

Background Material FWMS Building Project

Enrollment Projections

Applied Data Services

November 30, 2009

NESDEC

November 17, 2009

Middle School Space Feasibility Committee Final Report

Educational Specifications

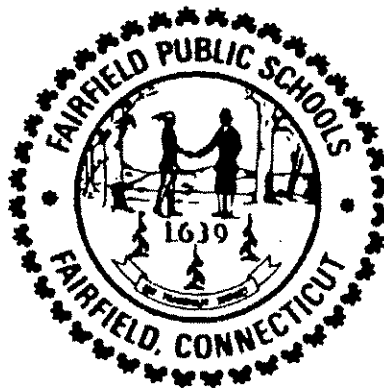
Fairfield Woods Middle School - October 28, 2008

Tomlinson Middle School - February 12, 2002

Roger Ludlowe Middle School – July 24, 2001

Previous Middle Schools (FWMS - 1993; RLMS – 1997)

Classroom Comparison Chart



February - 2010

FAIRFIELD PUBLIC SCHOOLS

DEMOGRAPHIC UPDATE

(BASED ON OCTOBER 1, 2009 ENROLLMENTS)

FINAL REPORT

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SUMMARY

From 2009 through 2014/2015, the total grade K-12 enrollments are projected to increase from 9,899 students to 10,254 students, and begin to gradually decline to 9,906 students in 2019. Over the same period, every elementary school maintains its enrollments.

The K-5 enrollments slightly but steadily decline from 4,772 students in 2009; to 4,453 students in 2014; to 4,382 students in 2019. This decline can be attributed to the lower number of births over the past five years; (and projected for next five years); resulting in a no-growth projected Kindergarten enrollment through 2019.

The Birth to Kindergarten survival ratio of 1.084 indicates more kindergarten students have enrolled into the system than children born five years earlier 8 ½% higher. This is an increase of 3 ½% from last year.

This increase in Birth to Kindergarten enrollment together with the consistent increase in the "survival" of all grades K through 8, indicates a continued in-migration of younger families into Fairfield. Since the number of certificates of occupancy (COs) issued for new homes has been low and steady over the past three years, it can be assumed that the in-migration can be attributed to the turnover of existing homes. This growth environment for all grades K through 8 is also the result of fewer students enrolled in private and parochial schools.

INTRODUCTION

Applied Data Services has updated the Fairfield Public Schools' enrollment projections from 2010/11 through 2019/20. The Cohort Survival Ratios, used to project the enrollments for each grade pair, were calculated using the past three years of enrollment history. This is a change from the previous methodology, using the five year ratios, to better reflect more recent trends. The ten-year enrollment projections required that the births from 2010 through 2014 be estimated. The live birth statistics were obtained from the Connecticut State Department of Education.

SPECIFICATIONS

The current school year, 2009/10, is the base year for the projected enrollments. These current school enrollments by school, by grade were provided by Fairfield Central Administration. For completeness, these statistics have been included as Appendix 1.

Elementary grade K-5 schools feed one hundred percent (100%) of their fifth grade enrollment to their respective middle schools. The middle schools feed the two high schools as per the feeder structure included as Appendix 2.

This update used the October 1, 2009 enrollments by building, by grade. The reports created include:

- Enrollment History by district, by grade, beginning five years previously and proceeding through the current year.
- Enrollment Projections by district, by grade and year beginning in 2010/11 through 2019/20 for each grade.
- Enrollment Projections for each building for each year through 2019/20.
- Enrollment Projections for each building by grade through 2019/20.
- The survival ratios for each grade pair including the birth to kindergarten progression.
- Projected births from 2010 to 2014 were calculated by using a 5-year rolling average.

ANALYSIS

COMPARISON BETWEEN PREVIOUS 2009/10 PROJECTIONS AND ACTUAL ENROLLMENTS FOR 2009/10

A comparison of the enrollments Projected 2009/10, using the December 1, 2008 updated Enrollment Projections Report; against the Actual 2009/10 grades K-5, 6-8 and 9-12 enrollments provided by the district, are shown below.

	K	K-5	6-8	9-12*
Projected 2009/10	677	4751	2406	2704
Actual 2009/10	722	4772	2411	2716
Difference	-45	-21	-5	-12

* Grades 9-12 figures do not include the Alternative High School.

ASSIGNMENT OF PROJECTED KINDERGARTEN STUDENTS

The Kindergarten students are projected on a district wide basis for each year. The procedure for assigning these students to each of the elementary schools is as follows: for each elementary school, the numbers of students in grades 1 through 3 are added; a percentage of the number of grades 1 through 3 in a school versus the district total of grades 1 through 3 is computed for each school; the projected Kindergarten students are then assigned to each school according to this percentage.

SURVIVAL RATIOS

ADS has developed two different migration/survival ratios (Three-Year and Five-Year) to develop future projections. A five-year ratio considers the average over the past five years to predict future enrollments, while a three-year ratio averages the enrollments over the past three years. Based on enrollment projections, a five-year ratio yields a slightly lower K-12 projection in 2014 than using the three year survival ratio. For this year, ADS is using a three-year average to determine projections; putting more weight on more recent trends.

As such, the survival ratios used were computed based on a three-year history for each grade. The survival ratios for each grade pair were then applied to each grade in each of the schools to calculate the projected enrollments. The projected enrollments by grade, by year are obtained by adding each of the grades for the schools.

The survival ratios are presented below for each grade pair for the years 2009/10 through 2014/15. (These survival ratios are also used for projecting enrollments from 2015/16 through 2019/20.)

SURVIVAL RATIOS FOR PROJECTIONS THROUGH 2014/15

<u>Grade</u>	<u>B</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
SR	1.084	1.022	1.001	1.019	1.016	1.011	1.009	1.012	1.018	.980	.971	.989	.999	

A birth/kindergarten survival ratio of 1.084 indicates more students enrolled in Kindergarten in 2009/10, than were born in Fairfield five years earlier. This is a 3% increase over last year.

For each grade pair from K through grade 8, the survival ratios are all greater than 1.00. Each grade is projected to increase. This can be attributed directly to the attraction of students from private and parochial schools and turnover of existing homes in Fairfield to younger families. This "turnover" is supported by the decrease of new home construction; and the attraction of Private and Parochial students is supported by the steady decline in Private and Parochial enrollments from 2005 to 2009.

Grades 9 through 12 indicate a loss of students each year, with a maximum of .971 or 2.9%. Fewer students are leaving than last year.

COMMENTS ON 2009/10 PROJECTED ENROLLMENTS

The total K-12 enrollments (less the ECC and the Alternative High School) are projected to increase from 9,899 students in 2009/10 to 10,012 students in 2010/11. This is an increase of 113 students in one year, with a projected K-12 enrollment steadily increasing to 10,254 students in 2014/15. The increase in births, from 638 in 2004 to 698 in 2005 resulted in 35 more Kindergarten students in 2010/11.

The K-5 enrollment peaks in 2009/10 at 4,772 students (not including ECC). The K-5 enrollment steadily declines and does not reach this level again through 2019/20. In 2013/14 the K-5 enrollment decreases to 4,453 down 319 students from the current enrollment of 4,772. This is caused by the decrease in births from 757 in 2003 to 638 in 2004, which resulted in 109 fewer Kindergarten students in 2009/10.

The Birth to Kindergarten survival ratio of 1.084 indicates more kindergarten students have enrolled into the system than children born five years earlier. It would be safe to attribute this to the in-migration of younger families into the Fairfield School District as the cause, in addition to fewer students enrolled in private and parochial schools.

The number of students in grades 6-8 increases by 191 students by the year 2012/13 to 2,602 students (peak) and then slowly declines to 2,333 students in 2019. The grades 9-12 enrollment increases by 513 students by 2014/15 and peaks in 2015/16 with 3,357 students, then steadily declines to 3,191 students in the year 2019.

FEEDER STRUCTURE FOR THE MIDDLE AND HIGH SCHOOLS

It should be noted that both the enrollments at Tomlinson Middle School (TMS) and Roger Ludlowe Middle School (RLMS) will peak in the year 2012/13. At this time TMS

will require 98 additional seats and RLMS will require 97 additional seats; the equivalent of 4 additional classrooms for each building.

During the next five years the enrollment at Fairfield Woods Middle School (FWMS) remains relatively “flat”.

Both of the high schools’ enrollments increase steadily over the next five years; from 1279 students to 1469 students at Fairfield Warde in 2014/15; and from 1437 students at Fairfield Ludlowe in 2009 to 1760 students in 2014/15. The Middle School feeder pattern is presented in appendix 2.

These represent approximately 9 additional classrooms at Fairfield Warde and 14 additional classrooms at Fairfield Ludlowe. **Perhaps the feeder structures for both the Middle and High Schools should be reviewed based on the available capacities at each building.**

COMPUTATION OF PROJECTED BIRTHS FROM 2009 THROUGH 2014

The live births shown on page 6 were obtained from the Connecticut State Department of Health, for the years 2000 through 2007. The births for 2008 and 2009 were estimated using a three year rolling average.

In order to project enrollments from 2014 through 2019, it was necessary to estimate the number of births from 2010 through 2014. A five year “Rolling Average” procedure was used to estimate the births from 2009 through 2014. These births were used to compute the Kindergarten enrollment projections from 2014/15 through 2019/20. (See Figure 1)

NEW CONSTRUCTION

The number of single family dwellings constructed in Fairfield is presented below for the years 2004 through 2008. The history of new construction indicates a decrease in new single family units and will require no adjustment to the projections.

YEAR	SINGLE FAMILY HOUSING UNITS
2004	88
2005	145
2006	106
2007	95
2008	58
2009	53 <est>

This data was obtained from The U.S. Census Bureau – Building Permits. For consistency the number of new dwellings has been restricted to single family dwellings and does not include two or three family homes. The 2009 value was estimated using an average of the last three years.

