisers, food and clothing drives and community service projects. Through our Spanish program, students have the opportunity to learn to communicate in a language other than their native tongue. We look forward to expanding the opportunities and experiences that will help our community become advocates for humankind.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	70.5	65.1	50.9	83.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	78.9	76.4	58.4	86.0
Writing	71.2	78.1	61.1	67.0
Mathematics	86.0	82.2	63.0	88.9
Grade 4 Reading	78.5	80.6	62.5	76.1
Writing	76.9	81.9	65.5	67.3
Mathematics	78.5	82.3	67.0	67.6
Grade 5 Reading	73.9	79.4	61.4	70.9
Writing	82.6	80.7	66.8	77.5
Mathematics	81.4	87.3	72.5	64.6
Science	75.7	79.6	59.9	74.7
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.5	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Based on our needs assessment, our school improvement plan has focused on two areas; improving our approach to math instruction by encouraging students to make world connections in math through guided inquiry and using a math workshop focus. The school also continues to analyze and use student learning data to develop strategies with differentiated instructional practices. Each teacher, including a variety of specialists, developed specific strategies to improve differentiated instruction across content areas. These included graphic organizers to help students summarize and synthesize information. Additionally, all grade levels have participated in extensive professional development to increase their use of data to drive their instructional practices. The staff has a focus around conferring and small group instruction in order to meet the needs of all learners. The staff at Jennings works collaboratively to maintain and improve instruction. Our support staff works closely with all grade levels to develop ways to meet the needs of all students. The support staff has dedicated its time and resources to provide grade level teams with extensive common planning time where teachers work on curriculum initiatives. We continually look at both standardized and performance based assessments in order to drive our instructional practices. Teachers look at creative ways to target their instruction based on individual student needs. We are also committed to students taking ownership of their learning and character development. Students are paired in upper and lower grades to foster a sense of community. Our special education team works to maximize existing resources and to improve our Early Intervention Planning process. This focus supports struggling students with an alternative instructional approach. Staff members have been trained to utilize effective co-teaching strategies. This training is ongoing and supported by the district through professional development of staff. The teams utilize the SRBI framework to help teachers focus and explicitly document their efforts. Educating our parent population is a vital part of all of our school improvement initiatives. Informational meetings, parent training workshops and PPT meetings are just a few ways our parents engage in the learning process. We will continue to look at creative and productive ways to build the learning partnership between home and school as a fundamental part of school success.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Jennings Elementary is one of the smallest elementary schools in the district with approximately 360 students. The faculty has a wonderful mix of seasoned and beginning teachers who work collaboratively for the greater good of the school as a whole. The Jennings Community works together to understand and promote the diversity that the student population brings to the building. Respect, caring and tolerance are key attributes that all of our community members possess. We build upon the character of our students through curriculum and specialized programming. The Jennings PTA is very active in providing ways to enrich our students' experiences. The PTA supports multiple cultural enrichment events and family activities. They also play a role in supporting field trips as well as organizing and running programs like CANE, Art in the Classroom, Jr. Great Books, and a Jennings newspaper. We will continue to look at creative and productive ways to utilize the talents of our parent volunteers and build the partnership between home and school as a fundamental part of school success. The Jennings staff has continued a process to include the use of technology in the classroom. We have an up to date media center as well as many technological tools, such as smartboard, IPADS and Netbooks, to be utilized in the classrooms. Our media specialist works closely with classroom teachers in implementing assured experiences across grade levels. Through these experiences and others, students are preparing for the future. The Jennings community is built upon celebration. We celebrate accomplishments in all areas. This builds the self esteem and self worth of all of our community members. While holding high expectations, we assemble a community that has a love of learning and a level of caring that aide in developing good citizens as well as strong learners.

MCKINLEY

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

McKinley School**Fairfield School District**

GINGER H. VAIL, Principal
Telephone: (203) 255-8318

Location: 60 Thompson Street
Fairfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 490
5-Year Enrollment Change: 15.6%*
*Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	176	35.9	8.1	38.3
K-12 Students Who Are Not Fluent in English	93	19.8	3.4	7.7
Students with Disabilities	52	10.6	10.1	10.8
Students Identified as Gifted and/or Talented	19	3.9	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	75	78.9	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	321	85.6	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	19.0	18.5	18.4
Grade 2	17.8	19.5	19.9
Grade 5	17.3	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	19.1	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.5	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.7	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	40.7	44.7	29.5
# of Print Periodical Subscriptions	19	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	36.10
	Paraprofessional Instructional Assistants	8.00
Special Education:	Teachers and Instructors	3.05
	Paraprofessional Instructional Assistants	8.30
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.90
Counselors, Social Workers, and School Psychologists		2.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		11.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.9	13.0	13.7
% with Master's Degree or Above	93.6	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	5.8	8.3	8.7
% Assigned to Same School the Previous Year	87.2	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

With families that speak over thirty different languages in the home, outreach is critical to student success. School newsletters generated on a weekly basis are available in paper and email formats. Important messages are translated into Spanish. Class specific web pages are published by the teachers and made accessible through the school website. Using Title I funds, struggling learners and ELL students are provided reading, math, and homework support two days a week after school. In order to provide full access to this service, special transportation home is made available on these days. In addition, the Wakeman Boys and Girls Club provides approximately fifty mentors and an off-site program, both of which are designed to support student success. Altogether, over three hundred students remain after school one or more days each week to take advantage of academic support, arts education, and sporting activities. Families of numerous ethnicities attend evening and weekend events such as the World's Fair and an International Potluck Dinner designed to celebrate diversity. Evening Read-Ins are offered to provide an opportunity for families to enjoy reading together. The PTA, which received national recognition with a Schools of Excellence Award for its outstanding parental involvement, maintains a public website for sharing school information with parents and the greater community. McKinley School provides a school breakfast program especially for students whose families qualify for free or reduced price meals. In addition to having a full-time school nurse, a dental clinic provides on-site cleanings and dental evaluations. The school social worker annually accesses funds for families in need and links them with community resources.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.0
Asian American	59	12.0
Black	20	4.1
Hispanic	103	21.0
Pacific Islander	0	0.0
White	276	56.3
Two or more races	27	5.5
Total Minority	214	43.7

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

36.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 27.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

McKinley School is involved in numerous activities designed to reduce racial, ethnic and economic isolation. English Language Learners are provided special support both in the classroom and in small groups outside of the classroom during the instructional day. In addition, Title III funded ELL programs are offered during school during the month of July. These programs are designed to increase the literacy skills of the participants. The McKinley School PTA provides activities such as performances and movie nights for students from other Fairfield elementary schools so they can become more familiar with one another. Several members of the McKinley School community are active participants in the Diversity Sub-Committee of the Fairfield Public Schools Strategic Plan and the Fairfield Diversity Task Force.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	57.6	65.1	50.9	63.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	68.3	76.4	58.4	65.3
Writing	65.0	78.1	61.1	53.4
Mathematics	73.8	82.2	63.0	67.0
Grade 4 Reading	63.1	80.6	62.5	49.5
Writing	64.4	81.9	65.5	45.4
Mathematics	55.3	82.3	67.0	30.2
Grade 5 Reading	63.8	79.4	61.4	53.3
Writing	75.0	80.7	66.8	61.1
Mathematics	72.2	87.3	72.5	46.9
Science	64.4	79.6	59.9	54.5
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.1	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

A select group of teachers, representative of the grades and various disciplines, participates monthly in a Leadership Committee. Based on a review of student data, this committee establishes the focus and goals for the year, provides input and generates solutions to meet identified needs. A School Improvement Plan is created annually by the school staff and shared with parents and the community. This year's plan focuses on the literacy block, writing about reading, and small group instruction. Each grade level has developed goals related to the School Improvement Plan. The scheduling of the school is organized to provide large blocks of uninterrupted instructional time for morning literacy and numeracy lessons. This enables intermediate grade teachers to create and provide flexible group instruction. In addition, an hour each week is provided for grade level teams to engage in common planning time. Teachers at these meetings are joined on a monthly basis by language arts and math curriculum specialists. Weekly common planning times are provided for ESL teachers in order to share student information and improve student assessment and reporting. The Early Intervention Process is configured to enable teachers across grades to engage in developing strategic intervention plans for students who are struggling learners. Special education staff maintain Individualized Educational Plans electronically, therefore increasing access to current student assessment information for all service providers. An interactive Diversity Day provides students with an opportunity to identify and understand the needs of children with various physical and cognitive disabilities. McKinley is designated as a School of Hope by the United Way of Coastal Fairfield County. This partnership provides a grant that supports literacy initiatives for students in kindergarten through third grade. Students in primary grades receive books to enhance their home libraries. Foster grandparents assist individual students to strengthen their word attack and fluency reading skills. Technology is also a component of the grant. SmartBoards, listening centers, and mobile computing capabilities encourage active class participation by all students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The McKinley School community takes pride in providing comprehensive services for all students and families, especially those with culturally diverse backgrounds or economic needs. A before and after school daycare service is available on site. After school programs facilitated by school staff include homework assistance, support in reading and math, a Nutmeg Book Club, quilting, and ballet classes. The Drama Club enables students to perform in an annual musical. The PTA sponsors and organizes the all school Variety Show. The Wakeman Boys and Girls Club offers numerous daily after school activities both at the school and at an off-site Wakeman location. A dedicated Wakeman program coordinator organizes and manages activities that include multi-sports, chess club, and mentoring. Under the guidance of the art teacher, students develop their talents in the arts in several special programs. Students participate in visits to the Yale Center for British Art to develop their visual literacy skills. Fifth grade students learned about large scale work while meeting with the artist for the American Mural Project. The annual Evening of the Arts displayed work created by every student in the school. PTA cultural events bring storytellers, authors, and artists to perform for the students and develop their talents in class workshops. A defining feature of McKinley School is its comprehensive and continuous involvement in community projects. Managed under the direction of a faculty advisor, the Student Council engages approximately sixty students in projects that meet the needs of the school, the local community, and broad based service organizations. Student Council activities include conducting a Juvenile Diabetes Walk, raising funds for the local food bank, providing clothing and materials to a school and community in Zimbabwe and participating in the American Cancer Society Relay for Life.

MILL HILL

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Mill Hill School**Fairfield School District**

KEVIN CHASE, Principal
Telephone: (203) 255-8320

Location: 635 Mill Hill Terrace
Fairfield,
Connecticut

Website: www.fairfield.k12.ct.us/mill_hill_elementary_school.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 474
5-Year Enrollment Change: 9.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	27	5.7	8.1	38.3
K-12 Students Who Are Not Fluent in English	7	1.5	3.4	7.7
Students with Disabilities	49	10.3	10.1	10.8
Students Identified as Gifted and/or Talented	20	4.2	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	94.4	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	383	95.3	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	17.8	18.5	18.4
Grade 2	19.0	19.5	19.9
Grade 5	21.3	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.5	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	83.7	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	97.0	99.7	92.9
# of Print Volumes Per Student*	38.7	44.7	29.5
# of Print Periodical Subscriptions	13	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	29.90	
	Paraprofessional Instructional Assistants	5.20	
Special Education:	Teachers and Instructors	3.05	
	Paraprofessional Instructional Assistants	6.40	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		9.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.2	13.0	13.7
% with Master's Degree or Above	87.5	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.2	8.3	8.7
% Assigned to Same School the Previous Year	92.5	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Mill Hill School, teachers and parents are committed to developing strong partnerships to support the growth and development of all of our students. Parents are advised weekly of a variety of educational opportunities for themselves and their children. We have a weekly PTA newsletter that is available online. This communication vehicle connects parents with PTA information, recognizes student achievements, and relays school news. Each teacher has also developed a web site to share grade level information, curriculum expectations and connections to additional work in key areas of study. In addition to student report cards, the district schedules six half days, including three evenings, to support individual parent/teacher conferences annually. The intent of these conferences is to share student work and help parents understand grade level expectations and their child's progress. An Early Intervention Planning team also schedules reviews for struggling students and meets with parents to help plan interventions to support students with additional help, both in school and at home. The EIP team is an integral part of our system to monitor student progress and provide effective interventions, if necessary. This systems-based approach is modeled after the Connecticut State Department of Education's initiative of Scientific Research-Based Intervention (SRBI). Additionally, teachers and staff meet with parents throughout the year to address concerns or questions as they arise. In order to share information and receive input from parents, the principal and teacher leaders hold a variety of meetings throughout the year to help parents understand the curriculum, to understand standardized testing and results of testing, and to address areas of concern within the school. Our PTA is also very active and provides a variety of workshops and speakers to address educational issues and parenting strategies. It has also organized an extensive volunteer program that supports the curriculum with experiences such as Art in the Classroom, Junior Great Books, and Junior Achievement.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	24	5.1
Black	5	1.1
Hispanic	35	7.4
Pacific Islander	0	0.0
White	400	84.4
Two or more races	10	2.1
Total Minority	74	15.6

Percent of Minority Professional Staff: 6.7%

Open Choice:

2 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

4.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Mill Hill School's population includes children who have grown up in Fairfield, in addition to some international students. The caring, nurturing learning environment at Mill Hill coupled with strong language arts instruction helps all of our students flourish regardless of their native languages. In an effort to provide our students with the opportunity to interact with students from diverse racial, ethnic and economic backgrounds, Mill Hill School continues to provide an educational "home" to students from our urban neighbor, Bridgeport, through the Open Choice Program. There is an annual Diversity Day program for all 4th grade students. This program provides hands on activities for students, allowing them to experience cultural and special needs diversity. As part of our program, Mill Hill staff members seek learning opportunities to help students understand, respect, and appreciate the diversity that exists in our school, community, country and the world. Holidays provide an opportunity for students to understand, share, and enjoy the study of different ethnic backgrounds and traditions. Curriculum topics and special units have allowed students to expand their appreciation of different cultures and traditions, including those of Native Americans, Egyptians, and Asians. We study remarkable people from different backgrounds and are fortunate to have parents and visitors, as well as students, from diverse ethnic origins share their customs and traditions with our students. Through our Spanish program, students avail themselves of the opportunity to learn to communicate in a language other than their native tongue. We look forward to expanding the opportunities and experiences that will help our community become advocates for humankind.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	55.1	65.1	50.9	59.5
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	74.3	76.4	58.4	77.7
Writing	77.0	78.1	61.1	77.1
Mathematics	87.8	82.2	63.0	91.8
Grade 4 Reading	79.2	80.6	62.5	77.5
Writing	74.0	81.9	65.5	61.2
Mathematics	81.1	82.3	67.0	73.4
Grade 5 Reading	81.0	79.4	61.4	84.0
Writing	89.3	80.7	66.8	93.3
Mathematics	89.3	87.3	72.5	80.8
Science	82.1	79.6	59.9	84.0
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctcreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.6	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Mill Hill Elementary School is a place where the educational needs of our children take precedence over all else. Each year we meet as a staff and create a School Improvement Plan, which has an identified target area of improvement (a problem of practice) and an action plan to address our area of challenge in a systematic way. We meet formally as a staff throughout the year to evaluate the efficacy and progress of our action plan. We regularly review and analyze student data to measure performance and achievement. Additionally, further planning for student achievement is discussed and action plans are revised as necessary. Furthermore, student achievement and our School Improvement Plan may be discussed biweekly with each grade level during Grade Level Planning Times. This year, each teacher, including a variety of specialists, developed specific strategies to focus on our main goal to improve reading comprehension, rate, and fluency through effective small group instruction. Additionally, all grade levels have participated in extensive professional development to pedagogically increase their skills of instructing reading through the Reading Workshop model of instruction. Supplemental goals focused on identified areas in writing and math. These areas were identified as areas of weakness and challenge after a careful review of student assessment data and were grade level specific with grade levels developing individual action plans to address the areas of challenge.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Mill Hill School opened its doors as a new school in September 1991 after a 10-year closure. There are currently about 470 students enrolled in grades K-5. We are fortunate to have a beautiful facility with extensive technology. Along with an experienced staff open to innovation and collaboration, we have a dedicated and supportive parent community and PTA. Our PTA is a strong component in our school, providing multiple opportunities for students through cultural enrichment presentations and family events. The PTA also supports field trips at all grade levels, further enhancing our academic program. There is an ongoing emphasis on exposure to cultural programs and each year, several presentations are planned and funded by the PTA. Our students thrive in this atmosphere of caring and commitment. Mill Hill is committed to utilizing technology to prepare students to be successful adults in the 21st century. We have a computer lab linked to our library media center, there are computers and printers in every classroom for use on a daily basis, and our building is fully networked. In addition to our core curriculum at Mill Hill, we place a major emphasis on the development of students as critical thinkers and problem solvers. Through programs like Above and Beyond, Fairfield Arts for Youth, High Touch/High Tech, and the Mill River Lab, students go beyond traditional requirements to pursue and extend their learning as they work cooperatively. Our students, parents, and staff find that Mill Hill School is a home for the mind and heart. Work is done with pride and proudly displayed throughout the building; courtesy and good manners are recognized; and high expectations as well as a belief in one's self as a competent learner are consistently reinforced.

NORTH STRATFIELD

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

North Stratfield School**Fairfield School District**

DEBORAH JACKSON, Principal
Telephone: (203) 255-8322

Location: 190 Putting Green Road
Fairfield,
Connecticut

Website: www.fairfield.k12.ct.us/north_stratfield_elementary_school.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 483
5-Year Enrollment Change: 8.1%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	24	5.0	8.1	38.3
K-12 Students Who Are Not Fluent in English	6	1.2	3.4	7.7
Students with Disabilities	50	10.4	10.1	10.8
Students Identified as Gifted and/or Talented	37	7.7	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	76	100.0	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	388	95.3	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	19.0	18.5	18.4
Grade 2	21.8	19.5	19.9
Grade 5	19.3	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.2	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.0	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.4	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	52.9	44.7	29.5
# of Print Periodical Subscriptions	20	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	28.50	
	Paraprofessional Instructional Assistants	5.20	
Special Education:	Teachers and Instructors	3.05	
	Paraprofessional Instructional Assistants	9.40	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40	
Counselors, Social Workers, and School Psychologists		1.40	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		9.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.3	13.0	13.7
% with Master's Degree or Above	86.8	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	12.5	8.3	8.7
% Assigned to Same School the Previous Year	92.1	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

North Stratfield is a school of approximately 485 students and we continue to play a central role in the culture of the surrounding community. Our programs are child-centered, and we believe that students benefit from a teaching model that facilitates student engagement and is differentiated in order to meet the needs of our varied learners. Professional development activities for staff focus on these important beliefs. Staff members work closely with parents and believe this partnership to be an essential component to the success of our school. Communication is very important to us; we utilize a weekly electronic bulletin, the Friday Flash, to share school and community information with parents. Parent volunteers continued to lead a student newspaper this year "The NSS Times" with contributions from all grade level "reporters." Parents also facilitated the development of a school garden and the pumpkins grown were a big hit for students as we integrated them within math lessons at harvest time. Our PTA plays an active role in developing programs to enhance our school curriculum. They help coordinate our parent volunteer programs and sponsor an after-school enrichment series, Odyssey of the Mind teams, Art in the Classroom, Jr. Great Books, Student Council, and an annual Drama Production. Each year they also help enrich classroom curriculum areas in a variety of venues including supporting "Guest" writers to present seminars to students. Teachers continue to develop websites to further enhance communication with home. Parents attend several programs during the year such as our September "Open House," concerts, school spirit day, a Veteran's Day tribute, and many others. This was the fourth year of our before- and after-school program - "E.C.C. Before and After School Program." Our P.T.A. sponsors this group to work with our students in the early morning and beyond the school day. This is a wonderful asset to our school and community. In addition, our students greatly benefit from having this program held in their own school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	27	5.6
Black	5	1.0
Hispanic	38	7.9
Pacific Islander	0	0.0
White	401	83.0
Two or more races	12	2.5
Total Minority	82	17.0

Percent of Minority Professional Staff: 2.2%

Open Choice:

2 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language :

3.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

At North Stratfield School, our curriculum and culture strives to help students develop respect for both individual and community differences. This year has been our thirteenth year participating in Open Choice with two students from Bridgeport. Students and families continue to participate as full members of our community in a variety of ways, including student success in the classroom, involvement in school extra-curricular activities, and parent involvement with our volunteer programs. In addition, social studies and science projects give our students opportunities to work with other students directly and via the Internet. Our Grade Two Pen-pal and Flat Stanley programs provided students with an opportunity to write to peers in other Fairfield schools, in Bridgeport and in other states. Our teachers also shared their own cultural heritage with students throughout the year. In addition, students attended performances of music and dance from a variety of artists including one from Haiti. Students K-5 were provided with opportunities to celebrate the diversity of our world by learning about other cultures through music, art, drama and a variety of research projects and programs. The North Stratfield sixth annual "Diversity Day" was a great way to celebrate differences in learners throughout our community and this program was expanded to include activities for all students K-5.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	48.4	65.1	50.9	45.3
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.8	76.4	58.4	76.6
Writing	83.8	78.1	61.1	91.0
Mathematics	86.2	82.2	63.0	89.2
Grade 4 Reading	73.7	80.6	62.5	69.1
Writing	77.9	81.9	65.5	69.8
Mathematics	82.1	82.3	67.0	75.0
Grade 5 Reading	79.2	79.4	61.4	80.8
Writing	77.9	80.7	66.8	67.4
Mathematics	94.8	87.3	72.5	95.8
Science	79.2	79.6	59.9	79.4
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.8	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 4 students were responsible for these incidents. These students represent 0.7% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	0	0
Property Damage	0	2
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	4	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

This year our school improvement plans focused on improving student performance in reading, writing, and mathematics while further increasing teacher understanding of how to consistently implement the curriculum in a way that ensures fidelity of instruction throughout each grade level. In addition, staff continued to further their proficiency in the utilization of assessment tools to inform instruction and maximize Fairfield's Tier I instructional program. All teachers focused their individual and team goal work in this area. Curriculum leaders joined teachers in working hand-in-hand to model lessons especially in the area of small group instruction. In addition, teachers worked to further develop strategies in line with a responsive classroom approach. Teachers and K-5 specialists collaborated and worked to help students learn problem-solving strategies which help create a culture of responsibility. All instructional areas are important as we continue to focus on the "whole" child across all subject and special areas. Our software system "IEP Direct" further helped manage the creation and modification of Individualized Education Programs for students with disabilities. This helped staff develop individualized programs in a more consistent and cohesive way. In addition, our electronic registration program was an asset to parents as they worked with staff through the enrollment process. North Stratfield's School Improvement Team is comprised of teacher representatives from all grade levels and special areas, reading and math consultants, and the principal. Analyzing data is essential to this team as we review areas in need of consistent intervention plans. Parent input is highly valued and gained through surveys and during P.T.A. meetings as well. Teacher representatives and the principal attend all P.T.A. Board and General P.T.A. meetings to ensure consistent communication to and from parents. These meetings provide parents with a forum to meet with staff, P.T.A., and the principal to offer ideas and feedback on existing and proposed programs.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

A workshop model is in place for Language Arts and teachers received additional training in Math Workshop this past year. This model supports student learning at all levels and continues to focus on developing strategic readers and competent writers. Implementation of the K-5 math curriculum continues to deepen as district assessments provide increased focus for instructional planning. The Science curriculum is hands-on in order to provide our students with many opportunities to engage in true scientific exploration and discovery. Curriculum initiatives in music, art, physical education, and health have added to the scope of opportunities for our students. "Play Safe, Think Before You Act" is an all-school program that utilizes student presentations to encourage good citizenship and respect for all. Scrubby Bear is a program to help kindergarten students learn the proper way to wash their hands. Staff professional development plays a key role in the implementation of all curriculum initiatives. Strong programs in the arts, concluding with an annual art show, 95% participation in the instrumental program, a student talent show, and strong extra-curricular activities contribute to high student success. We continued our drama club this year and over 75 students took part in a musical production as a culminating activity. Many of our students perform in outside choirs, orchestras, and drama groups, have been published in a variety of publications and anthologies, and have received a variety of awards for outside efforts in art and music. Students collected for "Jump Rope for Heart" totaling more than \$140,000 over the past 13 years. Additional summer programs continue for selected students in writing and math. Teacher professional development in the workshop model for reading, writing, and mathematics continued in line with our commitment of increasing student achievement in all areas for every learner.

OSBORN HILL

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Osborn Hill School**Fairfield School District**

ALAN LIPMAN, Principal
Telephone: (203) 255-8340

Location: 760 Stillson Road
Fairfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 538
5-Year Enrollment Change: 13.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	10	1.9	8.1	38.3
K-12 Students Who Are Not Fluent in English	3	0.6	3.4	7.7
Students with Disabilities	49	9.1	10.1	10.8
Students Identified as Gifted and/or Talented	32	5.9	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	97.8	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	423	94.2	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	17.8	18.5	18.4
Grade 2	19.2	19.5	19.9
Grade 5	22.3	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.6	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	93.9	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.2	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	45.6	44.7	29.5
# of Print Periodical Subscriptions	11	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	33.30	
	Paraprofessional Instructional Assistants	6.00	
Special Education:	Teachers and Instructors	3.70	
	Paraprofessional Instructional Assistants	9.50	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.10	
Counselors, Social Workers, and School Psychologists		2.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		12.10	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.2	13.0	13.7
% with Master's Degree or Above	84.4	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.9	8.3	8.7
% Assigned to Same School the Previous Year	88.9	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Osborn Hill School's vision is: "This School Celebrates the Gifts and Talents of Every Child". All of our students are challenged, excited, and thriving in an atmosphere of caring, humor, purpose, and commitment. Upon entering Osborn Hill, visitors immediately feel the positive attitude and energy that comes from everyone: staff, parents, and children, all working to create a happy and productive learning environment. The generously supportive parent community is an involved and committed group working towards the best education for their children. The PTA provides a wealth of after-school activities, family-oriented "happenings" outside of school hours, and monthly evening programs to keep parents informed about relevant educational issues. The Flash is an on-line communication link that informs the community of school events. In addition, our school has an on-line school newsletter that goes out once a month directly to all families through e-mail. In the coming year, we plan to update the format to make it more appealing and easier to locate vital information. We have now coordinated all the various communication links so that parents can easily find relevant information. The school song, "A Family of Friends" reflects the philosophy of the school. Children realize that this is a place where they belong, a place for work and play, and a place where people care about them. High academic and behavior expectations are stressed consistently, and sturdy social-emotional supports are in place. The Osborn Hill staff is experienced, dedicated, and committed to excellence. They strive for quality and lifelong experiences for all children by working collaboratively with parents and colleagues. This year, our teachers and language arts support staff provided two Family Literacy Nights which provided insight into our literacy program, how we support literacy in school and how parents can provide consistent support at home. It was well attended and other Literacy Nights, as well as Family Math Nights, are being planned for next year. Our parents are actively involved in Reading Buddies, Art in the Classroom, Volunteers in our Art Room, and in many other classroom, school and field trip experiences.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	26	4.8
Black	2	0.4
Hispanic	12	2.2
Pacific Islander	0	0.0
White	494	91.8
Two or more races	4	0.7
Total Minority	44	8.2

Percent of Minority Professional Staff: 5.7%

Non-English Home Language :