FAIRFIELD PUBLIC SCHOOLS LIVE AND PROJECTED BIRTHS

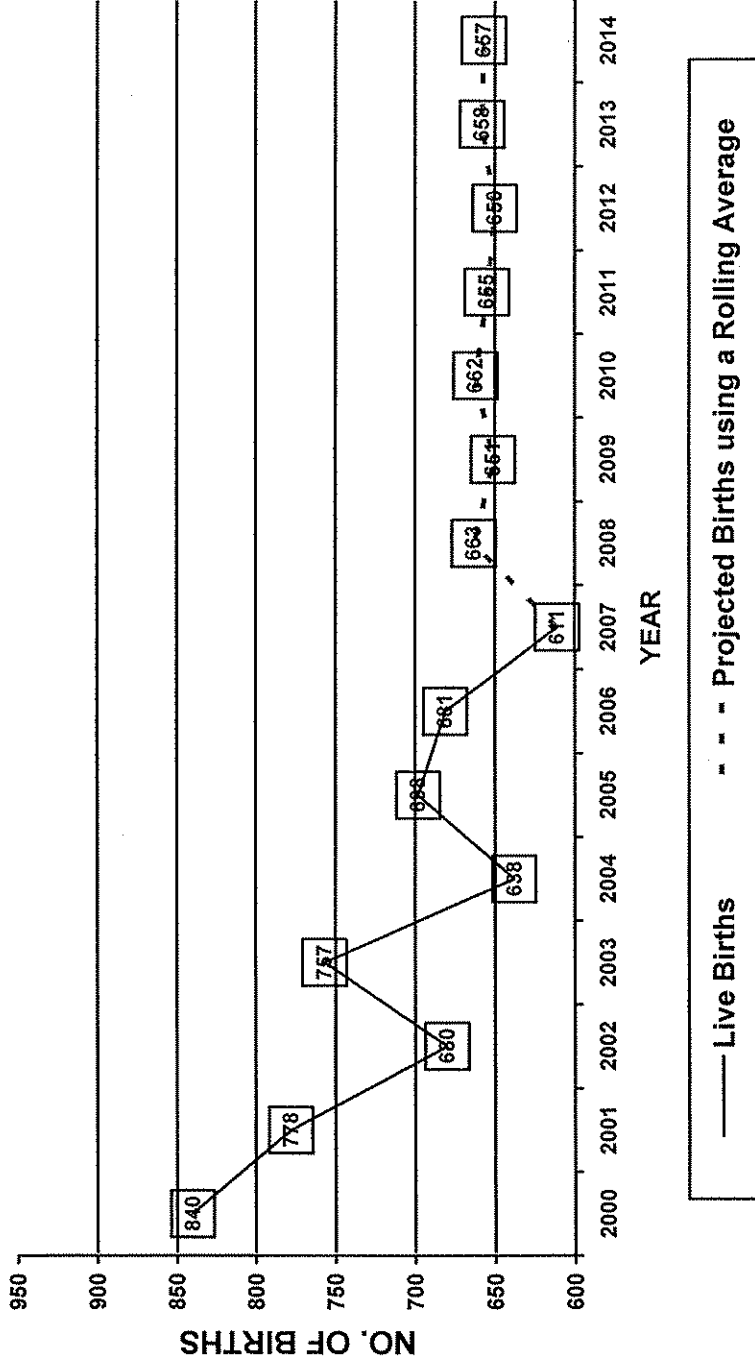


Figure 1

Notes: Births compiled for years 2000 through 2007 were provided by Bureau of Student Assessment and Research of the Connecticut State Dept. of Education. The births for the uncompiled years 2008 and 2009 were estimated using a three year rolling average. Estimates for the un-compiled years 2010 through 2013 were calculated using a five year rolling average.

FAIRFIELD PUBLIC SCHOOLS

DISTRICT-WIDE ENROLLMENT PROJECTION BY GRADE AND YEAR (3-YEAR SURVIVAL RATIO)

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
ECC	58	61	60	54	59	58
KINDERGARTEN	722	757	738	662	719	706
FIRST	798	736	775	754	675	733
SECOND	753	798	736	775	754	675
THIRD	853	765	813	750	788	766
FOURTH	826	865	776	826	762	800
FIFTH	820	837	876	787	837	773
SUB TTL K-5	4772	4758	4714	4554	4535	4453
SIXTH	855	830	848	887	798	847
SEVENTH	766	865	841	859	898	809
EIGHTH	790	780	880	856	874	916
SUB TTL 6-8	2411	2475	2569	2602	2570	2572
NINTH	715	774	764	862	837	856
TENTH	683	695	752	742	837	812
ELEVENTH	635	675	687	744	734	827
TWELFTH	683	635	675	687	744	734
SUB TTL 9-12	2716	2779	2878	3035	3152	3229
TOTAL K-12	9899	10012	10161	10191	10257	10254
ALTERNATIVE HS	35	36	37	39	41	42
TOTAL	9992	10109	10258	10284	10357	10354

Notes: ECC projections used the same percent of increase/decrease as Kindergarten.
 Alternative HS projections used the same percent increase/decrease as gr. 9-12.
 Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

DISTRICT-WIDE ENROLLMENT PROJECTION BY GRADE AND YEAR (3-YEAR SURVIVAL RATIO)

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
ECC	57	58	58	58	58
KINDERGARTEN	716	707	702	712	709
FIRST	718	729	719	714	725
SECOND	733	718	729	719	714
THIRD	686	745	729	741	731
FOURTH	777	697	756	740	752
FIFTH	811	788	708	767	751
SUB TTL K-5	4441	4384	4343	4393	4382
SIXTH	784	822	799	719	778
SEVENTH	858	795	833	810	730
EIGHTH	824	874	809	849	825
SUB TTL 6-8	2466	2491	2441	2378	2333
NINTH	896	805	855	792	830
TENTH	831	869	781	830	768
ELEVENTH	803	822	860	773	820
TWELFTH	827	803	822	860	773
SUB TTL 9-12	3357	3299	3318	3255	3191
TOTAL K-12	10264	10174	10102	10026	9906
ALTERNATIVE HS	41	40	41	40	39
TOTAL	10362	10272	10201	10124	10003

Notes: ECC projections used the same percent of increase/decrease as Kindergarten.
 Alternative HS projections used the same percent increase/decrease as gr. 9-12.
 Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

SUMMARY OF ENROLLMENT PROJECTION BY SCHOOL AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
BURR	399	394	384	380	384	358
DWIGHT	316	310	302	292	281	283
HOLLAND	335	335	337	322	317	313
JENNINGS	352	359	347	331	324	325
McKINLEY	431	413	415	389	392	393
MILL HILL	478	485	474	463	458	460
N.STRATFIELD	478	481	484	464	460	446
OSBORN HILL	551	563	568	557	558	547
RIVERFIELD	466	460	434	416	414	409
SHERMAN	474	462	478	463	460	466
STRATFIELD	492	496	491	477	487	453
FWMS	672	668	683	668	670	680
RLMS	966	996	1051	1063	1029	1040
TMS	773	811	835	871	871	852
FWHS	1279	1288	1328	1394	1436	1469
FLHS	1437	1491	1550	1641	1716	1760
TOTAL K-12	9899	10012	10161	10191	10257	10254
ECC	58	61	60	54	59	58
ALTERNATIVE HS	35	36	37	39	41	42
TOTAL	9992	10109	10258	10284	10357	10354

Notes: Special Education Students are reflected in individual grades and school totals.

McKinley and Burr enrollment does not include 40 Pre-K students.

ECC projections used the same percent of increase/decrease as Kindergarten.

Alternative HS projections used the same percent increase/decrease as gr. 9-12.

FAIRFIELD PUBLIC SCHOOLS

SUMMARY OF ENROLLMENT PROJECTION BY SCHOOL AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL	YEAR				
	15-16	16-17	17-18	18-19	19-20
BURR	360	355	352	356	355
DWIGHT	286	283	281	285	285
HOLLAND	317	313	310	314	314
JENNINGS	328	324	322	325	324
McKINLEY	389	384	380	384	383
MILL HILL	446	440	436	441	439
N.STRATFIELD	455	449	444	449	447
OSBORN HILL	536	530	525	532	532
RIVERFIELD	408	402	398	402	401
SHERMAN	451	445	440	445	443
STRATFIELD	465	459	455	460	459
FWMS	638	643	612	614	603
RLMS	992	1023	983	959	939
TMS	836	825	846	805	791
FWHS	1513	1457	1499	1442	1416
FLHS	1844	1842	1819	1813	1775
TOTAL K-12	10264	10174	10102	10026	9906
ECC	57	58	58	58	58
ALTERNATIVE HS	41	40	41	40	39
TOTAL	10362	10272	10201	10124	10003

Notes: Special Education Students are reflected in individual grades and school totals.
 McKinley and Burr enrollment does not include 40 Pre-K students.
 ECC projections used the same percent of increase/decrease as Kindergarten.
 Alternative HS projections used the same percent increase/decrease as gr. 9-12.

Following this section, the projected enrollments by school by grade, by year through 2019/20 using a 3-year survival ratio, are presented; followed by a district-wide enrollment history by grade, by year. Appendix 1 contains the October 1, 2009 enrollments by school, by grade, as provided by the Fairfield central administration; Appendix 2 illustrates the feeder patterns used for the projections.

Projected Enrollments
by School by Grade by Year
2009 through 2019

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - BURR

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	56	62	60	54	58	57
FIRST	83	57	63	61	55	59
SECOND	55	83	57	63	61	55
THIRD	60	56	85	58	64	62
FOURTH	74	61	57	86	59	65
FIFTH	71	75	62	58	87	60
TOTAL	399	394	384	380	384	358

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	58	57	57	58	57
FIRST	58	59	58	58	59
SECOND	59	58	59	58	58
THIRD	56	60	59	60	59
FOURTH	63	57	61	60	61
FIFTH	66	64	58	62	61
TOTAL	360	355	352	356	355

Note: Special Education Students are reflected in individual grades and school totals.
 ECC students are not included in the above projections.
 Burr projection does not include Pre-K students.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - DWIGHT

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	43	48	47	42	47	46
FIRST	44	44	49	48	43	47
SECOND	59	44	44	49	48	43
THIRD	54	60	45	45	50	49
FOURTH	58	55	61	46	46	51
FIFTH	58	59	56	62	47	47
TOTAL	316	310	302	292	281	283

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	46	45	45	46	46
FIRST	47	47	46	46	47
SECOND	47	47	47	46	46
THIRD	44	48	48	48	47
FOURTH	50	45	49	49	49
FIFTH	52	51	46	50	50
TOTAL	286	283	281	285	285

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – HOLLAND HILL

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	47	54	53	47	52	50
FIRST	54	48	55	54	48	52
SECOND	58	54	48	55	54	48
THIRD	64	59	55	49	56	55
FOURTH	54	65	60	56	50	57
FIFTH	58	55	66	61	57	51
TOTAL	335	335	337	322	317	313

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	51	50	50	51	51
FIRST	51	52	51	51	52
SECOND	52	51	52	51	51
THIRD	49	53	52	53	52
FOURTH	56	50	54	53	54
FIFTH	58	57	51	55	54
TOTAL	317	313	310	314	314

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – JENNINGS

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	50	56	54	49	53	52
FIRST	52	51	57	55	50	54
SECOND	61	52	51	57	55	50
THIRD	67	62	53	52	58	56
FOURTH	69	68	63	54	53	59
FIFTH	53	70	69	64	55	54
TOTAL	352	359	347	331	324	325

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	53	52	52	52	52
FIRST	53	54	53	53	53
SECOND	54	53	54	53	53
THIRD	51	55	54	55	54
FOURTH	57	52	56	55	56
FIFTH	60	58	53	57	56
TOTAL	328	324	322	325	324

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - MCKINLEY

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	67	67	65	58	63	62
FIRST	62	68	68	66	59	64
SECOND	61	62	68	68	66	59
THIRD	86	62	63	69	69	67
FOURTH	66	87	63	64	70	70
FIFTH	89	67	88	64	65	71
TOTAL	431	413	415	389	392	393

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	63	62	61	62	62
FIRST	63	64	63	62	63
SECOND	64	63	64	63	62
THIRD	60	65	64	65	64
FOURTH	68	61	66	65	66
FIFTH	71	69	62	67	66
TOTAL	389	384	380	384	383

Note: Special Education Students are reflected in individual grades and school totals.
 ECC students are not included in the above projections.
 McKinley projection does not include Pre-K students.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - MILL HILL

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	84	76	74	67	72	71
FIRST	71	86	78	76	68	74
SECOND	78	71	86	78	76	68
THIRD	82	79	72	88	79	77
FOURTH	89	83	80	73	89	80
FIFTH	74	90	84	81	74	90
TOTAL	478	485	474	463	458	460

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	72	71	71	72	71
FIRST	72	73	72	72	73
SECOND	74	72	73	72	72
THIRD	69	75	73	74	73
FOURTH	78	70	76	74	75
FIFTH	81	79	71	77	75
TOTAL	446	440	436	441	439

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - N. STRATFIELD

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	64	78	76	68	74	72
FIRST	87	65	80	78	69	76
SECOND	79	87	65	80	78	69
THIRD	91	80	89	66	81	79
FOURTH	78	92	81	90	67	82
FIFTH	79	79	93	82	91	68
TOTAL	478	481	484	464	460	446

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	73	73	72	73	73
FIRST	73	74	74	73	74
SECOND	76	73	74	74	73
THIRD	70	77	74	75	75
FOURTH	80	71	78	75	76
FIFTH	83	81	72	79	76
TOTAL	455	449	444	449	447

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – OSBORN HILL

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	95	90	89	80	86	85
FIRST	98	97	93	91	82	88
SECOND	88	98	97	93	91	82
THIRD	95	90	100	99	95	93
FOURTH	90	97	91	102	101	97
FIFTH	85	91	98	92	103	102
TOTAL	551	563	568	557	558	547

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	86	86	85	86	86
FIRST	87	88	88	87	88
SECOND	88	87	88	88	87
THIRD	83	90	88	90	90
FOURTH	94	84	91	89	91
FIFTH	98	95	85	92	90
TOTAL	536	530	525	532	532

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - RIVERFIELD

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	67	70	68	61	66	65
FIRST	71	68	72	69	62	67
SECOND	69	71	68	72	69	62
THIRD	81	70	72	69	73	70
FOURTH	98	82	71	73	70	74
FIFTH	80	99	83	72	74	71
TOTAL	466	460	434	416	414	409

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	66	65	64	65	65
FIRST	66	67	66	65	66
SECOND	67	66	67	66	65
THIRD	63	68	67	68	67
FOURTH	71	64	69	68	69
FIFTH	75	72	65	70	69
TOTAL	408	402	398	402	401

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - SHERMAN

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	86	77	75	67	73	72
FIRST	68	88	79	77	68	75
SECOND	77	68	88	79	77	68
THIRD	86	78	69	90	80	78
FOURTH	63	87	79	70	91	81
FIFTH	94	64	88	80	71	92
TOTAL	474	462	478	463	460	466

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	73	72	71	72	72
FIRST	73	74	73	72	73
SECOND	75	73	74	73	72
THIRD	69	76	74	75	74
FOURTH	79	70	77	75	76
FIFTH	82	80	71	78	76
TOTAL	451	445	440	445	443

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - STRATFIELD

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
KINDERGARTEN	63	79	77	69	75	74
FIRST	108	64	81	79	71	77
SECOND	68	108	64	81	79	71
THIRD	87	69	110	65	83	80
FOURTH	87	88	70	112	66	84
FIFTH	79	88	89	71	113	67
TOTAL	492	496	491	477	487	453

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
KINDERGARTEN	75	74	74	75	74
FIRST	75	77	75	75	77
SECOND	77	75	77	75	75
THIRD	72	78	76	78	76
FOURTH	81	73	79	77	79
FIFTH	85	82	74	80	78
TOTAL	465	459	455	460	459

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - FWMS

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
SIXTH	241	205	227	227	207	236
SEVENTH	215	244	208	230	230	210
EIGHTH	216	219	248	211	233	234
TOTAL	672	668	683	668	670	680

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
SIXTH	185	212	206	186	201
SEVENTH	239	188	215	209	189
EIGHTH	214	243	191	219	213
TOTAL	638	643	612	614	603

Note: Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - RLMS

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
SIXTH	351	337	349	362	303	359
SEVENTH	299	355	341	353	366	307
EIGHTH	316	304	361	348	360	374
TOTAL	966	996	1051	1063	1029	1040

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
SIXTH	315	333	322	290	313
SEVENTH	364	319	337	326	294
EIGHTH	313	371	324	343	332
TOTAL	992	1023	983	959	939

Note: Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - TMS

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
SIXTH	263	288	272	298	288	252
SEVENTH	252	266	292	276	302	292
EIGHTH	258	257	271	297	281	308
TOTAL	773	811	835	871	871	852

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
SIXTH	284	277	271	243	264
SEVENTH	255	288	281	275	247
EIGHTH	297	260	294	287	280
TOTAL	836	825	846	805	791

Note: Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - FAIRFIELD WARDE HS

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
NINTH	320	354	352	405	363	390
TENTH	329	311	344	341	394	352
ELEVENTH	298	325	307	341	338	389
TWELFTH	332	298	325	307	341	338
TOTAL	1279	1288	1328	1394	1436	1469

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
NINTH	397	349	404	333	369
TENTH	379	385	339	392	323
ELEVENTH	348	375	381	336	388
TWELFTH	389	348	375	381	336
TOTAL	1513	1457	1500	1442	1416

Note: Special Education Students are reflected in individual grades and school totals.
Alternative HS students are not included in the above figures.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY SCHOOL BY GRADE BY YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – FAIRFIELD LUDLOWE HS

GRADE	YEAR					
	09-10	10-11	11-12	12-13	13-14	14-15
NINTH	395	420	412	457	474	466
TENTH	354	384	408	401	443	460
ELEVENTH	337	350	380	403	396	438
TWELFTH	351	337	350	380	403	396
TOTAL	1437	1491	1550	1641	1716	1760

GRADE	YEAR				
	15-16	16-17	17-18	18-19	19-20
NINTH	499	456	451	459	461
TENTH	452	484	442	438	445
ELEVENTH	455	447	479	437	432
TWELFTH	438	455	447	479	437
TOTAL	1844	1842	1819	1813	1775

Note: Special Education Students are reflected in individual grades and school totals.
Alternative HS students are not included in the above figures.

FAIRFIELD PUBLIC SCHOOLS

DISTRICT-WIDE ENROLLMENT HISTORY BY GRADE AND YEAR

GRADE	YEAR					
	04-05	05-06	06-07	07-08	08-09	09-10
ECC	59	52	51	54	51	58
KINDERGARTEN	762	801	822	736	786	722
FIRST	792	806	806	848	750	798
SECOND	729	784	793	810	843	753
THIRD	772	716	806	822	816	853
FOURTH	696	768	731	839	818	826
FIFTH	723	689	769	748	845	820
SUB TTL K-5	4474	4564	4727	4803	4858	4772
SIXTH	658	731	701	775	755	855
SEVENTH	704	661	726	709	780	766
EIGHTH	661	705	661	737	729	790
SUB TTL 6-8	2023	2097	2088	2221	2264	2411
NINTH	659	644	698	659	710	715
TENTH	592	631	611	687	637	683
ELEVENTH	591	576	630	600	678	635
TWELFTH	529	573	564	623	601	683
SUB TTL 9-12	2371	2424	2503	2569	2626	2716
TOTAL K-12	8868	9085	9318	9593	9748	9899
ALTERNATIVE HS	31	38	35	42	41	35
TOTAL	8958	9175	9404	9689	9840	9992

Note: **TOTAL** includes Grades K-12, ECC, and Alternative HS.

APPENDIX 1

**FAIRFIELD PUBLIC SCHOOLS
OCTOBER 2009/10
ENROLLMENTS BY SCHOOL BY GRADE**

SCHOOL	KG	01	02	03	04	05	06	07	08	09	10	11	12	ENR
FWHS										320	329	298	332	1279
FLHS										395	354	337	351	1437
FWMS							241	215	216					672
RLMS							351	299	316					966
TMS							263	252	258					773
Burr Elem.	56	83	55	60	74	71								399
Dwight Elem.	43	44	59	54	58	58								316
Holland Hill Elem.	47	54	58	64	54	58								335
Jennings Elem.	50	52	61	67	69	53								352
McKinley Elem.	67	62	61	86	66	89								431
Mill Hill Elem.	84	71	78	82	89	74								478
N. Stratfield Elem.	64	87	79	91	78	79								478
Osborn Hill Elem.	95	98	88	95	90	85								551
Riverfield Elem.	67	71	69	81	98	80								466
Sherman Elem.	86	68	77	86	63	94								474
Stratfield Elem.	63	108	68	87	87	79								492
TOTAL	722	798	753	853	826	820	855	766	790	715	683	635	683	9899

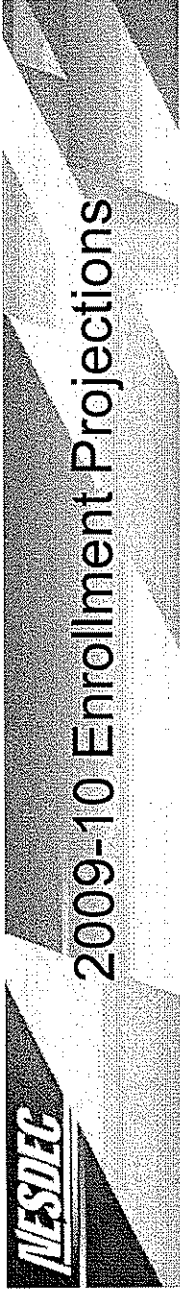
Notes ECC and Alternative HS students are not included in above figures.
McKinley and Burr enrollment does not include 40 Pre-K students.