1.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Osborn Hill continues to make strides in our effort to provide many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. This year our school actively participated in supporting a sister school in Bridgeport. We held several collections of items in need, including a collection of bicycles. Our students also participated in the Kids-In-Touch club. This is a community outreach club in which children from diverse backgrounds meet periodically throughout the year. Osborn Hill School held its sixth annual Diversity Fair. This was coordinated through the PTA and provided experiences to make students aware of the diversity of individuals, different learning styles and handicapping conditions. Osborn Hill students are keenly interested in supporting community-based programs. Through the Student Council, the students were involved in projects which support the work of Covenant to Care, UNICEF, Operation Hope and Bridgeport Rescue Mission. Our Student Council is comprised of 24 students representing all third, fourth and fifth grade classes. Osborn Hill again participated in the district's Opt-In program in which all families are given the option to attend a neighboring elementary school in our attempt to reduce racial imbalance and bring this neighboring school more in line with other schools in the district.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	72.0	65.1	50.9	86.2
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.4	76.4	58.4	71.4
Writing	75.0	78.1	61.1	74.6
Mathematics	73.8	82.2	63.0	67.0
Grade 4 Reading	81.1	80.6	62.5	81.5
Writing	85.9	81.9	65.5	87.4
Mathematics	78.9	82.3	67.0	68.5
Grade 5 Reading	84.1	79.4	61.4	89.5
Writing	75.6	80.7	66.8	61.3
Mathematics	87.4	87.3	72.5	75.6
Science	87.8	79.6	59.9	94.5
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.8	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school has been part of a district-wide effort to expand our Language Arts program. Our staff has participated in workshops to address the needs of emerging readers and writers as an expansion of our Balanced Literacy program. We have also implemented a new reading assessment program that enables all students to work with just right books and enables the teachers to focus areas of instruction based on formative assessments. Osborn Hill has expanded the use of Early Intervention strategies to meet the needs of students through a renewed effort in the Early Intervention Process. Our Language Arts Specialists held parent information meetings to explain new approaches to language arts instruction and how parents can best support these efforts at home. They also submit articles to our monthly school on-line newsletter to explain our instructional program and the supports we provide. This year Osborn Hill expanded implementation of Response to Intervention (RTI). We continue to utilize two scientifically research-based reading intervention programs that has been adopted district-wide. This coming year, we will continue to refine our tiered intervention supports as well as closely monitor progress of students involved in these support programs. We also use two assessment program to assist in the identification of students in need of support and a way to monitor progress of students. We are also keenly aware of the importance of Character Education and have trained many teachers in the Responsive Classroom philosophy and have the support of our PTA through the involvement of their CARE Committee. We continue to celebrate the gifts and talents of all our students as they continue to excel in all areas, including art and music.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Osborn Hill community understands that children learn best when they are healthy and fit. The community has worked together over the last several years to develop a healthy eating policy and review the food served at lunch with the goal to improve the nutrition of all our children. We have also encouraged children to be more physically active and have held events, such as Field Day, All Children Exercising Simultaneously (ACES), Walk/Bike to School Day, TV Turn-Off Week, staff-student softball, etc. to encourage a lifestyle of increased physical activity.

RIVERFIELD

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Riverfield School**Fairfield School District**

PAUL M. TOASO, Principal
Telephone: (203) 255-8328

Location: 1625 Mill Plain Road
Fairfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 451
5-Year Enrollment Change: 6.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	21	4.7	8.1	38.3
K-12 Students Who Are Not Fluent in English	1	0.2	3.4	7.7
Students with Disabilities	61	13.5	10.1	10.8
Students Identified as Gifted and/or Talented	23	5.1	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	67	100.0	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	358	93.2	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	22.3	18.5	18.4
Grade 2	18.3	19.5	19.9
Grade 5	24.3	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.1	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.6	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	29.9	44.7	29.5
# of Print Periodical Subscriptions	6	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	26.10	
	Paraprofessional Instructional Assistants	3.40	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	9.50	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.90	
Counselors, Social Workers, and School Psychologists		1.30	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		9.40	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.1	13.0	13.7
% with Master's Degree or Above	94.3	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.8	8.3	8.7
% Assigned to Same School the Previous Year	94.3	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Riverfield School we are committed to supporting the family's role in the education of our students. We host a Back to School Night in the fall where teachers share curricular information and goals, and encourage parents to contact them personally or through email. Teachers send home monthly newsletters which highlight current areas of study and give suggestions for parents to help their children in these areas. Our library media specialist has posted numerous educational links on our school website to help parents support student learning. Our students in grades 3 through 5 have daily assignment pads which parents sign nightly. We hold parent teacher conferences two times a year (day and evening) and send report cards home three times a year for students in Grades 1 through 5 and two times a year for Kindergarten students. In the fall, we celebrate National Education Month; parents and community members are invited to Riverfield School to participate in their child's school day. Our school has workshops with parents throughout the year with our Language Arts Consultant, Math Resource Teacher, School Psychologist and Principal. A weekly online newsletter is published by the PTA to keep parents apprised of school activities and events. We utilize parents as "surprise" readers and volunteers in the classrooms. We have cultivated a very involved and dedicated PTA which has been instrumental in providing enriching experiences for our students through cultural programs, field trips and hands-on programs. Our PTA has been recognized twice as a School of Excellence by the National PTA. The PTA sponsored a Reading Celebration this year and held a very successful book fair. Additionally our PTA has funded Teaching and Learning Grants (TOTAL Grants) that teachers apply for to improve student learning and promote teaching excellence.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	11	2.4
Black	4	0.9
Hispanic	17	3.8
Pacific Islander	0	0.0
White	406	90.0
Two or more races	12	2.7
Total Minority	45	10.0

Percent of Minority Professional Staff: 2.3%

Non-English Home Language :

2.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

In an effort to increase interactions with students of varying backgrounds Riverfield is in its fifth year with its sister school, St. Thadeus in Arusha, Tanzania. The students learn about each other's cultures. Additionally our students participate in an annual coat drive and holiday angels program for students at Cesar Batalla School in Bridgeport. Our grade 3 students participate in Diversity Day which is coordinated through special education, speech and language and our parent volunteers who all run a variety of activities. Kindergarten students learn about Martin Luther King through shared reading activities. Students in grades 1-3 will learn about Colonial Times, Native Americans, Arctic/ Antarctica, Polar Regions, Caribbean Culture, Japan, Africa and Australia. Our students in grade 4 and 5, over a two year period, study Native American cultures and how they were impacted by European explorers, slavery, immigration, and civil rights. Additionally all of our students participate in activities that promote acceptance during our classroom Morning Meeting.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	65.0	65.1	50.9	75.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.6	76.4	58.4	60.8
Writing	70.8	78.1	61.1	66.1
Mathematics	70.8	82.2	63.0	61.5
Grade 4 Reading	83.8	80.6	62.5	86.5
Writing	85.2	81.9	65.5	86.2
Mathematics	81.2	82.3	67.0	73.6
Grade 5 Reading	74.0	79.4	61.4	71.3
Writing	81.0	80.7	66.8	73.9
Mathematics	89.0	87.3	72.5	80.0
Science	81.0	79.6	59.9	82.8
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.0	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school philosophy is to guide students to become lifelong learners who develop a love of reading, writing, and problem solving. Our building goal is to design and provide instruction that is differentiated to meet the needs of all students based on analyzed student data. Our Language Arts Specialist (LAS) meets with the Special Education Teachers to train them in the use and analysis of the DRA2 and a new fluency program. The LAS and Principal meet with each grade level to review student progress on the DRA2 and other literacy issues. Riverfield School has formed an Early Intervention Program (EIP) team to meet with classroom teachers throughout the year to provide strategies to improve student learning. Student progress is monitored with measurable objectives. Our PTA works closely with staff on many committees focused on improving academic, social and physical well being of our students. Our Wellness Committee started a before school running club, two walk and bike to school days during the year, and has provided guidelines to room parents to balance treats at class parties to include nutritional snacks. We conduct a biannual Parent Survey that provides us feedback on the children's experiences at Riverfield School. Additionally, we conduct a Parent Budget Survey to gather feedback on building maintenance items and input regarding school supplies, textbooks and computers.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Riverfield's community of learners includes students, teachers and parents who create a nurturing, academically challenging, and dynamic environment for children. Our philosophy, "Children First," supports and drives all planning and decision-making. In response to the challenges of the 21st Century, Riverfield has developed a diverse interdisciplinary and coordinated curriculum that targets language arts, mathematics, science, social studies, health, music, art and physical education. This is accomplished with each grade level having self-contained classrooms where one teacher is directly responsible for implementing and integrating all areas of instruction, classrooms for each grade level adjacent to each other to facilitate collaborative teaching and flexible grouping of students across classrooms, a common block of time for language arts instruction at each grade level, and common planning time to assure coordinated instruction. For fourth and fifth grade students who meet district criteria, there are gifted program groups. As our Language Arts & Math instructional hub, the Riverfield Library Media Center is designed to ensure that both students and staff learn to effectively find, use, and communicate printed and computerized sources of information. The Library Media Center and its flexible schedule are organized to accommodate several different kinds of activities simultaneously. Full-time Media Center staff coordinates the development of media and research skills with classroom curricula. Lessons are planned, developed and taught collaboratively. Riverfield takes pride in its professional development activities, which are planned by teachers to address both district and school goals. We benefit from an active and supportive PTA that recruits and coordinates numerous parent volunteers who provide a variety of services to the school. Their presence in the school greatly enhances both the educational program and Riverfield's community atmosphere. "Kid's Care" is a licensed before and after school care program for children on site.

SHERMAN

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Sherman School**Fairfield School District**

EILEEN O. ROXBEE, Principal
 Telephone: (203) 255-8330

Location: 250 Fern Street
 Fairfield,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 442
 5-Year Enrollment Change: 3.3%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	17	3.8	8.1	38.3
K-12 Students Who Are Not Fluent in English	6	1.4	3.4	7.7
Students with Disabilities	29	6.6	10.1	10.8
Students Identified as Gifted and/or Talented	24	5.4	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	64	100.0	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	356	94.2	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	21.3	18.5	18.4
Grade 2	21.0	19.5	19.9
Grade 5	22.3	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 5 in this school. Statewide, 12.2% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.2	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.6	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	37.8	44.7	29.5
# of Print Periodical Subscriptions	11	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volunteers per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	26.20	
	Paraprofessional Instructional Assistants	3.40	
Special Education:	Teachers and Instructors	2.60	
	Paraprofessional Instructional Assistants	5.60	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40	
Counselors, Social Workers, and School Psychologists		1.30	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		9.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.1	13.0	13.7
% with Master's Degree or Above	97.0	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.1	8.3	8.7
% Assigned to Same School the Previous Year	97.0	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Roger Sherman Community welcomes and encourages parental involvement in all aspects of our school. The principal holds quarterly meeting with parents on curriculum and school initiatives. A Parent CMT Night provides information to parents about the CMT test and overall supports that our school has in place for students. We also provide parents with ideas and strategies that they can use at home to support learning and reduce anxiety. Our Open House Nights boast nearly 100% attendance with the lines of communication established from the very beginning of the school year. We also host a Kindergarten Orientation that provides parents with an overview of the Kindergarten curriculum and of the supports available at Sherman School. Our school website provides information to the school and the greater Fairfield community and is updated daily. Administration, Teachers and the PTA post monthly letters, information on events, curriculum support information and links for all to utilize. We also post homework assignments, provide strategies, and prescribe to web sites that support our curriculum and provide at home support for students and parents. Volunteers are key members of the Sherman community. Our parents volunteer to provide supplemental curriculum programs through Art in the Classroom, Mill River Wetlands program, and Junior Great Books. The PTA hosts play dates in the summer for in-coming Kindergarten students and families to help them feel comfortable and welcomed. They also provide additional supports in the classrooms during small group instruction. Guest readers are a regular part of our primary grades. Parents also volunteer to support our Library Media Center and guided reading book room. The PTA support of our writer and mathematician in residence along with visiting authors provide evening workshops for parents on developing writers at home, which in turn supports our school program. Parent teacher conferences are built into the school year to provide a defined time to meet to discuss individual students. These meetings provide parents with specific data on their child and are designed to be an open dialogue about teaching and learning. If needed, additional conferences are scheduled during the year at the request of the parent.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	15	3.4
Black	9	2.0
Hispanic	20	4.5
Pacific Islander	0	0.0
White	390	88.2
Two or more races	8	1.8
Total Minority	52	11.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

4.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

In an effort to increase and expand interactions among students with varying backgrounds, Sherman School collaborates with the PTA and The Town of Fairfield to bring in programs that support the richness and diversity in our world. Programs focused on Native Americans, European Traditions, Black History Month, Chinese New Year, School Desegregation, Slavery, Japanese and African Cultural Studies. These programs helped create an atmosphere of over all tolerance and acceptance for all of our students. Our eighty six fifth grade students participated in a comprehensive study of a country of their choice, in most cases related to their heritage and background. They shared their work with the four hundred and sixty plus student body and their invited guests in our school for our Special Person's Day celebration in May. This yearly tradition is something that our students cherish and look forward to. The student to student articulation about different cultures is a powerful way to provide information about our neighbors around the world. The visual displays and elocution of fact sharing by the students are wonderful ways to share information about the diversity in our global society.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	65.8	65.1	50.9	76.8
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	83.3	76.4	58.4	94.1
Writing	85.9	78.1	61.1	95.2
Mathematics	78.2	82.2	63.0	76.2
Grade 4 Reading	90.9	80.6	62.5	96.9
Writing	96.2	81.9	65.5	99.5
Mathematics	93.5	82.3	67.0	95.5
Grade 5 Reading	88.9	79.4	61.4	95.4
Writing	87.7	80.7	66.8	90.5
Mathematics	90.5	87.3	72.5	84.4
Science	89.2	79.6	59.9	96.2
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.5	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The primary purpose of the Roger Sherman School is to provide educational programs that meet the highest standards of excellence, and challenge each individual to strive to be the best they can be. For the past six years, our plan has been focused on developing better comprehension skills for our students in all subjects, concentrating on language arts and math. Concurrently, we have revised our EIP process to a more grade level/team approach. Our small group, focused skill instruction, all hand on deck approach has helped us support struggling students. Our data demonstrates that these interventions have been very helpful in assisting students acquire the skills needed to be successful, closing the gap for students in all tiers. Our inclusion model in special education has been enhanced by identifying and working with students that are struggling, by planning individually for all our students, and then by meeting regularly to support the students and teachers using authentic and current data. The principal meets quarterly with parents to discuss curriculum initiatives and surveys parents, staff, and students to gather insights into school efforts to improve the overall experience at Sherman. All staff members are part of our School Improvement Team and time is taken at the beginning and end of each school year to revise our plan of action. Instruction at Roger Sherman School is linked to the use of student assessment data relative to designated standards and benchmarks at appropriate developmental levels. Student learning is directly linked to professional development, curriculum development, data review, and a collaborative spirit. Administration and curriculum specialists support teachers with new curriculum and initiatives. Students are provided with additional instructional supports in our Early Literacy, EIP Group, ELL and PTA sponsored auxiliary writing programs and private grants. Students also receive support from additional staff members, including the Math Resource Teacher, Language Arts Specialist, Talented and Gifted Teacher and the Instructional Improvement Teacher. We also utilized our interns to meet with small groups of children. The strong collaborative team spirit at Sherman supports our model of push in support, differentiated instruction, and continuous improvement for all students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Roger Sherman School, a school rich in heritage and history, is a child-centered community dedicated to educating Fairfield's children. The school currently serves a kindergarten through fifth grade student population of approximately 470. We are fortunate to have an innovative faculty, supportive and caring parents, and wonderful students who not only thrive academically, but do so in an atmosphere of caring and respect. Monthly town meetings are held to address character traits and school issues and to celebrate all that makes our school a special place. Our special Sherman clap and our school song build our sense of belonging. We hold a "Day of Diversity" to build tolerance and to support our inclusion model and special needs population. We are active in developing strong bodies through nutrition and fitness awareness education. We utilize technology to enhance everything we do. The addition of a SMART Board in our Library and six classrooms brings us a step closer to exploring technology to enhance instruction. Additionally, our music and world language teachers utilize IPODS to capture student progress. Roger Sherman is a school that celebrates collaboration. Our schedules are developed to create common planning time for all teachers so that teams can meet to discuss the needs of the students. Time is gained to utilize support from curriculum and program specialists. This allows us to focus on our school goals to differentiate instruction for all students and to monitor individual progress. Sherman School has an active and energetic PTA. The PTA plans a wide variety of educational and social activities for the entire school community both during the day and after school hours. Together we are a strong community of life-long learners.