APPENDIX 2

FAIRFIELD PUBLIC SCHOOLS

FEEDER PATTERNS

<u>Schools</u>	<u>Grades</u>	<u>Feeds</u>	<u>Percentage</u>
BURR	K-5	FWMS	100.0% of its grade 5 enrollment
DWIGHT	K-5	TMS	100.0% of its grade 5 enrollment
HOLLAND	K-5	TMS	100.0% of its grade 5 enrollment
JENNINGS	K-5	FWMS	100.0% of its grade 5 enrollment
McKINLEY	K-5	RLMS	100.0% of its grade 5 enrollment
MILL HILL	K-5	TMS	100.0% of its grade 5 enrollment
N. STRATFIELD	K-5	FWMS	100.0% of its grade 5 enrollment
OSBORN HILL	K-5	RLMS	100.0% of its grade 5 enrollment
RIVERFIELD	K-5	RLMS	100.0% of its grade 5 enrollment
SHERMAN	K-5	TMS	100.0% of its grade 5 enrollment
STRATFIELD	K-5	RLMS	100.0% of its grade 5 enrollment
FWMS	6-8	FWHS	100.0% of its grade 8 enrollment
RLMS	6-8	FWHS	46.0% of its grade 8 enrollment
	6-8	FLHS	54.0% of its grade 8 enrollment
TMS	6-8	FLHS	100.0% of its grade 8 enrollment



TO: Dr. Ann Clark, Superintendent of Schools, Fairfield, CT
FROM: Donald G. Kennedy, Ed.D., Demographic Specialist
DATE: November 17, 2009
RE: Enrollment Projections

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the Fairfield School District. We have used the figures given to us by the district and we assume that the method of collecting the enrollment data has been consistent from year to year.

NESDEC's enrollment projection totals from fall of 2008 came within 0.6% of the actual enrollment total for fall, 2009 (9,876 projected v. 9,934 actual). The NESDEC projection of 4,830 PK-5 students (v. 4,870 actual); 2,404 Grade 6-8 pupils (v. 2,411 actual); and 2,734 high school students (v. 2,751 actual) each were close to the October 1 actual enrollment. The reader will note that NESDEC has begun to phase-in the PK enrollments into NESDEC reports, although K-12 totals will continue to be included as well. PK enrollment, over and above the Special Needs population, tends to vary with the spaces and funds currently available.

The two factors at work which will have the greatest effect upon future Fairfield enrollments are: a decline in the number of births to Fairfield residents and b. the eventual resumption of in-migration. In the decade from 1994-2003, Fairfield averaged 746 births per year; more recently (and expected over the next 6-7 years) are about 611-680 births annually (however there were 698 births in 2005... balanced by 611 in 2007). The ever-changing relationship between Fairfield births and Kindergarten enrollments is displayed on the B-K graph. Fairfield for years has registered about 104 Kindergarteners for every 100 Fairfield births (five years previous). These fluctuations translate to a forecast of about 710-734 Kindergarteners in most years for the next decade (with the exception of fall 2010 which will come from a large birth-year and fall 2012 which comes from an unusually

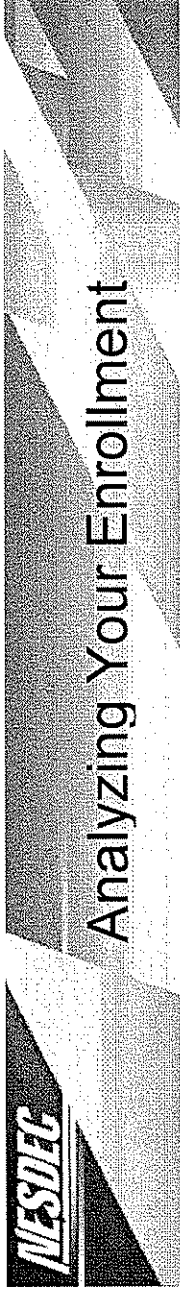
small birth-year) v. up to 822 Kindergartners in the past. In 9 of the last 11 years there were a minimum of 705 Kindergartners. Grade 1 is expected to be about 2% larger than the previous year's Kindergarten class, although this ratio also varies (it was only a 1.5% increase in 2009-10). Second, like many nearby communities Fairfield continues to experience enrollment fluctuations of in-migration in Grades 1-12: for example, over the past 11 years, Fairfield has experienced one year of 1% in-migration, five flat years, and five years of 1-2% out-migration.

The K-12 enrollment has increased every year from 1999 through its present peak. **K-12 enrollments are forecast to increase by about 30 students annually for the next ten years.** Enrollment in Grades K-5 may decrease by 252 students over a decade; Grades 6-8 may shrink by 1 pupil across a ten year span, and increase by 557 students in the high schools...all over the next decade.

Will these patterns really last for as long as ten years? Perhaps not. As soon as the economy and real estate situation improve, stronger in-migration may return to Fairfield. In 2008, there were sold in Fairfield only about 67% as many single-family homes as the average for 2004-2007 (571 in 2008 v. 850 average). In 2009 (through August 31) the pace was even slower, with only 321 homes sold compared with 413 in 2008 and 638 in 2007, during the comparable eight-month span. Similarly, condo sales slowed (108 in 2008 v. an average of 160 in 2004-2007). Building permits have slowed as well; see the "Additional Data" table below. See the description on Page 4 below regarding "reliability of projections".

If your district has need for further assistance in the area of long range facilities planning, we would urge you to call so that we might discuss our planning services which include our Demographic and Long-Range Enrollment Projection Studies.

We have enclosed suggestions for interpreting the printout and a brief description of the modified cohort survival methodology used in preparing the projections. As always, we would be delighted to hear from you regarding ways in which we might make the enrollment forecasts more useful to you. Please don't hesitate to call or email us at ep@nesdec.org. Best wishes for the school year.



Historical Public Enrollments

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments are normally quite responsive to these fluctuations.
2. Look down the K and 1 columns and note the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded, and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then in-migration has probably occurred; if it is smaller, then out-migration has probably occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school/junior high, and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

Enrollment Projections

1. Note the trends exhibited in the total K-12 (or 1-12) projection for the next five years as well as the

projections for various grade combinations. The trends on this page should generally exhibit a continuation of the trends mentioned above for historical enrollments, although the rate of change may be quite different.

2. Look at the births in the most recent years and note whether the trend is up, down, or level.
3. Make similar comparisons as appropriate on this page as were suggested for the "Historical Public Enrollments" page.

PROJECTION METHODOLOGY

The cohort survival technique is the most frequently used method of preparing enrollment forecasts. NESDEC uses that technique, but modifies it in order to move away from forecasts which are wholly computer or formula driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts. Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2008-09, increased to 104 students in Grade 2 in 2009-10, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years. The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses collectively the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Real estate turnover and new residential construction;
2. Migration, in or out, of the schools;
3. Drop-outs, transfers, etc.;
4. Births to residents;
5. Retention in the same grade.

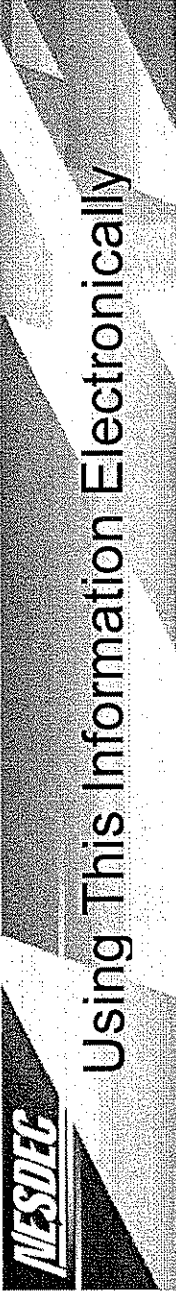
RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. In this regard, the projections are generally most reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments, and are useful for facility planning purposes. However, they should be viewed as subject to change given the possibility for change in the underlying assumptions/trends.

Projections based upon **the children already in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made to **predict the number of births**, thereby adding an additional variable. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

How often do the actual enrollments closely match the NESDEC projections? The research literature reports the closest that enrollment forecasters are likely to come to actual enrollments is about 1% variance per year-from-the-known-data. That is, a 1% variance from projection-to-actual "one-year-out" into the future (2% variance "two-years-out" ... 10% variance "ten-years-out"). NESDEC reaches this "highest possible" standard in about 90% of cases. When our NESDEC variance is greater, the reasons often are one of the following: a. imbedded/intervening "hidden" variables (examples: a parochial school closed or other students returned from non-public schools, a charter school opened, the Kindergarten program changed entrance age or to extended/full-day, the high school toughened its course credit/graduation requirements, the District set new attendance boundaries for elementary schools, or the District had well-publicized budget/referendum difficulties); b. the District size was below 500 students, thus subject to fluctuations; or c. the District has not done enrollment projections on an annual basis.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (high or low) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may be starting. **In light of this, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.



If you would like to extract the information contained in this report for your own documents or presentations, you can use Adobe Acrobat reader to convert the desired information to a "snapshot," which can be inserted into PowerPoint slides, Word documents, etc. Because the snapshot tool creates a graphic, the image is not editable.

Steps for Using The Snapshot Tool in Adobe Acrobat Reader 8.0:

1. Click on Tools Menu;
2. Choose "Select & Zoom;"
3. Choose "Snapshot Tool;"
4. Click and drag around the text, chart, and/or graphics that you would like to capture: your selection will be copied to the clipboard automatically;
5. Click in the document where you would like the information to appear;*
6. Give Paste command.