STRATFIELD

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Stratfield School**Fairfield School District**

THOMAS A. PESCE, Principal
Telephone: (203) 255-8332

Location: 1407 Melville Avenue
Fairfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 504
5-Year Enrollment Change: 13.3%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	17	3.4	8.1	38.3
K-12 Students Who Are Not Fluent in English	5	1.0	3.4	7.7
Students with Disabilities	54	10.7	10.1	10.8
Students Identified as Gifted and/or Talented	34	6.7	5.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	92	97.9	94.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	395	96.3	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,015	992

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day and extended-day.

Average Class Size	School	District	State
Kindergarten	18.8	18.5	18.4
Grade 2	21.4	19.5	19.9
Grade 5	21.5	21.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 5	School	State
Art	36	31
Computer Education	18	19
English Language Arts	470	426
Family and Consumer Science	0	1
Health	30	21
Library Media Skills	20	19
Mathematics	164	198
Music	36	33
Physical Education	36	41
Science	75	95
Social Studies	75	86
Technology Education	0	2
World Languages	55	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 4 in this school. Statewide, 11.5% of elementary and middle schools that serve Grade 4 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.0	3.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.9	86.2	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.1	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.7	92.9
# of Print Volumes Per Student*	29.2	44.7	29.5
# of Print Periodical Subscriptions	10	11	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	29.60	
	Paraprofessional Instructional Assistants	6.00	
Special Education:	Teachers and Instructors	3.05	
	Paraprofessional Instructional Assistants	8.00	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40	
Counselors, Social Workers, and School Psychologists		1.40	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		10.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.9	13.0	13.7
% with Master's Degree or Above	94.9	91.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.9	8.3	8.7
% Assigned to Same School the Previous Year	92.3	91.3	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Stratfield School has a strong partnership with the Stratfield community. Stratfield students worked closely with Fairfield High School students in their Rotary Club sponsored Interact Club. Interact members worked with students one-on-one, helping them with reading and homework. Upper grade children regularly go to lower grade classes to work and act as role models. The Stratfield PTA has many committees run by parents who are dedicated to the support of our students. Stratfield enrichment activities include Above and Beyond, after school programs that range from junior engineering and book club to chess and tennis. Both teachers and parents work together to make this program a success. There is a deep commitment on the part of our PTA to develop an educational protocol that generates a positive attitude toward school, work, humanity, community, the environment, and one's physical and social needs. Our staff communicates with parents in a variety of ways: parent-teacher conferences, Open House presentations, newsletters, phone calls, and Cottage Meetings.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	22	4.4
Black	6	1.2
Hispanic	34	6.7
Pacific Islander	0	0.0
White	426	84.5
Two or more races	14	2.8
Total Minority	78	15.5

Percent of Minority Professional Staff: 2.1%

Non-English Home Language :

3.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The staff, parents and children of Stratfield School have the wonderful experience of having 16% of our student body comprised of various ethnic and cultural backgrounds attend our school. Every one of these children has brought a dynamic and enriching flavor to our school. They have enhanced the education, understanding and appreciation of the dynamic beauty and vibrancy of varying cultures and ethnicities from around the world. Stratfield students read stories that incorporate diversity themes. Students are encouraged to discuss their feelings, knowledge and ideas in morning meetings, book clubs and in learning and social activities that are part of the typical learning day. Our school psychologist works in classrooms to bring children from different backgrounds together through her Circle of Friends activities and class meetings which are extended in the classrooms by the teacher. We will have our 7th annual Diversity Day this year. This is a hands-on program that gives children an authentic appreciation of differences in learning styles, physical, emotional, and social needs. The Stratfield School community believes strongly that this is the way toward better human relationships, understanding, and developing an inclusive, accepting society of the future.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	68.6	65.1	50.9	82.1
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	70.6	76.4	58.4	69.8
Writing	74.3	78.1	61.1	72.6
Mathematics	91.2	82.2	63.0	97.0
Grade 4 Reading	91.2	80.6	62.5	97.5
Writing	86.0	81.9	65.5	88.0
Mathematics	91.6	82.3	67.0	92.3
Grade 5 Reading	84.3	79.4	61.4	89.7
Writing	75.9	80.7	66.8	62.1
Mathematics	93.9	87.3	72.5	94.9
Science	75.9	79.6	59.9	75.1
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.0	97.0	95.0

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

We believe that the educational, social and emotional needs of each child take precedence over all else. Each year the staff analyzes data points to identify what individual students need for instruction. The staff creates a School Improvement Plan where data is collected throughout the year to measure performance and achievement. Action plans are revised as necessary, and support is given to children where needed. We inform parents of action plans, and interventions and then gain their input at our Cottage Meetings and numerous parent conference meetings. For our students with disabilities, a software system is in use to assist the management, creation and modification of Individualized Education Programs. The result is a more consistent and cohesive approach to the development and relevance of IEPs.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our philosophy stresses that each student should thoroughly enjoy learning while receiving a comprehensive background in basic skills and exposing the child to humanities, art, music, and literature. The curriculum fosters awareness, appreciation of, and acceptance of the varied cultures found in our immediate society and throughout the world. We utilize many local resources such as: community members, libraries, museums, and places of business. Instruction includes concepts and practical problem solving experiences that enable students to use their higher level thinking skills. Our diverse curriculum offers each child a chance to succeed and to emerge as strong, secure individuals who are able to face life's many challenges with confidence.

FAIRFIELD WOODS MIDDLE SCHOOL

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

Fairfield Woods Middle School**Fairfield School District**

GREG C. HATZIS, Principal
 KENNETH W. SELTZER, Asst. Principal
 Telephone: (203) 255-8334

Location: 1115 Fairfield Woods Road
 Fairfield,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 668
 5-Year Enrollment Change: 6.4%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	30	4.5	9.4	29.2
Students Who Are Not Fluent in English	5	0.7	1.1	3.5
Students with Disabilities	74	11.1	9.6	11.7
Students Identified as Gifted and/or Talented	140	21.0	18.7	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	444	97.8	96.9	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,015	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	23.9	21.4	20.6	Mathematics	46.3	44.9	34.4
				World Language	77.1	78.6	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	36
Computer Education *	0	20
English Language Arts *	129	242
Family and Consumer Science *	0	10
Health	33	23
Library Media Skills	0	14
Mathematics	129	158
Music	0	32
Physical Education	56	55
Science	129	145
Social Studies	129	143
Technology Education *	0	24
World Languages *	0	83

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Instruction in another language starts in a later grade. Statewide, 13.6% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	1.0	3.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	99.8	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	78.4	88.0	77.7

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.9	1.9	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	20.4	24.8	21.3
# of Print Periodical Subscriptions	23	27	21

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	50.40
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	7.10
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	4.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	17.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	15.8	15.0	14.2
% with Master's Degree or Above	85.9	86.4	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.6	9.0	10.1
% Assigned to Same School the Previous Year	85.9	88.7	87.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

FWMS is lucky to have a thriving and active Parent-Teacher-Student-Association (PTSA). School Administration and PTSA leadership stay in close contact throughout the year to plan functions, discuss programs, and facilitate activities. A website is maintained by school personnel to provide up-to-date information about school events and policies. Students and parents can also log into Ed-Line, which personalizes a web page for families based on the student's schedule. Individual class links are present where teachers can post homework, syllabi, project information, important notices, or links to other references. Our library/media center also maintains a "virtual library" on the Internet, where students and parents can access online databases from home and connect to specific links that are created to correspond with projects taking place in the classroom. Each year we add more opportunities for students to access textbooks and supplemental materials online, and we ask parents to encourage their children to access these sites when they do not have their textbook handy. We host an open house at the beginning of the year and conduct parent/teacher conferences during both afternoon and evening hours in order for parents to meet and confer with teachers of their students. Every teacher provides parents and students with his or her email address if more immediate contact is necessary. Twice every quarter, teachers post a report of each student's progress. We also host programs for parents, such as "Homework without Tears" where the school Dean provides advice on how to facilitate new routines at home to face the challenge of increased expectations at the middle school level. The PTSA actively recruits new membership at functions like our sixth-grade orientation and open house, and parents join a variety of committees. Working closely with school personnel, the parent group also maintains a weekly email "blast" that updates all families with important dates, recent activities, upcoming functions and messages from the principal.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	31	4.6
Black	12	1.8
Hispanic	40	6.0
Pacific Islander	0	0.0
White	567	84.9
Two or more races	18	2.7
Total Minority	101	15.1

Percent of Minority Professional Staff: 2.7%

Open Choice:

5 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:

2.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Each year, we invite a variety of speakers to educate and expose our students to cultures and issues from around the world. When disasters and tragedy strike in other places, such as the tsunami victims in Asia or the earthquake victims in Haiti, we help our students organize efforts to provide appropriate resources. Each year, students in our seventh grade classes maintain active pen pal relationships with a sister school in the Shandong province of China, exchanging letters, music and gifts. We plan a yearly trip to China for a group of eighth graders after they have studied world cultures in seventh grade. We have conducted book drives to collect appropriate materials to fill the shelves of newly built schools in different African nations. Twenty-five students of French traveled to Quebec for language immersion and cultural study, and we have students of Spanish traveling to Spain. The more students experience different cultures in meaningful ways, the more respectful and understanding they will become of differences. FWMS has also pursued diversity activities with urban schools from Bridgeport and Norwalk for many years. In collaboration with another middle school in Fairfield and West Rocks Middle School in Norwalk, music students from each school rotate through a series of exchange programs where they study together under the tutelage of professional jazz musicians. A joint concert is performed for the public in Fairfield or Norwalk. Through the Open Choice program, FWMS integrates minority students from a neighboring district into our school.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	71.6	66.2	51.2	89.5
Grade 8	81.1	69.3	50.8	97.4

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	92.6	88.7	76.0	90.6
Writing	81.3	83.2	65.2	81.9
Mathematics	88.7	85.2	71.3	81.9
Grade 7 Reading	93.0	91.0	77.8	88.8
Writing	75.3	78.0	58.9	78.1
Mathematics	88.5	86.3	68.4	88.1
Grade 8 Reading	91.8	90.6	74.7	88.8
Writing	79.1	79.3	64.8	73.0
Mathematics	89.9	86.8	66.6	90.3
Science	86.2	83.0	63.1	89.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	96.1	96.5	95.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 7 students were responsible for these incidents. These students represent 1% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	2	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	0	0
Total	9	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The school improvement plan has been focused in four key areas: 1.) differentiated instruction; 2.) reporting student progress in ways that inform students and parents more effectively; 3.) helping students adopt the “habits of mind” and 4.) maintaining success in identifying and supporting struggling learners. We use data from the CMT, district wide assessments, curriculum-based measures, and individual student work to help focus the direction of our school improvement plan. Our school uses the “professional learning community” approach to gather teachers together to research, share, and practice activities related to the topics in the school improvement plan. Several new curricula have been developed and implemented, including the reading and writing workshop model in all language arts classes. In mathematics, we have reduced the number of ability grouped classes from 3 to 2 levels at all grades, thus ensuring students are neither socially alienated nor “tracked” inappropriately – but at the same time effectively challenging all levels of learners with differentiated strategies and through accelerated programs that culminate in taking Geometry in eighth grade. Our unified arts areas have also been very active in curriculum writing, and the programs in physical education, music, health, art, computers, technology education and family consumer science are all recently reformatted. As we further investigate more scientifically researched based interventions, we simultaneously have improved our process of identifying struggling students early to provide the support they need. Inclusion is our predominant model of instruction for students with special needs, and we have a large number of collaborative classes where a special education teacher and general education teacher serve as co-teachers in classes. As a result, we have seen increased achievement of our students with disabilities. Parents can engage in the school improvement process through feedback to the PTSA and directly to the principal during their monthly gatherings. Presentations about recent test results or new initiatives are made to the parent groups and their input is welcomed and valued.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

In 2009, Fairfield Woods Middle School was honored to be named a “Spotlight School” by the New England League of Middle Schools for a second consecutive three-year term. This award recognizes schools in New England (only 8 other middle schools in CT were recognized in 2009) that have created meaningful academic and social communities of learning for young adolescents. FWMS educates approximately 670 youngsters in grades 6-8. Dedicated to providing a developmentally responsive education, the FWMS curriculum and program reflects the intellectual, physical, psychosocial, aesthetic and ethical needs of students. We promote the “Habits of Mind”, which guide students how to act when faced with adversity and challenge. This is reflected in high academic achievement and a low incidence of discipline issues. In utilizing an interdisciplinary grade level team organization, 3-4 teachers share a common core of students. A guidance counselor at each grade level ensures that every child will be well known by at least one adult. This provides close monitoring of student needs and personalization. We have experienced an explosion of technology in the last few years, including the installation of digital projectors in every classroom, Smartboards on every team, mobile laptop carts, iPod carts for world language instruction (video and audio), web-based access to grading and student data systems for teachers, and web-based access to textbooks and media research options for students. FWMS offers many diverse opportunities for students to be successful: a rich exploratory and fine arts program; a full range of performing arts options; an extensive extra-curricular program and a highly supportive faculty, administration, and parent community all contribute to student success.

ROGER LUDLOWE MIDDLE SCHOOL

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

Roger Ludlowe Middle School**Fairfield School District**

GLENN M. MACKNO, Principal
 IAN M. BANNER, Asst. Principal
 KAREN L. EAKER, Asst. Principal
 Telephone: (203) 255-8345

Location: 689 Unquowa Road
 Fairfield,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 985
 5-Year Enrollment Change: 26.4%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	135	13.7	9.4	29.2
Students Who Are Not Fluent in English	12	1.2	1.1	3.5
Students with Disabilities	90	9.1	9.6	11.7
Students Identified as Gifted and/or Talented	157	15.9	18.7	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	630	96.0	96.9	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,025	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	20.2	21.4	20.6	Mathematics	41.9	44.9	34.4
				World Language	75.2	78.6	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	36
Computer Education *	0	20
English Language Arts *	129	242
Family and Consumer Science *	0	10
Health	33	23
Library Media Skills	0	14
Mathematics	129	158
Music *	0	32
Physical Education	56	55
Science	129	145
Social Studies	129	143
Technology Education *	0	24
World Languages *	0	83

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Instruction in another language starts in a later grade. Statewide, 13.6% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.2	1.0	3.4
% of Identified Gifted and/or Talented Students Who Received Services	99.4	99.8	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.1	88.0	77.7

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.0	1.9	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	25.6	24.8	21.3
# of Print Periodical Subscriptions	29	27	21

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	74.50
Paraprofessional Instructional Assistants	2.30
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	1.60
Administrators, Coordinators, and Department Chairs	4.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	5.90
School Nurses	1.70
Other Staff Providing Non-Instructional Services and Support	22.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	15.3	15.0	14.2
% with Master's Degree or Above	87.6	86.4	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.1	9.0	10.1
% Assigned to Same School the Previous Year	89.9	88.7	87.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Roger Ludlowe Middle School, we are committed to supporting the family's role in the education and welfare of our students through numerous opportunities, which include their participation on field trips, school safety programs, tools for schools committee, our wellness committee and our PTSA. This year, our school improvement team designed a format for parent/teacher conferences, which includes an invitation only format to the families of our struggling students. The plan is to focus on developing better home-school partnerships to support students' academic success both at school and at home. Additionally, all parents or guardians have the ability to have access to their child's teachers via meeting times set up during teacher planning periods, e-mail or phone conferences. We continue to provide online access and tutorials for parents to view Edline—a website which posts assignments, periodic progress reports and updated grades. In addition, all of our families have access to our PTSA Information Center, which posts a variety of information pertinent to their child including weekly informational email blasts, flyers and our school calendar of events. On this same site there are tips for parents to assist their child on numerous topics from homework to test taking. We also offer parent evenings to provide information on our 8th Grade Washington D.C. trip, guest speakers at PTSA meetings on various topics, organizational meetings for the Ludlowe Corp as well as Open House and Parent Conferences. The Student Assistance Team worked with our health department to provide programs around the topic of underage drinking and bullying. Since our inception, we have developed a very involved and dedicated Parent Teacher Student Association, which has been instrumental in providing a variety of enriching experiences for students, through cultural arts programs, field trips, grant opportunities and scholarships. This year the PTSA, once again, sponsored and ran our 7th Annual Basketball Bash, 4th Annual Thanksgiving Turkey Shoot Golf Tournament, and our annual Magazine Drive.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	37	3.8
Black	37	3.8
Hispanic	86	8.7
Pacific Islander	0	0.0
White	807	81.9
Two or more races	15	1.5
Total Minority	178	18.1

Percent of Minority Professional Staff: 1.0%

Open Choice:

6 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:

10.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 22.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

To increase interaction among students of varying backgrounds, Roger Ludlowe Middle School participated for a thirteenth consecutive year in the collaborative diversity grant with another Fairfield Middle School and an urban school, West Rocks in Norwalk. Together we have shared a jazz musicianship program that involves three schools in both urban and suburban instructional settings. Students from Bridgeport continue to attend Roger Ludlowe Middle School through our Open Choice Program. A strong cultural arts program, sponsored by our PTSA, provides numerous opportunities and exposure to our students in the areas of racial, ethnic and economic isolation. A professional African Acrobat team performed for our entire school and delivered a strong message of tolerance and acceptance. Grade eight students studied the Holocaust and staff invited survivors in to speak with the students. The Ludlowe Corp also organized a Roger Ludlowe Middle School fundraiser walk for world water and raised close to \$ 20,000.00. These funds were distributed to villages in Senegal, West Africa, Haiti and Ecuador to support projects that focused on improving the quality of their drinking water. During the holidays our staff and parents participated in an "adopt a family" program with a sister school in Bridgeport and purchased holiday gifts for a number of families. The 7th grade social studies curriculum focuses on cultural and ethnic awareness in the study of various countries. While studying Africa, our students raised enough funds to provide a facility, inventory, resources, and staffing for a school in Senegal, West Africa. Last year five RLMS teachers along with ten students and parent chaperones for each student, traveled to Ecuador for ten days to learn about the culture and they purchased and installed forty water filters to improve the quality of the drinking water and reduce disease. Staff members at Roger Ludlowe Middle School have received numerous training through professional development workshops to better develop clarity and competence in providing students with learning opportunities that meet their varied academic, social and behavioral needs.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	54.5	66.2	51.2	56.5
Grade 8	60.0	69.3	50.8	71.5

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	84.0	88.7	76.0	64.8
Writing	81.4	83.2	65.2	82.2
Mathematics	81.1	85.2	71.3	68.4
Grade 7 Reading	88.8	91.0	77.8	74.7
Writing	77.2	78.0	58.9	81.8
Mathematics	84.2	86.3	68.4	77.0
Grade 8 Reading	88.4	90.6	74.7	78.7
Writing	75.8	79.3	64.8	64.0
Mathematics	83.9	86.8	66.6	77.9
Science	82.3	83.0	63.1	79.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.7	96.5	95.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 78 students were responsible for these incidents. These students represent 7.8% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 1 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	4	0
Sexually Related Behavior	5	3
Personally Threatening Behavior	23	7
Theft	4	1
Physical/Verbal Confrontation	27	2
Fighting/Battery	14	4
Property Damage	5	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	92	23
Total	175	40

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At Roger Ludlowe Middle School we are committed to providing opportunities for parents to participate in the planning and improvement of our school program process. Last year, parents were invited to participate in focus groups that were responsible for reviewing newly written curriculum drafts for input and discussion. In addition, our parents participated and, in some cases, co-chaired our district-wide strategic planning committees. Our special education teachers, counseling staff and administrators continued to work with a software program, IEP Direct, to manage the creation and modifications of Individualized Education Programs for students with disabilities. This resulted in a more consistent and cohesive approach to the development of IEPs. Roger Ludlowe Middle School promotes the utilization of technology in instructional practices. The use of MP3 players, along with iPods downloaded with podcasts continue to be used to assist students with disabilities and various learning needs in positive ways. Literature from language arts and social studies were downloaded on the MP3 players so that the students could access the novels by listening to the audio while they followed the print. Podcasts and videos on topics from content areas were downloaded for further reinforcement of the material. Our World Language department has become instrumental in promoting the use of a multimedia approach to delivering the World Language curriculum throughout Fairfield by using iPods in the classroom. Additionally, Macbook carts were introduced into our World Language instruction to promote differentiation through the use of technology. Internet programs such as "Study Island" and "Khan Academy" have been used with our students to enhance their performance. SMARTboard technology and professional development have been introduced for the staff in further advancement of our educational technology at Roger Ludlowe Middle School. In addition to our seven computer labs, portable Alphasmart lab and two mini-notebook labs continue to support student learning.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Further advancements were made at Roger Ludlowe Middle School in collaborative and co-taught classrooms to benefit students with disabilities. Select special education and general education teachers received strategy training from a specialist in this area. This year the administration implemented an after school extra help session three days a week, which tallied over four thousand student visits. The staff continues to embrace The Habits of Mind program within the school. This developmental series of intelligent behaviors has become a part of our culture after being introduced to our students two years ago. We will continue to expand this program through opportunities embedded in curriculum and assessments in all classrooms.

TOMLINSON MIDDLE SCHOOL

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

Tomlinson Middle School**Fairfield School District**

CONNIE J. DAWSON, Principal
 PAULETTE CAVANAUGH, Asst. Principal
 Telephone: (203) 255-8336

Location: 200 Unquowa Road
 Fairfield,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 784
 5-Year Enrollment Change: 27.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	65	8.3	9.4	29.2
Students Who Are Not Fluent in English	9	1.1	1.1	3.5
Students with Disabilities	70	8.9	9.6	11.7
Students Identified as Gifted and/or Talented	159	20.3	18.7	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	489	97.2	96.9	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,025	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	21.0	21.4	20.6	Mathematics	47.4	44.9	34.4
				World Language	84.1	78.6	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	36
Computer Education *	0	20
English Language Arts *	129	242
Family and Consumer Science *	0	10
Health	33	23
Library Media Skills	0	14
Mathematics	129	158
Music *	0	32
Physical Education	56	55
Science	129	145
Social Studies	129	143
Technology Education *	0	24
World Languages *	0	83

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Instruction in another language starts in a later grade. Statewide, 13.6% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	1.0	3.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	99.8	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.3	88.0	77.7

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.8	1.9	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	27.6	24.8	21.3
# of Print Periodical Subscriptions	28	27	21

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	56.70
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	22.80

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	14.8	15.0	14.2
% with Master's Degree or Above	85.5	86.4	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.4	9.0	10.1
% Assigned to Same School the Previous Year	89.9	88.7	87.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Tomlinson Middle School is committed to continually strengthening the relationship between home and school. Our PTA is supportive of our academic, cultural, and community endeavors. Our efforts to increase parental awareness of the academic needs of our students have resulted in Portfolio Nights where all children share their progress in writing with their parents, PTA meetings focused on relevant topics of interest to parents and "invitation only" conferences with parents of struggling learners. Parents are actively involved in the school wide initiative to increase students' reading in school and at home, and the PTA sponsors author visits and other cultural enrichment programs. A parent program on Internet safety and a program on alcohol and drug abuse for students addresses concerns brought to light by a community survey. The school's website is easily accessed by parents, keeping them abreast of activities and events. Each teacher uses the Edline software to inform parents of classroom activities, regularly posting both grades and assignments via the Internet. A weekly summary of events and important information is available both online and in hard copy. The PTA Flash online update is also frequently visited by parents. Our PTA provides a wide variety of cultural events for our students, including music, visiting artists and authors, and dramatic productions that support and enhance our curricular programs. They also provide financial support to families in need of assistance, allowing our eighth graders to travel to Washington, DC each spring and our sixth graders to attend Mountain Workshop, an environmental educational experience. We utilize community volunteers as guest speakers. Holocaust survivors helped our eighth graders understand their personal experiences, and town historians contribute to their knowledge of Early American History. Teachers plan many field trips to the museums and musical events accessible to us in nearby New York City, and these are fully supported by the parent community.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	27	3.4
Black	15	1.9
Hispanic	66	8.4
Pacific Islander	0	0.0
White	662	84.4
Two or more races	12	1.5
Total Minority	122	15.6

Percent of Minority Professional Staff: 3.7%

Open Choice:

7 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:

5.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 22.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Tomlinson Middle School's Student Leadership Council maintains a relationship with Caesar Batalia Elementary School in Bridgeport and visits during the holiday time with gifts for the students and their families from the Tomlinson community. In order to make our students aware of the needs of those in our immediate neighborhood, Tomlinson students regularly assist at Operation Hope. The PTA sponsored group called Tomlinson Touch is an outreach program designed to provide opportunities for student volunteers to help the aged, ill, or otherwise needy members of our community. Students volunteer to work with disadvantaged children at Pilot House, and many also spend Veteran's Day involved in a "Rake and Bake" activity, assisting the elderly or infirmed in Fairfield with their yard work. Tomlinson students were recognized by the State for our annual Senior Citizens Picnic, an event shared by all Fairfield middle schools. Tomlinson welcomes students from Bridgeport through our Open Choice program. Scholarship programs through both the school and the PTA provide funding to families who need assistance with the cost of field trips or musical instruments. Our library media specialist has allocated funding towards providing a more diversified book collection, targeting the interests of our boys, our ELL population, and our Spanish speakers, while widening the range of current choices available to all ability levels. Several teachers and students have spent the past few years planning the construction of a "Wall of Tolerance" in our school, which includes but is in no way limited to helping students understand the events leading up to the Holocaust and how intolerance manifests itself in our world today.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	75.9	66.2	51.2	92.3
Grade 8	70.9	69.3	50.8	90.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	91.7	88.7	76.0	86.5
Writing	87.9	83.2	65.2	93.9
Mathematics	87.7	85.2	71.3	79.2
Grade 7 Reading	92.3	91.0	77.8	87.4
Writing	82.1	78.0	58.9	91.6
Mathematics	87.3	86.3	68.4	86.3
Grade 8 Reading	92.5	90.6	74.7	90.6
Writing	84.6	79.3	64.8	83.9
Mathematics	88.8	86.8	66.6	88.8
Science	81.7	83.0	63.1	78.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.7	96.5	95.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 16 students were responsible for these incidents. These students represent 2% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	3	0
Sexually Related Behavior	2	1
Personally Threatening Behavior	4	1
Theft	3	0
Physical/Verbal Confrontation	6	1
Fighting/Battery	0	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	7	0
Total	27	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our School Improvement Planning Team is presently focused on improving students' reading comprehension while helping them to see reading as a path to literacy and enjoyment. School wide reading initiatives reach every curricular area, and visiting authors peak students' interest. Time is devoted daily to a period of silent reading, and book collections are continuously updated to reflect the interests and abilities of our current population. Small math tutorial groups have supported students in need of remedial instruction, and all teachers focus on using current data to differentiate and inform their instruction. We consider all teachers to be writing teachers, using standard rubrics and thereby raising expectations. Teachers meet regularly in Professional Learning Communities to meet the needs of all students, create common assessments, and improve communications between grade levels. Our language arts specialist and part time writing and math tutors are integral in providing small group assistance to readers and writers while meeting weekly with all language arts teachers to instruct, facilitate, provide appropriate materials, and oversee the program. IEP Direct, an online program used in writing Individualized Education Plans for special education students, provides consistency across all grades, programs, and schools. All of our special education students participate in regular education classes while working on their individual goals. The use of laptops, Macbook carts, iPods, e-readers, and other technology has enriched the learning of both students and teachers. Smart boards are in use in every mathematics classroom as well as several others. Improved data collection by special education teachers as well as a commitment on the part of all teachers to assist special education youngsters allows special education students to fully access the curricula