If you have an earlier version of Adobe Acrobat and these instructions don't work for you, contact your tech support person, or NESDEC and we will try to assist you. Telephone (508)481-9444 or ep@nesdec.org. Ask for Peggy, Don, or Carol.

*You may paste your snapshot onto a PowerPoint slide, onto an Excel sheet, or even into a graphics program to save as a separate graphic file (in .jpg or other format), so that it is available for inserting into future documents.



Fairfield, CT Historical Enrollment

School District:

Fairfield, CT

11/17/09

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1994	685	1999-00	28	685	674	711	654	722	646	652	609	586	470	492	420	438	96	7855	7883
1995	717	2000-01	33	705	724	662	709	655	717	642	658	611	538	477	455	416	107	8116	8149
1996	776	2001-02	38	736	708	720	664	699	649	714	641	661	561	552	483	483	116	8362	8400
1997	710	2002-03	40	696	767	716	723	688	696	654	719	641	608	552	538	462	101	8541	8581
1998	795	2003-04	41	791	721	772	715	712	650	690	660	696	608	608	533	526	83	8765	8806
1999	727	2004-05	59	762	792	729	772	696	723	658	704	661	661	601	600	540	0	8899	8958
2000	840	2005-06	72	801	806	784	716	768	669	731	661	705	652	638	586	0	9123	9195	
2001	777	2006-07	71	822	806	793	806	731	769	701	726	661	704	618	642	574	0	9353	9424
2002	680	2007-08	74	736	848	810	822	839	748	775	709	737	660	701	614	636	0	9635	9709
2003	757	2008-09	91	786	750	843	816	818	845	754	781	729	711	646	636	624	0	9789	9880
2004	638	2009-10	98	722	798	753	853	826	820	855	766	790	716	690	646	699	0	9934	10032

Historical Enrollment in Grade Combinations

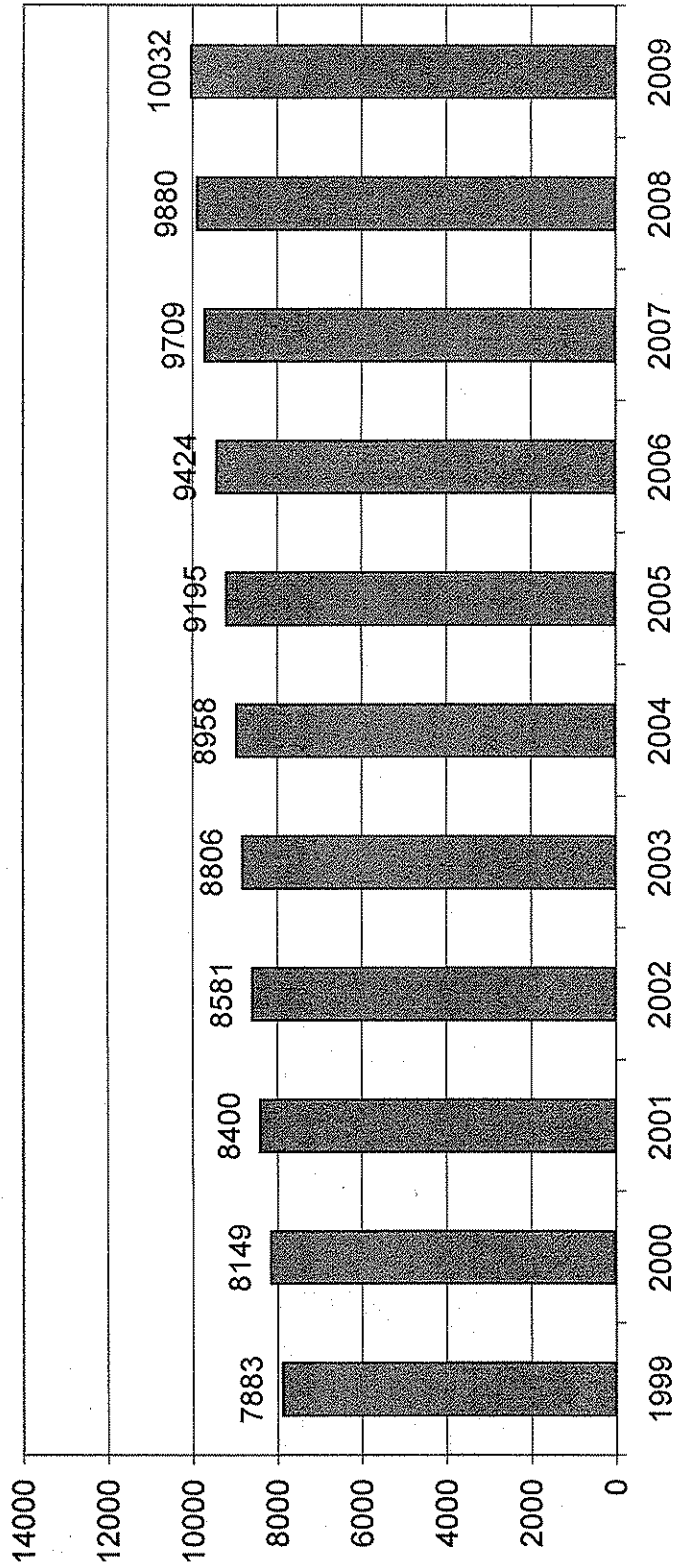
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
1999-00	4120	4092	4744	5939	2493	1847	1195	3015	1820
2000-01	4205	4172	4814	6083	2626	1911	1269	3195	1926
2001-02	4214	4176	4890	6192	2665	2016	1302	3366	2054
2002-03	4306	4266	4920	6280	2710	2014	1360	3520	2160
2003-04	4402	4361	5051	6407	2696	2046	1356	3631	2275
2004-05	4533	4474	5132	6497	2746	2023	1366	3767	2402
2005-06	4636	4564	5295	6661	2786	2097	1366	3828	2462
2006-07	4798	4727	5428	6815	2857	2088	1387	3925	2538
2007-08	4877	4803	5578	7024	2969	2221	1446	4057	2611
2008-09	4949	4858	5612	7122	3109	2264	1510	4177	2667
2009-10	4870	4772	5627	7183	3231	2411	1556	4307	2751

Historical Percentage Changes

Year	K-12	Diff.	%
1999-00	7855	0	0.0%
2000-01	8116	261	3.3%
2001-02	8362	246	3.0%
2002-03	8541	179	2.1%
2003-04	8765	224	2.6%
2004-05	8899	134	1.5%
2005-06	9123	224	2.5%
2006-07	9353	230	2.5%
2007-08	9635	282	3.0%
2008-09	9789	154	1.6%
2009-10	9934	145	1.5%
K-12 Change	2079	26.5%	

Fairfield, CT Historical Enrollment

PK-12, 1999-2009





Fairfield, CT Projected Enrollment

School District:

Fairfield, CT

11/17/09

Enrollment Projections By Grade*

Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2004	638	2009-10	98	722	798	753	853	826	820	855	766	790	716	690	646	699	0	9934	10032
2005	698	2010-11	99	757	738	798	791	867	835	828	865	780	774	702	683	652	0	10070	10169
2006	680	2011-12	100	737	774	738	838	804	877	843	838	881	764	759	695	689	0	10237	10337
2007	611	2012-13	101	662	753	774	775	851	813	886	853	853	863	749	751	701	0	10284	10385
2008	677	(est.) 2013-14	102	734	677	753	813	787	860	821	896	869	836	846	742	757	0	10391	10493
2009	661	(est.) 2014-15	103	716	760	677	791	826	796	869	831	912	852	819	838	748	0	10425	10528
2010	665	(est.) 2015-16	104	721	732	750	711	804	835	804	879	846	894	835	811	845	0	10467	10571
2011	659	(est.) 2016-17	105	714	737	732	788	722	813	843	813	895	829	876	827	818	0	10407	10512
2012	655	(est.) 2017-18	106	710	730	737	769	801	730	821	853	828	877	812	867	834	0	10369	10475
2013	663	(est.) 2018-19	107	719	726	730	774	781	810	737	831	869	811	859	804	874	0	10325	10432
2014	661	(est.) 2019-20	108	716	735	726	767	786	790	818	746	846	852	795	850	811	0	10238	10346

*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*

Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2009-10	4870	4772	5627	7183	3231	2411	1556	4307	2751
2010-11	4885	4786	5614	7259	3308	2473	1645	4456	2811
2011-12	4868	4768	5611	7330	3439	2562	1719	4626	2907
2012-13	4729	4628	5514	7220	3405	2592	1706	4770	3064
2013-14	4726	4624	5445	7210	3446	2686	1765	4946	3181
2014-15	4659	4556	5425	7168	3408	2612	1743	5000	3257
2015-16	4657	4553	5357	7082	3364	2629	1725	5110	3385
2016-17	4611	4506	5349	7057	3364	2551	1708	5058	3350
2017-18	4583	4477	5298	6979	3232	2502	1681	5071	3390
2018-19	4647	4540	5277	6977	3247	2437	1700	5048	3348
2019-20	4628	4520	5338	6930	3200	2410	1592	4900	3308

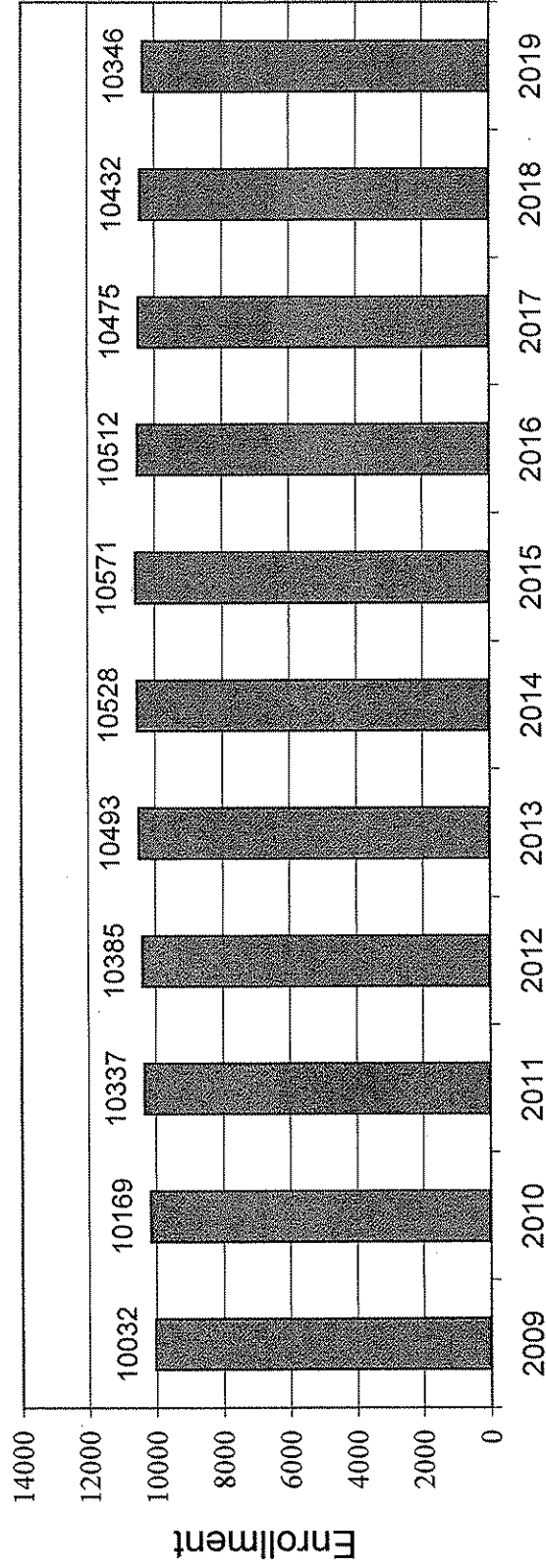
Projected Percentage Changes

Years	K-12	Diff.	%
2009-10	9934	0	0.0%
2010-11	10070	136	1.4%
2011-12	10237	167	1.7%
2012-13	10284	47	0.5%
2013-14	10391	107	1.0%
2014-15	10425	34	0.3%
2015-16	10467	42	0.4%
2016-17	10407	-60	-0.6%
2017-18	10369	-38	-0.4%
2018-19	10325	-44	-0.4%
2019-20	10238	-87	-0.8%
K-12 Change		304	3.1%



Fairfield, CT Projected Enrollment

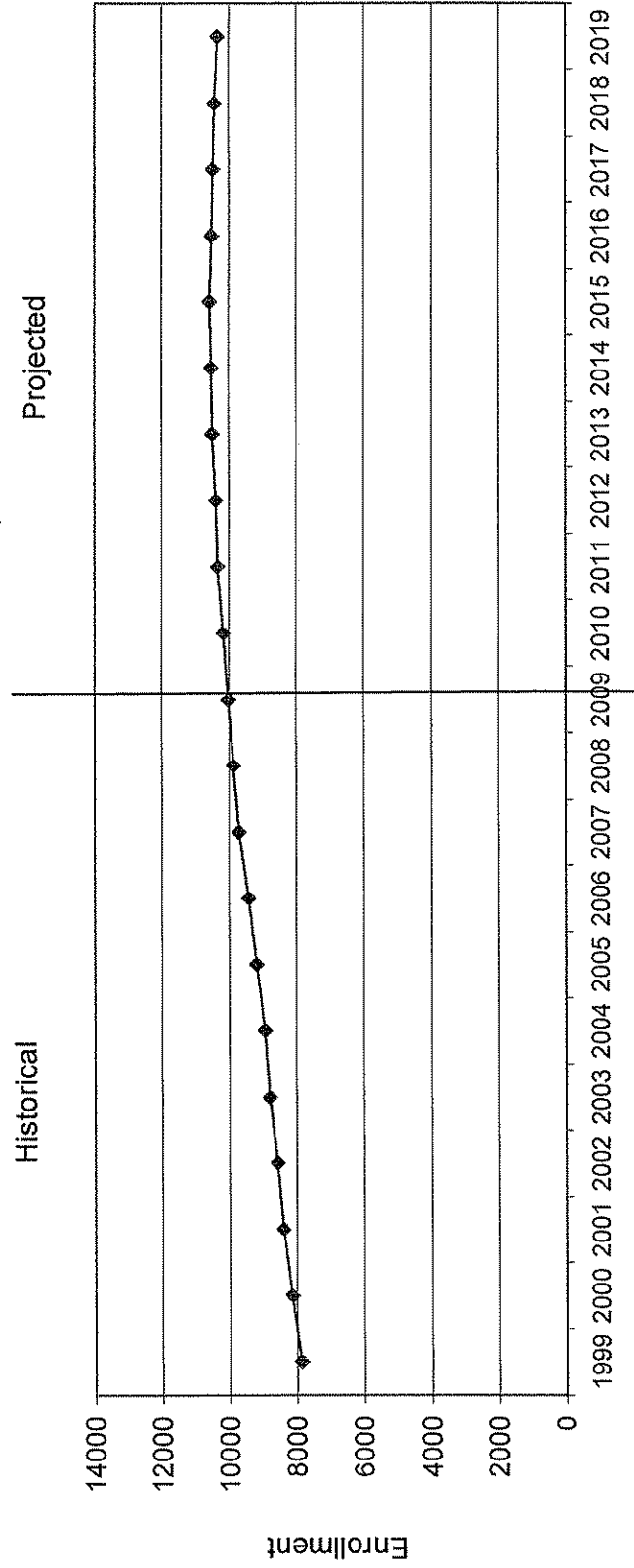
PK-12 TO 2019 Based On Data Through School Year 2009-10





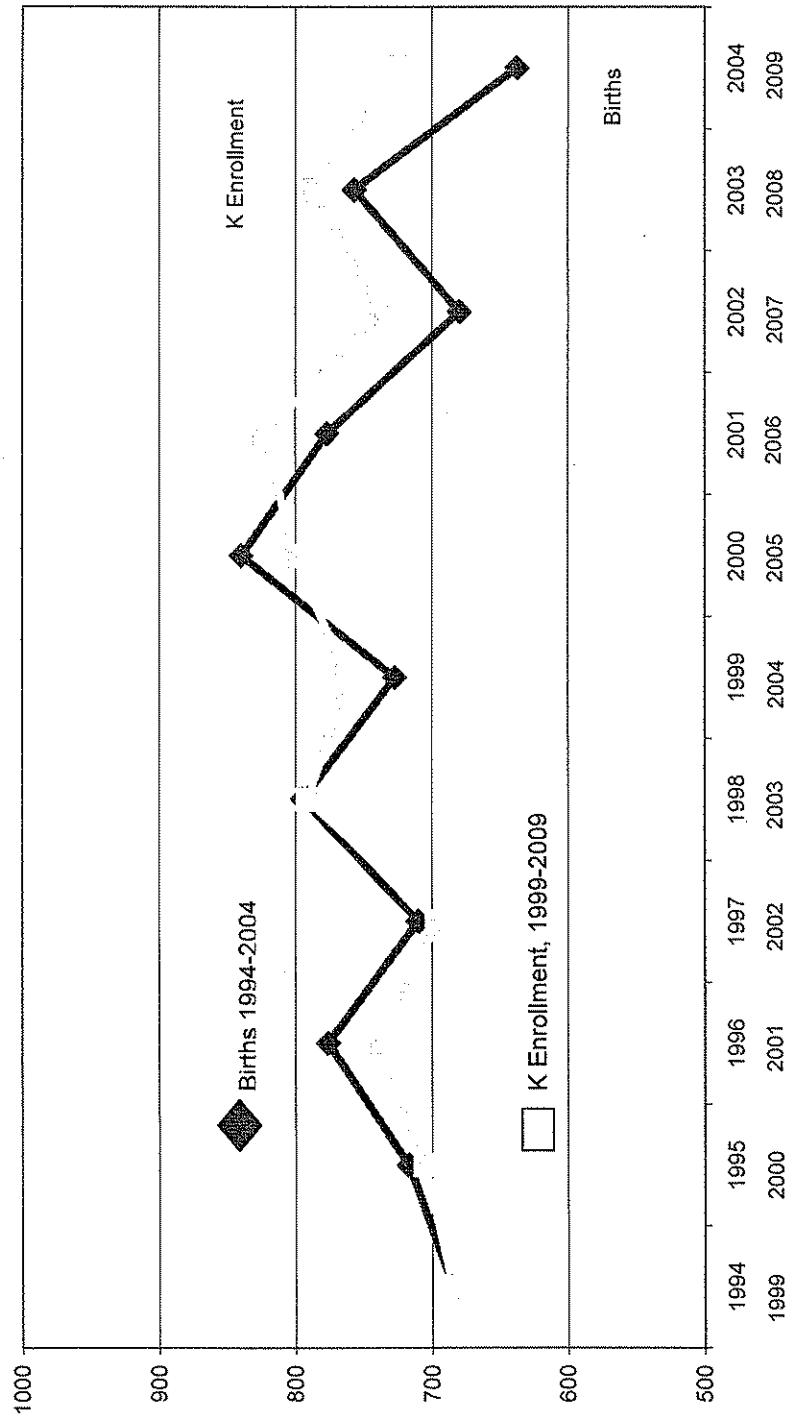
Fairfield, CT Historical & Projected Enrollment

PK-12, 1999 TO 2019





Fairfield, CT Birth-to-Kindergarten Relationship



Fairfield, CT Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
1999	n/a	n/a
2005	145	9
2006	106	10
2007	95	0
2008	48	2
2009	22	0

Source: HUD

Year	Enrollment History	
	Voc-Tech 9-12 Total	Non-Public K-12 Total
1999-00	in-district	1456
2005-06	in-district	1407
2006-07	in-district	1395
2007-08	in-district	1074
2008-09	in-district	900
2009-10	in-district	854

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
47														

K-12 Home-Schooled Students	2009	n/a
-----------------------------	------	-----

K-12 Residents Enrolled in Charter or Magnet Schools	2009	n/a
--	------	-----

K-12 SpEd Outplaced Students	2009	35
------------------------------	------	----

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	2009	n/a
--	------	-----

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

Town of Fairfield, Connecticut

Middle School Space Feasibility Committee

FINAL REPORT AND RECOMMENDATIONS

March 5, 2009

I. Summary and Conclusions

The Middle School Space Feasibility Committee, hereafter referred to as the Committee, has conducted a town wide study of the middle school system including a review of each middle school and determined that there is a need for additional middle school space. It is the recommendation of the Committee that a modular construction annex containing at least ten (10) classrooms be constructed at Fairfield Woods Middle School, available for the 2011-12 school year. The Committee also recommends that there be a thorough -evaluation to assure that there is adequate space within the main building to assure that all educational requirements can be adequately met with the additional student population.