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Tomlinson has a student enrollment of 775 students. We are focused on improved student performance for all students, with an emphasis on relationships as well as achievement. Groups of students and teachers work together in core groups known as "communities", and classes in world language and developmental reading are also offered. A comprehensive Unified Arts Program includes art, family and consumer science, computer technology, health, music, and physical education. The music program is extensive, offering instrumental lessons for band and orchestra and large and small performing ensembles, including both band and choral groups of over 100 children each. Our faculty offers a wide variety of after school activities including Student Council, intramurals, peer leadership, a drama program, computer, art, skiing, sewing and cooking clubs, a writers' group, and more. We integrate Dr. Bena Kalick and Dr. Art Costa's Habits of the Mind program. Our purpose is to help students develop lifelong habits that will assist them as individuals within a community. Our current PTA shares our goals and Tomlinson is recognized by the State for our PTA membership. We publish a student-parent handbook as well as weekly communications. We maintain and continually update our school website, and each teacher maintains a webpage. The implementation of the Habits of Mind and other initiatives in the area positive behavioral supports help us to build and maintain a healthy school climate.

FAIRFIELD LUDLOWE HIGH SCHOOL

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Fairfield Ludlowe High School**Fairfield School District**

VANESSA N. REALE, Principal
 JOHN A. ANTONELLO, Dean/Housemaster
 RONALD A. SALAMON, Dean/Housemaster
 JOSEPH M. BLAKE, Dean/Housemaster
 SUSAN R. BANNAY, Dean/Housemaster
 DAVE A. CRAVEN, Dean/Housemaster
 Telephone: (203) 255-7201

Location: 785 Unquowa Road
 Fairfield,
 Connecticut

Website: www.fairfield.k12.ct.us/FLHS.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 1,503
 5-Year Enrollment Change: 57.2%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	118	7.9	8.5	29.3
Students Who Are Not Fluent in English	10	0.7	0.9	3.6
Students Identified as Gifted and/or Talented	247	16.4	7.3	5.2
Students with Disabilities	156	10.4	9.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	41	8.4	12.1	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	19.5	18.4	18.8
Biology I	19.5	20.1	19.0
English, Grade 10	22.6	20.4	19.1
American History	20.3	21.4	20.1

Language Instruction:

Instruction was offered in the following language(s):
 Chinese, French, Italian, Latin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	927	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 43 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	46.9	33.4

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	21.5	21.9	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	92.6
Chemistry	93.4	72.3
4 or More Credits in Mathematics	84.0	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	81.1	54.3
Credit for Level 3 or Higher in a World Language	77.7	60.7
2 or More Credits in Vocational Education	51.0	57.4
2 or More Credits in the Arts	20.9	40.5

Class of 2010

This school required more than the state minimum number of credits for graduation in science, physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	100.0	50.5	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	87.8	76.0	74.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.0	2.5	2.2
% of Computers with Internet Access	100.0	100.0	99.5
% of Computers that are High or Moderate Power	100.0	99.2	98.2
# of Print Volumes Per Student*	11.1	15.4	16.5
# of Print Periodical Subscriptions	43	54	37

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	106.55
	Paraprofessional Instructional Assistants	4.10
Special Education:	Teachers and Instructors	10.60
	Paraprofessional Instructional Assistants	10.35
Library/Media Specialists and/or Assistants		5.00
Administrators, Coordinators, and Department Chairs		9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		13.00
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		40.60

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.1	14.3	14.1
% with Master's Degree or Above	87.5	85.1	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.5	8.3	8.1
% Assigned to Same School the Previous Year	93.0	90.5	90.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Fairfield Ludlow High School continually strives to effectively communicate with parents and guardians based on the belief that strong parent-school connections foster improved academic achievement. Currently we use various methods to communicate which include posting information on the school website; sending informational items home; providing parents with PTA and Guidance Office "flash emails" and utilizing the assistance of the PTA to disseminate information. Additionally, our program of studies, student handbook and athletic guides are provided to parents annually. The guidance department and school counseling staff continue to use the Naviance Program which is an extremely valuable tool in communicating with parents and students. The Naviance Program assists parents and students in the college search and application process and provides resources. The Fairfield Ludlowe PTA has a large, active membership and is a key player in promoting strong home-school connections. This parent group volunteers countless hours of their time organizing and overseeing activities such as the SAT prep class, teacher luncheons and breakfasts; compassion committee; a driving school program; luncheons for teachers and programs for student orientations and student wellness. The PTA organizes and promotes an evening Freshmen Forum program for parents and students annually which address issues related to underage drinking. Parents are invited to numerous evening presentations throughout the year which provide grade level appropriate updates; financial aid information; information on the senior internship program; tips on conducting the college search; informational AP Night and speaker who provides a presentation on athletic requirements required for aspiring college athletes. A parent advisory group meets monthly with the Headmaster and Director of Guidance to discuss emerging issues of concern which then become areas of focus for administrative review and action. This information is utilized in the planning of school based and evening activities mentioned above.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.4
Asian American	61	4.1
Black	33	2.2
Hispanic	87	5.8
Pacific Islander	2	0.1
White	1,281	85.2
Two or more races	33	2.2
Total Minority	222	14.8

Percent of Minority Professional Staff :5.1

Open Choice:

21 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:

4.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 26

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Fairfield Ludlowe High School is committed to fostering an educational environment and overall school culture which promotes acceptance and respect for all. Our FALCON acronym – Fellowship, Acceptance, Learning, Commitment, Opportunity, Niche and Success defines our core beliefs and mission. Our core mission is visually displayed throughout the building in the form of posters and banners and is continually used as criteria to recognize and celebrate the accomplishments and successes of students. Diversity is celebrated and recognized within classroom settings and whole school events such as the 'Day of Silence'. Students in the GSA club held a full day, open workshop on acceptance hosting speakers and presentations. A student led initiative 'Project Post' was designed and implemented to provide students with multiple opportunities to visually express words of kindness about others which were then posted on the front foyer of the school. This anti-bullying initiative sparked much discussion and random acts of kindness among students and staff. Students and staff participated in a state wide Prejudice Reduction Conference and numerous community based organizations where they volunteered countless hours to collecting food donations and devoting time to assist individuals in the community who were less fortunate. The Interact Club held a weekend cardboard box sleep-over to provide an opportunity for students to experience the plight of the homelessness and hunger. Numerous community service clubs such as the Key Club and Operation Hope collect food donations and serve in a variety of capacities throughout the community during the year.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	51.4	51	59.2

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	22	10.6
% of Grade 12 Students Tested	41.9	24.2
% of Exams Scored 3 or More*	91.4	72.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	67.5	44.7	86.4
Writing Across the Disciplines	85.3	61.2	90.1
Mathematics	69.4	49.5	82.8
Science	72.3	47.0	91.1

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	560	510	91.3
Critical Reading	555	505	91.8
Writing	563	510	92.4
% of Graduates Tested	89.7	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	94.7	81.8	81.5
2009-10 Annual Dropout Rate for Grade 9 through 12	1.0	2.8	49.5

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	94.8	84.8			
% Employed, Civilian and Military	1.4	9.1	% Present on October 1	93.0	93.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 91 students were responsible for these incidents. These students represent 6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	14	0
Theft	4	1
Physical/Verbal Confrontation	4	1
Fighting/Battery	17	2
Property Damage	5	0
Weapons	0	0
Drugs/Alcohol/Tobacco	14	8
School Policy Violations	61	17
Total	119	29

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

FLHS continues to design and implement a school improvement plan which is targeted to improving instruction and academic achievement for all students. This plan is targeted on attaining school improvement goals which address the social, emotional, academic and physical needs of all students. The school improvement plan is data driven, rooted in scientifically based research strategies and aligned with the State of Connecticut Common Core of Teaching. Included within the plan has been the creation of opportunities for staff to work collaboratively on the creation of new models for coaching and teaching, differentiated curriculum designed to address the needs of student in diverse classrooms, and professional learning communities which promote discussion, refinement and revision of teaching and assessment activities and strategies.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

FAIRFIELD WARDE HIGH SCHOOL

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Fairfield Warde High School**Fairfield School District**

JAMES J. COYNE, Principal
 DAVID M. EBLING, Dean/Housemaster
 CARL A. DIOGUARDI, Dean/Housemaster
 JEFFREY W. SEGANOS, Dean/Housemaster
 STEVEN A. BLUMENTHAL, Dean/Housemaster
 STEVEN L. FEKETE, Dean/Housemaster
 Telephone: (203) 255-8449

Location: 755 Melville Avenue
 Fairfield,
 Connecticut

Website: www.fairfield.k12.ct.us/FWHS.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 1,328
 5-Year Enrollment Change: -8.1%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	180	13.6	8.5	29.3
Students Who Are Not Fluent in English	26	2.0	0.9	3.6
Students Identified as Gifted and/or Talented	196	14.8	7.3	5.2
Students with Disabilities	113	8.5	9.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	66	10.4	12.1	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	20.3	18.4	18.8
Biology I	19.4	20.1	19.0
English, Grade 10	20.8	20.4	19.1
American History	20.1	21.4	20.1

Language Instruction:

Instruction was offered in the following language(s):
 Chinese, French, Italian, Latin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	927	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 44 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	48.8	33.4

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	21.5	21.9	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	92.6
Chemistry	87.3	72.3
4 or More Credits in Mathematics	80.0	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	66.7	54.3
Credit for Level 3 or Higher in a World Language	79.1	60.7
2 or More Credits in Vocational Education	48.5	57.4
2 or More Credits in the Arts	48.5	40.5

Class of 2010

This school required more than the state minimum number of credits for graduation in science, physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.9	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	100.0	50.5	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	86.7	76.0	74.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.7	2.5	2.2
% of Computers with Internet Access	100.0	100.0	99.5
% of Computers that are High or Moderate Power	100.0	99.2	98.2
# of Print Volumes Per Student*	27.2	15.4	16.5
# of Print Periodical Subscriptions	54	54	37

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	96.30
	Paraprofessional Instructional Assistants	4.10
Special Education:	Teachers and Instructors	10.60
	Paraprofessional Instructional Assistants	9.35
Library/Media Specialists and/or Assistants		5.00
Administrators, Coordinators, and Department Chairs		9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		13.00
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		42.60

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	14.1	14.3	14.1
% with Master's Degree or Above	89.0	85.1	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	12.1	8.3	8.1
% Assigned to Same School the Previous Year	89.0	90.5	90.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Fairfield Warde High School values communication with the parents and guardians of our students and believes that a constructive partnership enhances and supports student learning. More than 70% of the families of our students are members of the FWHS PTA, a vital group that provides strong support for school programs, and serves as an effective vehicle for parents to ask questions and voice concerns at monthly meetings. Our Guidance and School Counseling Department continues to use the Family Connection program by Naviance with excellent results, especially for the parents of juniors and seniors involved in the college search process. Special presentations on this program are offered during Open House and as part of a PTA program. Family Connection enables the school counselors, parents, and students to maintain regular communication, and provides families with excellent resources regarding many colleges and universities. The program has served as a very effective communication tool. The PTA has implemented the "PTA Blast", a weekly e-mail message to registered subscribers, of important school news to parents. The school's Daily Bulletin listing all school activities is also sent home via the "blast". The PTA in coordination with school personnel implemented the 9th Grade Forum on Underage Drinking, an evening program for 9th grade parents and their teens featuring a variety of informative speakers. The use of EdLine by both teachers and parents continues to grow. The school's main page on EdLine posts important announcements, key dates, and the Daily Bulletin. EdLine, a web-based template that enables every teacher to have a website for each class, enables parents and students to customize their use to receive information about all classes, sports, and activities. An increasing number of our teachers are now making grades available through EdLine which allows parents and students to check on class progress at any time.

SCHOOL DIVERSITY

Student Race/Ethnicity			Percent of Minority Professional Staff :5.4
Race/Ethnicity	Number	Percent	
American Indian	5	0.4	Open Choice: 8 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools
Asian American	68	5.1	
Black	47	3.5	Non-English Home Language: 10.9 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 24
Hispanic	161	12.1	
Pacific Islander	3	0.2	
White	994	74.8	
Two or more races	50	3.8	
Total Minority	334	25.2	

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Fairfield Warde High School is committed to providing an educational environment that promotes respect for all and an appreciation of diverse cultures. At the start of the school year each class came together in the auditorium for a presentation on our mission statement with special attention given to our core values as expressed in the WARDE acronym- Welcoming Academic Respectful Dynamic Ethical. The issues of respect and appreciation for those of all cultures and backgrounds were stressed and identified as the cornerstone of our school's philosophy. This year, students and school faculty worked together to produce a school-wide anti-bullying campaign. Highlights of the campaign were a student produced video followed by class discussions and a student survey on the culture of respect in our school. FWHS students again attended the annual Prejudice Reduction Conference sponsored by Ansonia High School and held at Quinnipiac University. Here they participated in workshops with students from throughout the greater New Haven region. Our annual cultural festival, now known as WARDE Day, was a huge success, featuring workshops on various cultures and global issues.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	61.0	51	76.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	24	10.6
% of Grade 12 Students Tested	46.1	24.2
% of Exams Scored 3 or More*	87.0	72.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	58.3	44.7	74.3
Writing Across the Disciplines	78.8	61.2	79.7
Mathematics	71.0	49.5	84.9
Science	71.2	47.0	88.5

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	556	510	88.0
Critical Reading	544	505	86.4
Writing	561	510	91.3
% of Graduates Tested	83.6	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	89.9	81.8	50.5
2009-10 Annual Dropout Rate for Grade 9 through 12	1.2	2.8	45.4

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	90.6	84.8	% Present on October 1	94.1	93.8
% Employed, Civilian and Military	3.3	9.1			

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 79 students were responsible for these incidents. These students represent 5.8% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 32 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	1
Sexually Related Behavior	1	0
Personally Threatening Behavior	2	1
Theft	12	1
Physical/Verbal Confrontation	7	1
Fighting/Battery	15	2
Property Damage	0	0
Weapons	2	1
Drugs/Alcohol/Tobacco	19	2
School Policy Violations	35	21
Total	93	30

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

FWHS continues our focus on improved achievement for all students in all content areas. Access to higher level, more rigorous coursework has been expanded and more co-taught classes, teaming general education and special education teachers, are being offered. The decennial evaluation by NEASC occurred in October, 2009. The school received numerous commendations and several recommendations focusing primarily on improvements in processes for curriculum and professional development. These recommendations will become the focus of school improvement efforts in the years ahead.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

N/A

NCLB FEDERAL REPORTS

NCLB Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District

The No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports which in Connecticut, present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every district is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its student population scoring at or above the Proficient level in mathematics and reading on the CMT and CAPT. For a district to have made AYP, the following criteria must have been met by all students in the district and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT and CAPT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT and CAPT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Fairfield School District = Not Achieved

	CMT Two Year Trend Data: % At or Above Proficient			
	Mathematics		Reading	
	2009-2010	2010-2011	2009-2010	2010-2011
Grade 3	89.7	92.7	82.9	87.3
Grade 4	93.0	92.4	86.4	88.8
Grade 5	92.8	94.3	87.4	89.0
Grade 6	93.9	94.9	93.5	94.4
Grade 7	94.4	96.1	92.6	95.0
Grade 8	95.2	95.3	92.4	94.9

	CAPT Two Year Trend Data: % At or Above Proficient			
	Mathematics		Reading	
	2009-2010	2010-2011	2009-2010	2010-2011
	91.0	90.8	93.8	93.5

Contents of NCLB District Report:

- Page 2: Adequate Yearly Progress Data
- Page 3: Connecticut Mastery Test (CMT) Achievement Data
- Page 4: Connecticut Academic Performance Test (CAPT) Achievement Data
- Page 5: Qualifications of Teachers Teaching in the Core Academic Areas
- Page 6: National Assessment of Educational Progress (NAEP)

Fairfield School District Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

Based on 2011 Connecticut Mastery Test (CMT) results and the 2011 Connecticut Academic Performance Test (CAPT)

The tables below show this district's performance on the AYP indicators. A district fails AYP if there is a "No" under the AYP Target Met column for BOTH the CMT and the CAPT. Only students who were enrolled in this district the full academic year were included in these calculations.

Connecticut Mastery Test (CMT) Results (Grades 3 through 8)

Subgroup	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole District	4,877	99.8	99.9	99.9	Yes	4,873	99.9	99.9	99.9	Yes	94.5	2.3	96.8	Yes	91.8	3.2	95.0	Yes
American Indian or Alaska Native	7					7												
Asian	231	100.0	100.0	100.0	Yes	231	100.0	100.0	100.0	Yes	96.5	3.6	100.0	Yes	93.0	5.0	98.0	Yes
Black or African American	117	99.1	99.2	99.5	Yes	117	99.1	99.6	99.7	Yes	74.1	9.9	84.0	No	71.4	10.4	81.8	No
Hispanic/Latino	353	99.7	99.9	99.9	Yes	353	100.0	100.0	100.0	Yes	89.4	4.4	93.8	Yes	84.3	5.5	89.7	Yes
White	4,055	99.9	99.9	99.9	Yes	4,051	99.9	99.9	99.9	Yes	95.3	2.3	97.6	Yes	92.9	3.2	96.1	Yes
Native Hawaiian or Other Pacific Islander	1					1												
More than one race	113	100.0	-	-	Yes	113	100.0	-	-	Yes	95.5	5.0	100.0	Yes	93.8	6.1	99.9	Yes
English Language Learners	76	100.0	99.7	99.8	Yes	72	100.0	100.0	100.0	Yes	75.7	9.7	85.4	No	69.6	10.6	80.2	No
Students with Disabilities	554	99.5	99.7	99.8	Yes	554	99.5	99.7	99.7	Yes	73.6	4.7	78.3	No	67.9	5.4	73.3	No
Economically Disadvantaged	428	99.8	99.8	99.8	Yes	425	100.0	100.0	100.0	Yes	85.0	4.6	89.6	No	79.0	5.5	84.6	No

Additional Academic Indicator: Writing

AYP Target Met?

Yes

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

Connecticut Academic Performance Test (CAPT) Results (Grade 10)

Subgroup	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (90% proficient needed)				Reading (91% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole District	714	98.9	98.8	98.8	Yes	711	99.4	99.0	99.1	Yes	91.0	4.5	95.5	Yes	93.6	8.7	100.0	Yes
American Indian or Alaska Native	3		-	-		3		-	-				-					
Asian	34					32												
Black or African American	11		-	-		11												
Hispanic/Latino	70	98.6	99.3	97.7	Yes	69	98.6	99.3	98.6	Yes	78.3	12.1	90.4	Yes	89.7	12.0	100.0	Yes
White	569	98.8	98.7	98.9	Yes	569	99.5	99.1	99.3	Yes	93.0	4.5	97.5	Yes	94.7	8.7	100.0	Yes
Native Hawaiian or Other Pacific Islander	3		-	-		3							-					
More than one race	24		-	-		24							-					
English Language Learners	12					12												
Students with Disabilities	77	96.1	95.8	96.7	Yes	76	98.7	97.1	97.0	Yes	53.4	14.1	67.5	No	62.2	15.6	77.7	No
Economically Disadvantaged	79	98.7	98.5	97.6	Yes	76	100.0	98.2	97.5	Yes	79.5	11.3	90.8	Yes	84.2	12.8	97.1	Yes

Additional Academic Indicator: Graduation Rate

AYP Target Met?

Yes

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Burr Elementary School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Burr Elementary School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	88.3	96.4	100.0	90.5	95.8	98.6	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	90.0	96.4	91.8	88.9	91.7	94.3	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Burr Elementary School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Burr Elementary School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)							% At or Above Proficient						
	Mathematics				Reading			Mathematics (91% proficient needed)				Reading (89% proficient needed)		
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	189	100.0	100.0	100.0	Yes	189	100.0	100.0	100.0	Yes	95.2	4.4	99.6	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-
Asian	4	-	-	-	-	4	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	3	-	-	-	-	-	-	-	-
Hispanic/Latino	1	-	-	-	-	1	-	-	-	-	-	-	-	-
White	173	100.0	100.0	100.0	Yes	173	100.0	100.0	100.0	Yes	95.9	4.3	100.0	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-
More than one race	8	-	-	-	-	8	-	-	-	-	-	-	-	-
English Language Learners	2	-	-	-	-	2	-	-	-	-	-	-	-	-
Students with Disabilities	16	-	-	-	-	16	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	-	-	-	-	2	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)														
											AYP Target Met?		Yes	

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Burr Elementary School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Dwight Elementary School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Dwight Elementary School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	88.9	91.9	94.8	92.7	100.0	98.3	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	85.2	93.5	93.1	89.1	100.0	93.1	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Dwight Elementary School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Dwight Elementary School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	175	100.0	100.0	100.0	Yes	175	100.0	100.0	100.0	Yes	94.3	4.8	99.0	Yes	92.0	5.8	97.7	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	8	-	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	11	-	-	-	-	11	-	-	-	-	-	-	-	-	-	-	-	-
White	153	100.0	100.0	100.0	Yes	153	100.0	100.0	100.0	Yes	95.4	4.7	100.0	Yes	92.8	5.8	98.6	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	26	-	-	-	-	26	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Dwight Elementary School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Holland Hill School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Holland Hill School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	93.6	93.4	91.1	94.8	98.3	90.0	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	96.8	91.8	82.1	94.8	94.9	86.4	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Holland Hill School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Holland Hill School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	179	100.0	100.0	100.0	Yes	179	99.4	99.7	99.8	Yes	94.3	4.8	99.0	Yes	92.5	5.6	98.1	Yes
American Indian or Alaska Native	0		-			0			-				-				-	
Asian	13		-			13			-				-				-	
Black or African American	9		-			9												
Hispanic/Latino	22		-			22			-				-					
White	131	100.0	100.0	100.0	Yes	131	99.2	99.6	99.7	Yes	93.8	5.5	99.3	Yes	94.5	5.7	100.0	Yes
Native Hawaiian or Other Pacific Islander	0		-			0			-				-				-	
More than one race	4		-			4			-				-				-	
English Language Learners	10		-			10			-				-				-	
Students with Disabilities	23		-			23			-				-				-	
Economically Disadvantaged	32		-			32			-				-				-	
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Holland Hill School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Jennings School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Jennings School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	85.1	88.5	97.1	86.8	84.9	91.4	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	74.6	86.9	89.7	82.4	79.3	84.3	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Jennings School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Jennings School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	199	100.0	100.0	100.0	Yes	198	100.0	100.0	100.0	Yes	89.4	5.7	93.1	Yes	84.8	6.7	91.6	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	13	-	-	-	-	13	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	14	-	-	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-
White	156	100.0	100.0	100.0	Yes	155	100.0	100.0	100.0	Yes	92.3	5.6	97.8	Yes	85.2	7.4	92.5	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	1	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	26	-	-	-	-	26	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	-	-	-	-	19	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Jennings School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District McKinley School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for McKinley School = Safe Harbor

This school remains identified as In Need of Improvement; Year Improvement = 1

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	75.3	85.7	82.4	85.1	73.3	87.7	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	61.8	74.6	72.1	71.3	59.3	76.7	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

McKinley School Final Adequate Yearly Progress Status, 2010-11 School Year: Safe Harbor

This school remains identified as In Need of Improvement; Year Improvement = 1

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

McKinley School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	222	100.0	99.8	99.9	Yes	221	100.0	100.0	100.0	Yes	87.3	5.9	93.1	Yes	75.1	7.6	82.7	Safe Harbor
American Indian or Alaska Native	2		-			2			-				-				-	
Asian	28		-			28			-				-				-	
Black or African American	10		-			10			-				-				-	
Hispanic/Latino	49	100.0	100.0	100.0	Yes	50	100.0	100.0	100.0	Yes	83.3	12.8	96.1	Yes	63.3	16.3	79.6	Safe Harbor
White	119	100.0	100.0	100.0	Yes	117	100.0	100.0	100.0	Yes	87.4	7.7	95.1	Yes	79.3	9.5	88.8	Yes
Native Hawaiian or Other Pacific Islander	0		-			0			-				-				-	
More than one race	14		-			14			-				-				-	
English Language Learners	30		-			29			-				-				-	
Students with Disabilities	28		-			28			-				-				-	
Economically Disadvantaged	91	100.0	99.5	99.7	Yes	89	100.0	100.0	100.0	Yes	80.5	10.2	90.7	Yes	66.7	12.2	78.8	Safe Harbor
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
McKinley School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Mill Hill School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Mill Hill School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	91.6	94.6	89.8	92.2	94.7	93.0	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	83.1	87.8	87.5	85.7	91.7	89.5	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Mill Hill School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Mill Hill School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient								
	Mathematics					Reading					Mathematics (91% proficient needed)			Reading (89% proficient needed)					
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole School	237	100.0	100.0	100.0	Yes	237	100.0	99.4	99.6	Yes	93.2	4.6	97.7	Yes	87.7	5.9	93.6	Yes	
American Indian or Alaska Native	0		-			0			-				-				-		
Asian	14			-		14			-				-				-		
Black or African American	4			-		4			-				-				-		
Hispanic/Latino	15			-		15			-				-				-		
White	200	100.0	100.0	100.0	Yes	200	100.0	99.3	99.5	Yes	93.9	4.7	98.6	Yes	89.4	6.0	95.4	Yes	
Native Hawaiian or Other Pacific Islander	0			-		0			-				-				-		
More than one race	4			-		4			-				-				-		
English Language Learners	3			-		3			-				-				-		
Students with Disabilities	30			-		30			-				-				-		
Economically Disadvantaged	11			-		11			-				-				-		
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?								Yes

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Mill Hill School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District North Stratfield School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for North Stratfield School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	94.6	97.5	100.0	91.7	91.1	100.0	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	82.6	86.3	93.5	89.6	88.6	90.9	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