II. The Charge

The Committee was charged with analyzing the town wide middle school space needs and creating a feasibility plan with recommendations for any necessary additional classroom and associated space, as needed for the next decade, at the town's three public middle schools.

II. The Problem

Through meetings and discussions, the Committee identified the issues as follows:

- ❖ The capacities of Fairfield's three middle schools are: Fairfield Woods--650; Roger Ludlowe--875; Tomlinson--700, totaling 2225.
- ❖ The actual current (2008-09) enrollment is 2,269, Fairfield Woods--604; Roger Ludlowe--893; Tomlinson--772 (overall, 2% over capacity).
- ❖ While the Committee had concerns as to the accuracy of the projections¹, the committee had no objective basis or specific expertise sufficient to determine whether the projections were too high or too low, and so the committee accepted and based their recommendations on the projections. The projected enrollments for the next ten years under consideration are as follows:

(School Year, Projection, % over capacity)

09-10 2406 8%	10-11 2464 11%	11-12 2561 15%	12-13 2608 17%
13-14 2571 16%	14-15 2571 16%	15-16 2405 8%	16-17 2409 8%
17-18 2341 5%	18-19 2381 7%		

- ❖ At the peak, in year 2012-2013 with a projected enrollment of 2608, the middle schools would be operating at 17.2 % over

¹ Enrollment Projections, Fall, 2008 including the Applied Data Services Enrollment Projections, December 1, 2008 (Exhibit A)

capacity. The middle schools will be operating over capacity in every year, for the next ten years, ranging from 5 to 17%.

III. Review of Existing Middle School Spaces

The Committee toured all three middle schools, and conducted meetings where we received information on what the term "capacity" means, particularly in regards to middle school space needs and curriculum. One resource used extensively by the Committee was an article by Dr. William S. DeJong and Joyce Craig, "Defining Capacity"², which helped the Committee to understand how middle school classrooms are used, how space is allocated as students move from classroom to classroom during the day, and how determining middle school capacity differs from elementary school or high school capacity. Specifically, in the Fairfield middle schools, small teams are formed with dedicated teachers to promote community among the students. Team size may vary but the maximum by contract is 112 students per team.

The Committee looked at many aspects of middle school use including information received from a survey of other middle schools in Connecticut. The Committee also received a report from two members on steps taken to accommodate student population increases experienced at East Ridge Middle School in Ridgefield.

After discussing the curriculum, team approach, scheduling, etc., the Committee concluded that, at most, a 10% overcapacity could be accommodated at the middle schools. It was understood that the optimum would be to operate at 90% of capacity, as that provides additional flexibility in allocating resources. The Committee generally agreed that the middle schools can accommodate up to about 105% of capacity, but with reduced flexibility. From 105-110%, the increase in student load on classrooms, music, art and other rooms, and on the core, specifically the cafeteria, may create some

² School Capacity Article, DeJong & Associates, Inc., July 19, 1999 (Exhibit B)

difficulty, but the increase is tolerable for a short period. With utilization of over 110% without increasing core facilities, it becomes difficult to accommodate the additional students and associated staff without a detrimental impact on education.

The Committee determined that the core facilities, particularly the cafeteria, music rooms, and unified arts areas (i.e., cooking, industrial technology, computer labs, etc.) cannot reasonably accommodate the extra students, as there are not enough stations in some of these areas to give each sufficient student access. Some classrooms have limits for safety reasons as to the number of students that can be accommodated. At a minimum, additional lunch waves, which can create scheduling problems, would be required. Transportation is also negatively impacted as the population grows, particularly if it were to exceed 10% at any individual school, as additional busses would be needed. Bus scheduling and traffic would become more difficult to accommodate.

The Committee toured each middle school and met with each principal to discuss the problems as well as alternatives to handling the increased student population. The Committee discussed:

- 1) Reclaiming full classrooms by shifting some programs, which could meet in classrooms, to smaller space,
- 2) Possibly using computer rooms or other classroom sized spaces (music rooms/art rooms) as additional classroom space,
- 3) Increasing community/team size beyond the contract bounds of 112 to increase average class size above 21 students per classroom; and,
- 4) Adjusting the daily schedule to maximize use of those classrooms, which are unused for full class instruction two periods per day, by shifting "teacher planning" time away from

each classroom to a common space, and having teachers share classrooms.

IV. Conclusions on Using Existing Middle School Space

The Committee determined that there were problems associated with each of the solutions, and that the middle schools, as presently configured, cannot adequately handle the projected maximum number of students.

The problems were:

- 1) Reclaiming classroom space would free up very few classrooms, and more importantly, not enough classrooms to accommodate all the additional students.
- 2) Reclaiming other classroom space would create scheduling conflicts, and increased hall traffic, as students would have to travel to other areas to take advantage of those spaces. This could also lead to discipline problems.
- 3) There is a contractual limit on team size, and so this would require contract negotiations before a change in team size could be implemented.
- 4) The scheduling adjustments would not free up sufficient classrooms to accommodate the number of projected students, while shifting teacher planning would increase inefficiency. While sharing classrooms is possible, teachers would lose access to dedicated classroom materials and lack proper workspace for class preparation and meetings.

Overall, the Committee concluded that even if some or all of these changes were implemented, there is still a need for additional classroom space.

V. Options for Adding Space

Based on the Committee's review of the three middle schools, additional space could not be added at Tomlinson Middle School, which was recently renovated, as the site does not have the space for adding classrooms. Also, parking and the traffic pattern are known limitations to increasing the number of students at Tomlinson, beyond a capacity of 110%.

Roger Ludlowe Middle School is the newest middle school and is part of a complex with Fairfield Ludlowe High School. The Committee toured the site and agreed that the site is fully developed, and there does not appear to be room for adding additional classrooms.

Fairfield Woods Middle School is presently the smallest middle school, with a capacity of 650. Relative to the other middle schools, it would be a good candidate for an addition. During the tour of this facility the Committee was shown areas where an addition could be made. The Committee believes an addition can be feasibly located at Fairfield Woods Middle School and would leave it to a future building committee to determine the actual location.

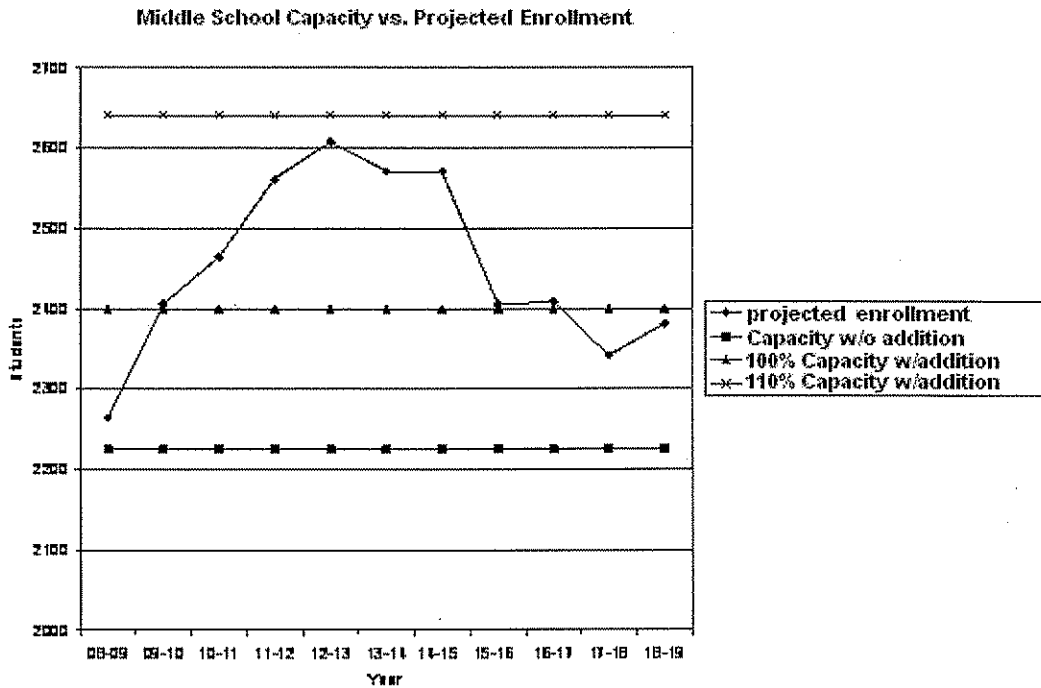
VI. Determining the Size

Once the Committee determined that additional classroom space was needed, and identified the site for the additional space, the Committee focused on determining the appropriate size.

One option considered was to design to the maximum projection, a 2,600-student capacity less the present 2,225-student capacity or an addition of 375 seats. While the student capacity will peak at 2,600, for the majority of years, the average is closer to 2,400, and so the Committee determined that an addition of 375 seats would be too large.

The Committee also looked at designing to a size where 2600 students is within 10% of overcapacity, that is, $2,600/1.10 = 2,363$, or 138 seats over the existing capacity. Thus, 2,600 could be "tolerably" accommodated. However, it

was discussed that projections are by their nature an estimate, and to size the additional space to this 110% number could result in insufficient space being provided.



Consequently, the Committee chose to be more conservative, and used 8% rather than 10%. Another benefit is this should help to reduce the overall stress on core facilities. Using 8%, the Committee recommends adding space to accommodate 175 students, which would give the middle schools an overall capacity of 2,400. At 21 students per classroom, and using a utilization factor of 0.85, this figure translates to adding at least ten classrooms.

This would increase Fairfield Woods Middle School capacity to 825, with an operating range of up to 908 (110%). Tomlinson has a range of up to 770 (110%). Roger Ludlowe has an operating range of up to 963 (110%). With the ten classroom addition, the overall middle school system would have an operating range sufficient to handle up to 2,641 students at 110% capacity. The

middle schools town wide will operate over their capacities for four years. However, the range of over capacity for the entire middle school system will be below 8%.

Beyond the addition, the Committee believes that an evaluation should be made of Fairfield Woods Middle School to assure that adequate space is present within the main building to service the additional student population. For example, whether there exists a need for additional: full or part size special education classrooms, unified art space, and physical education space.

With consideration to providing some guidance to a building committee, the Committee also discussed the options for providing the additional classrooms.