North Stratfield School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

North Stratfield School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	253	100.0	100.0	100.0	Yes	253	100.0	100.0	100.0	Yes	96.0	3.8	99.8	Yes	88.9	5.6	94.5	Yes
American Indian or Alaska Native	0		-			0			-								-	
Asian	15		-			15			-								-	
Black or African American	3		-			3			-								-	
Hispanic/Latino	13		-			13			-								-	
White	218	100.0	100.0	100.0	Yes	218	100.0	100.0	100.0	Yes	96.3	3.9	100.0	Yes	89.9	5.7	95.6	Yes
Native Hawaiian or Other Pacific Islander	0		-			0			-								-	
More than one race	4		-			4			-								-	
English Language Learners	2		-			2			-								-	
Students with Disabilities	29		-			29			-								-	
Economically Disadvantaged	13		-			13			-								-	
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
North Stratfield School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Osborn Hill School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal. By 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Osborn Hill School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	91.6	90.6	92.2	96.8	94.1	95.6	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	86.3	84.7	85.6	95.7	88.2	93.3	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Osborn Hill School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Osborn Hill School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient			
	Mathematics					Reading					Mathematics (91% proficient needed)		Reading (89% proficient needed)	
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Confidence Interval
Whole School	268	100.0	100.0	99.9	Yes	268	100.0	100.0	99.9	Yes	94.4	4.1	98.5	5.1
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-
Asian	12	-	-	-	-	12	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	1	-	-	-	-	-	-	-	-
Hispanic/Latino	8	-	-	-	-	8	-	-	-	-	-	-	-	-
White	245	100.0	100.0	99.9	Yes	245	100.0	100.0	99.9	Yes	94.2	4.3	98.5	5.3
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-
More than one race	2	-	-	-	-	2	-	-	-	-	-	-	-	-
English Language Learners	0	-	-	-	-	0	-	-	-	-	-	-	-	-
Students with Disabilities	31	-	-	-	-	31	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	-	-	-	-	4	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?			
											Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Osborn Hill School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Riverfield School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Riverfield School = Not Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	95.1	84.8	89.5	92.7	100.0	94.0	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	87.7	77.3	81.1	89.0	90.0	84.0	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Riverfield School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Riverfield School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	248	100.0	99.8	99.7	Yes	248	100.0	99.8	99.7	Yes	91.0	4.9	95.9	Yes	83.7	6.3	90.0	Yes
American Indian or Alaska Native	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	8	-	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-
White	222	100.0	99.8	99.7	Yes	222	100.0	99.8	99.7	Yes	91.4	5.0	96.4	Yes	84.2	6.5	90.7	Yes
Native Hawaiian or Other Pacific Islander	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	5	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	44	100.0	98.8	99.2	Yes	44	100.0	98.8	99.2	Yes	73.3	15.5	88.9	No	46.7	17.6	64.3	No
Economically Disadvantaged	11	-	-	-	-	11	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Riverfield School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Sherman School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Sherman School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	93.0	96.2	95.3	97.5	95.8	97.0	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	88.4	93.6	85.9	97.5	96.8	97.0	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Sherman School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Sherman School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target/Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	223	100.0	100.0	99.9	Yes	223	100.0	100.0	100.0	Yes	97.3	3.5	100.0	Yes	96.4	4.3	100.0	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	11	-	-	-	-	11	-	-	-	-	-	-	-	-	-	-	-	-
White	197	100.0	100.0	99.8	Yes	197	100.0	100.0	100.0	Yes	97.4	3.6	100.0	Yes	97.4	4.1	100.0	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	5	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	19	-	-	-	-	19	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	10	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?		Yes					

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Sherman School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Stratfield School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Stratfield School = Achieved

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	93.1	98.6	94.3	98.8	97.5	94.3	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade
Reading	86.2	88.6	89.7	95.3	88.8	93.1	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Stratfield School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Stratfield School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target/Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	243	100.0	100.0	100.0	Yes	243	100.0	100.0	100.0	Yes	97.1	3.5	100.0	Yes	93.0	5.0	97.9	Yes
American Indian or Alaska Native	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian	12	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	17	-	-	-	-	17	-	-	-	-	-	-	-	-	-	-	-	-
White	200	100.0	100.0	100.0	Yes	200	100.0	100.0	100.0	Yes	97.0	3.7	100.0	Yes	93.5	5.2	98.7	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	30	-	-	-	-	30	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	10	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Stratfield School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Fairfield Woods Middle School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Fairfield Woods Middle School = Safe Harbor

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	93.4	94.8	94.9	95.8	97.7	95.8
Reading	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	92.6	95.2	92.1	95.4	94.4	94.8

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Fairfield Woods Middle School Final Adequate Yearly Progress Status, 2010-11 School Year: Safe Harbor

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Fairfield Woods Middle School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	662	99.8	99.9	99.9	Yes	662	99.8	99.9	99.9	Yes	95.6	2.7	98.3	Yes	95.3	3.5	98.8	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	31	-	-	-	-	31	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	12	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	41	100.0	100.0	100.0	Yes	41	100.0	100.0	100.0	Yes	92.7	9.7	100.0	Yes	95.1	8.4	100.0	Yes
White	560	99.8	99.8	99.9	Yes	560	99.8	99.8	99.9	Yes	97.0	2.6	99.5	Yes	96.1	3.5	99.6	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	18	-	-	-	-	18	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	4	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	73	100.0	100.0	100.0	Yes	73	100.0	100.0	100.0	Yes	72.6	11.5	84.1	Safe Harbor	73.8	11.5	85.3	Safe Harbor
Economically Disadvantaged	29	-	-	-	-	29	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Fairfield Woods Middle School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Roger Ludlowe Middle School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Roger Ludlowe Middle School = Safe Harbor

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	93.2	94.5	95.0	96.0	96.2	95.0
Reading	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	94.3	93.3	92.0	93.5	91.1	93.7

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Roger Ludlowe Middle School Final Adequate Yearly Progress Status, 2010-11 School Year: Safe Harbor

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Roger Ludlowe Middle School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient											
	Mathematics			Reading			Mathematics (91% proficient needed)				Reading (89% proficient needed)							
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	982	99.7	99.8	99.8	Yes	980	100.0	100.0	100.0	Yes	95.4	2.5	97.9	Yes	93.7	3.4	97.1	Yes
American Indian or Alaska Native	2		-			2			-				-				-	
Asian	39					39			-				-				-	
Black or African American	38					38			-				-				-	
Hispanic/Latino	82	98.8	99.4	99.6	Yes	81	100.0	100.0	100.0	Yes	90.0	8.0	98.0	Yes	91.4	7.8	99.2	Yes
White	806	99.8	99.9	99.8	Yes	805	100.0	100.0	100.0	Yes	96.6	2.4	99.1	Yes	94.9	3.4	98.4	Yes
Native Hawaiian or Other Pacific Islander	0		-			0			-				-				-	
More than one race	15			-		15			-				-				-	
English Language Learners	12			-		10			-				-				-	
Students with Disabilities	91	98.9	99.5	99.7	Yes	91	100.0	100.0	100.0	Yes	83.3	8.6	91.9	Yes	75.2	10.1	85.3	Safe Harbor
Economically Disadvantaged	127	99.2	99.6	99.7	Yes	127	100.0	100.0	100.0	Yes	85.7	7.5	93.2	Yes	82.7	8.3	91.0	Yes
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?			Yes				

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Roger Ludlowe Middle School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Tomlinson Middle School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the reports for elementary and middle schools present the performance of students in mathematics and reading on the Connecticut Mastery Test (CMT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CMT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CMT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CMT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent at or above Basic on the writing subtest of the CMT or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Tomlinson Middle School - Safe Harbor

CMT Two Year Trend Data: % At or Above Proficient

Subject	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Mathematics	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	95.8	96.4	94.8	96.8	92.7	96.7
Reading	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	No Students in Grade	93.5	96.4	94.4	97.2	93.1	96.8

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CMT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Tomlinson Middle School Final Adequate Yearly Progress Status, 2010-11 School Year: Safe Harbor

Based on 2011 Connecticut Mastery Test (CMT)

Fairfield School District

Tomlinson Middle School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	779	99.7	99.8	99.8	Yes	779	100.0	99.9	99.9	Yes	96.8	2.4	99.2	Yes	96.9	3.3	100.0	Yes
American Indian or Alaska Native	0		-	-		0			-				-			-		
Asian	28		-	-		28			-				-			-		
Black or African American	15		-	-		15			-				-			-		
Hispanic/Latino	59	100.0	100.0	100.0	Yes	59	100.0	100.0	100.0	Yes	96.6	5.8	100.0	Yes	93.2	8.2	100.0	Yes
White	660	99.7	99.8	99.8	Yes	660	100.0	99.9	99.9	Yes	96.9	2.5	99.4	Yes	97.1	3.3	100.0	Yes
Native Hawaiian or Other Pacific Islander	0		-	-		0			-				-			-		
More than one race	17		-	-		17			-				-			-		
English Language Learners	9		-	-		9			-				-			-		
Students with Disabilities	70	100.0	100.0	100.0	Yes	70	100.0	100.0	100.0	Yes	80.0	10.3	90.3	Safe Harbor	85.9	9.3	95.1	Yes
Economically Disadvantaged	60	100.0	100.0	100.0	Yes	60	100.0	100.0	100.0	Yes	95.0	6.8	100.0	Yes	93.3	8.0	100.0	Yes
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?		Yes					

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Tomlinson Middle School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Fairfield Ludlowe High School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the report for high schools presents the performance of students in mathematics and reading on the Connecticut Academic Performance Test (CAPT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal, by 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CAPT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CAPT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CAPT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent graduation rate or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Fairfield Ludlowe High School = Achieved

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data

Page 3: Connecticut Mastery Test (CAPT) Achievement Data

Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Fairfield Ludlowe High School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Academic Performance Test (CAPT)

Fairfield School District

Fairfield Ludlowe High School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient									
	Mathematics					Reading					Mathematics (90% proficient needed)				Reading (91% proficient needed)					
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?		
Whole School	387	98.4	98.7	98.8	Yes	387	99.5	99.3	99.4	Yes	93.4	4.7	98.2	Yes	95.1	8.8	100.0	Yes		
American Indian or Alaska Native	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-		
Asian	15	-	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-		
Black or African American	3	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-		
Hispanic/Latino	28	-	-	-	-	28	-	-	-	-	-	-	-	-	-	-	-	-		
White	333	98.5	98.6	98.7	Yes	333	99.7	99.4	99.5	Yes	94.5	4.7	99.2	Yes	95.8	8.8	100.0	Yes		
Native Hawaiian or Other Pacific Islander	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-		
More than one race	5	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-		
English Language Learners	3	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-		
Students with Disabilities	41	95.1	94.8	95.0	Yes	41	100.0	97.2	96.6	Yes	-	-	-	-	73.2	18.2	91.3	Yes		
Economically Disadvantaged	32	-	-	-	-	32	-	-	-	-	-	-	-	-	-	-	-	-		
Additional Academic Indicator: Graduation Rate (85 % or annual improvement needed)																			AYP Target Met?	Yes

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CAPT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Fairfield Ludlowe High School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

NCLB

Report Card

2010-2011

Connecticut State Department of Education

Fairfield School District Fairfield Warde High School

The federal No Child Left Behind (NCLB) Act of 2001 requires a statewide school accountability system. As part of this system, school districts receiving federal dollars based on the percentage of district students in poverty (referred to as Title I funds) must prepare and disseminate annual accountability reports for each school in the district. In Connecticut, the report for high schools presents the performance of students in mathematics and reading on the Connecticut Academic Performance Test (CAPT), as well as information about the qualifications of teachers based on the federal definition of "highly qualified" teachers.

Adequate Yearly Progress

The state is required to determine annually if every school is making adequate yearly progress (AYP) toward reaching the goal. By 2014, of having 100 percent of its students scoring at or above the Proficient level in mathematics and reading on the CAPT. For a school to have made AYP, the following criteria must have been met by all students in the school and by each subgroup (major racial and ethnic groups, students in poverty, students with disabilities and English language learners): (1) 95 percent participation on both the mathematics and reading CAPT; (2) achievement of the AYP target percentage at or above Proficient in mathematics and reading on the CAPT; and (3) achievement of the AYP target for an additional academic indicator, 70 percent graduation rate or improvement from the previous year. If a school does not make AYP for two consecutive years, it will be identified as "in need of improvement." More information about AYP can be found on Page 2 of this report.

Adequate Yearly Progress Status for Fairfield Warde High School = Achieved

Contents of NCLB School Report:

Page 2: Adequate Yearly Progress Data
Page 3: Connecticut Mastery Test (CAPT) Achievement Data
Page 4: Qualifications of Teachers Teaching in the Core Academic Areas

Fairfield Warde High School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Academic Performance Test (CAPT)

Fairfield School District

Fairfield Warde High School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient												
	Mathematics			Reading			Mathematics (90% proficient needed)				Reading (91% proficient needed)								
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Ayp Target Met?	
Whole School	323	99.4	99.0	98.9	Yes	320	99.4	98.8	98.9	Yes	88.9	5.6	94.4	Yes	92.9	9.0	100.0	Yes	
American Indian or Alaska Native	1		-			1			-				-				-	Yes	
Asian	18		-			16			-				-				-		
Black or African American	8		-			8			-				-				-		
Hispanic/Latino	42	100.0	100.0	97.0	Yes	41	100.0	100.0	98.5	Yes	78.6	15.2	93.8	Yes	87.8	14.5	100.0	Yes	
White	233	99.1	98.8	99.1	Yes	233	99.1	99.0	99.2	Yes	91.6	5.7	97.3	Yes	94.2	9.1	100.0	Yes	
Native Hawaiian or Other Pacific Islander	2		-			2			-				-				-	Yes	
More than one race	19		-			19			-				-				-		
English Language Learners	9		-			9			-				-				-		
Students with Disabilities	32		-			31			-				-				-		
Economically Disadvantaged	47	100.0	98.7	99.1	Yes	44	100.0	98.7	99.1	Yes	74.5	15.3	89.7	Yes	86.4	14.7	100.0	Yes	
Additional Academic Indicator: Graduation Rate (85 % or annual improvement needed)																	AYP Target Met?		Yes

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (or greater) for the calculation of the participation rate, but not of sufficient size (fewer than) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CAPT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Fairfield School District
Fairfield Warde High School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