One important issue is timing. The peak population years will be 2011-12 (2,561) through 2014-15 (2,571), and so a solution needs to be timely implemented to have the extra classrooms available, if possible, by August, 2011.

The Committee discussed using portable classrooms, and was advised that each portable classroom now costs about \$150K. To purchase ten portable classrooms, with a useful life of 8-10 years (from past history), would cost about \$1.5M. While discussed by the Committee, portable classrooms were not favored to be used as additional space.

The Committee also was advised that a recent steel fabricated modular construction annex with six classrooms for Roger Sherman Elementary School will cost about \$1.64M, and have a useful life of up to 50 years. The Committee assumed that steel fabricated modular construction could generally be completed more quickly and at lower cost than traditional "bricks and mortar" construction.

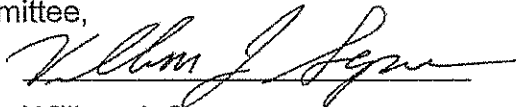
VII. Conclusions

The Middle School Space Feasibility Committee has conducted a town wide study of the middle school system including a review of each middle school and determined that there is a need for additional middle school space. It is the recommendation of the Committee that a steel fabricated modular construction annex containing at least ten (10) classrooms be constructed at Fairfield Woods Middle School, available for the 2011-12 school year.

The Committee also recommends that there be a thorough evaluation to confirm that there is adequate space within the main building to assure that all educational requirements can be adequately met with the additional student population.

The Committee specifically does not wish to limit a future building committee as to the range or scope of evaluation and does not wish to preclude a building committee from looking at any and all options available for meeting the need we have identified.

Respectfully submitted, on behalf of the Middle School Space Feasibility Committee,



William J. Sapone
Chairman

Middle School Space Feasibility Committee

William J. Sapone, Chairman
John Convertito, Vice Chair
Sue Brand
Paul Engemann
Sheryl Santiago
Robert Stone
John Vazquez
Ken Brachfeld, Alternate
Jack Boyle, Ex-officio
Mary Hogue, Ex-officio

EXHIBIT A

FAIRFIELD PUBLIC SCHOOLS

DEMOGRAPHIC UPDATE

(BASED ON OCTOBER 1, 2008 ENROLLMENTS)

PRELIMINARY REPORT

Prepared by

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December 1, 2008

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SUMMARY

During the period from 2008 through 2013/2014, the total grade K-12 enrollments are projected to increase steadily from 9,748 students to 10,207 students, and begin to gradually decline to 10,029 students in 2018. For the same period, every elementary school shows a slight reduction in total enrollment. The K-5 enrollment peaks in 2008/09 at 4,858 students (not including ECC). The K-5 enrollment does not reach this level again through 2018/19 and steadily declines. This can be attributed to the big decline in births, from 757 in 2003 to 638 in 2004 resulting in 109 fewer students in 2009/10.

The Birth to Kindergarten survival ratio of 1.059 indicates more kindergarten students have enrolled into the system than children born five years earlier. It would be safe to identify in-migration of younger families into the Fairfield School District as the cause as opposed to private and parochial and/or early childhood centers closing. This in-migration which is also reflected in the grades 1 through 5 projections can be attributed to turnover of existing homes rather than new housing. This in-migration resulted in an actual kindergarten enrollment of 786 students; an additional 6 students than were projected in the 2007/08 report.

INTRODUCTION

Applied Data Services has updated the Fairfield Public Schools' enrollment projections from 2009/10 through 2018/19. The Cohort Survival Ratios, used to project the enrollments for each grade pair, were calculated using the past three years of enrollment history. This is a change from the previous methodology, using the five year ratios, to better reflect more recent trends. Actually, using the five year history resulted in projecting K-12 enrollments of 10,000 students in 2013 – only 207 students less than “three year” used for this report. The use of the three year histories results in the Birth to Kindergarten projections being 3% higher than the five year histories. The ten-year enrollment projections required that the births from 2008 through 2013 be estimated. A “three year” rolling average estimation was used to predict births from 2009 to 2013 and is described herein. The live birth statistics were obtained from the Connecticut State Department of Education.

SPECIFICATIONS

The current school year, 2008/09, is the base year for the projected enrollments. These current school enrollments by school, by grade were provided by Fairfield Central Administration. For completeness, these statistics have been included as Appendix 1.

Elementary grade K-5 schools feed one hundred percent (100%) of their fifth grade enrollment to their respective middle schools. The middle schools feed the two high schools as per the feeder structure included as Appendix 2.

This update used the October 1, 2008 enrollments by building, by grade. The results of these projections were analyzed against the 2007 projections. The reports created include:

- Enrollment History by district, by grade, beginning five years previously and proceeding through the current year.
- Enrollment Projections by district, by grade and year beginning in 2009/10 through 2018/19 for each grade.
- Enrollment Projections for each building for each year through 2018/19.
- Enrollment Projections for each building by grade through 2018/19.
- The survival ratios for each grade pair including the birth to kindergarten progression.
- Projected births from 2009 to 2013 were calculated by using a 3-year rolling average.

ANALYSIS

ASSIGNMENT OF PROJECTED KINDERGARTEN STUDENTS

The Kindergarten students are projected on a district wide basis for each year. The procedure for assignment of these students to each of the elementary schools is as follows. For each elementary school, the numbers of students in grades 1 through 3 are added. A percentage of the number of grades 1 through 3 in a school, versus the district total of grades 1 through 3 is computed for each school. The projected Kindergarten students are then assigned to each school according to this percentage.

COMPARISON BETWEEN PREVIOUS 2008/09 PROJECTIONS AND ACTUAL ENROLLMENTS FOR 2008/09

A comparison of the enrollments Projected 2008/09, using the December 17, 2007 updated Enrollment Projections Report; against the Actual 2008/09 grades K-5, 6-8 and 9-12 enrollments provided by the district, are shown below – less than 1% difference.

	<u>K</u>	<u>K-5</u>	<u>6-8</u>	<u>9-12*</u>
Projected 2008/09	780	4877	2250	2625
Actual 2008/09	786	4858	2264	2626
Difference	-6	+19	-14	-1

* Grades 9-12 figures do not include Alternative High School.

SURVIVAL RATIOS

ADS has developed two different migration/survival ratios (Three-Year and Five-Year) to develop future projections. A five-year ratio considers the average over the past five years to predict future enrollments, while a three-year ratio averages the enrollments over the past three years. Based on enrollment projections, a five-year ratio yields a slightly lower K-12 projection in 2013 than the three year – 205 fewer students. For this year, ADS is using a three-year average to determine future projections. This puts more weight on more recent trends in developing future projections.

As such, the survival ratios used were computed based on a three-year history for each grade. The survival ratios for each grade pair were then applied to each grade in each of the schools to calculate the projected enrollments. The projected enrollments by grade, by year are obtained by adding each of the grades for the schools.

The survival ratios are presented below for each grade pair for the years 2008/09 through 2013/14. (These survival ratios are also used for projecting enrollments from 2014/15 through 2018/19.)

SURVIVAL RATIOS FOR PROJECTIONS THROUGH 2013/14

*updated values entered

<u>Grade</u>	B	K	1	2	3	4	5	6	7	8	9	10	11	12
SR	1.059	1.019	.994	1.024	1.019	1.011	1.011	1.004	1.014	.983	.967	.989	.990	

A birth/kindergarten survival ratio of 1.059 indicates more students enrolled in the Kindergarten in 2008/09, than were born in Fairfield five years earlier.

From K through grade 8 (with the exception of grade 2), the public schools are projected to increase, attracting students through in-migration. Grades 9 through 12 are projected to show a loss of students each year, with a maximum of .967 or 3.3%.

COMMENTS ON 2008/09 PROJECTED ENROLLMENTS

The total K-12 enrollments (less ECC and Alternative High School) are projected to increase from 9,748 students in 2008/09 to 9,861 students in 2009/10. This is an increase of only 92 students in 1 year, with a projected K-12 enrollment steadily increasing to 10,207 students in 2013/14. The decrease in births, from 757 in 2003 to 638 in 2004 results in 109 fewer Kindergarten students in 2009/10.

The K-5 enrollment peaks in 2008/09 at 4,858 students (not including ECC). The K-5 enrollment steadily declines and does not reach this level again through 2018/19. In 2013/14 the K-5 enrollment decreases to 4,513 down 345 students from the current enrollment of 4,858. This is caused by the decrease in births from 757 in 2003 to 638 in 2004, which results in 109 fewer Kindergarten students in 2009/10.

The Birth to Kindergarten survival ratio of 1.059 indicates more kindergarten students have enrolled into the system than children born five years earlier. It would be safe to attribute this to the in-migration of younger families into the Fairfield School District as the cause, as opposed to the closing of private and parochial and/or early childhood centers. This in-migration resulted in an actual kindergarten enrollment of 786 students, an additional 6 students more than projected in the 2007/08 report.

The number of students in grades 6-8 increases by 314 students by the year 2012/13 to 2,608 students and then steadily declines to 2,381 students in 2018. The grades 9-12 enrollment increases 497 students by 2013/14 and peaks in 2015/16 with 3,330 students, then steadily declines to 3,175 students in the year 2018.

COMPUTATION OF PROJECTED BIRTHS FROM 2008 THROUGH 2013

In order to project enrollments from 2014 through 2018, it was necessary to estimate the number of births from 2009 through 2013. Since the Connecticut State Department of Health has yet to receive the total number of children born to residents of Fairfield from outside of the state, the births are estimated using a three year rolling average for 2008. A five year "Rolling Average" procedure was used to estimate the births from 2009 through 2013. These births were used to compute the Kindergarten enrollment

projections from 2014/15 through 2018/19. (See Figure 1)

NEW CONSTRUCTION

The number of single family dwellings constructed in Fairfield is presented below for the years 2004 through 2008. The history of new construction indicates no extraordinary growth; requiring no adjustment to the projections. It should be noted that there is no dramatic building slowdown, even with the slower economic climate during the last two years.

YEAR	SINGLE / 2 FAMILY HOUSING UNITS
2004	88
2005	145
2006	106
2007	95
2008	115 <est>

For consistency the number of new dwellings has been restricted to single family dwellings and does not include two or three family homes. The 2008 value was estimated by using a three year average. This data was obtained from The U.S. Census Bureau – Building Permits.

FAIRFIELD PUBLIC SCHOOLS LIVE AND PROJECTED BIRTHS

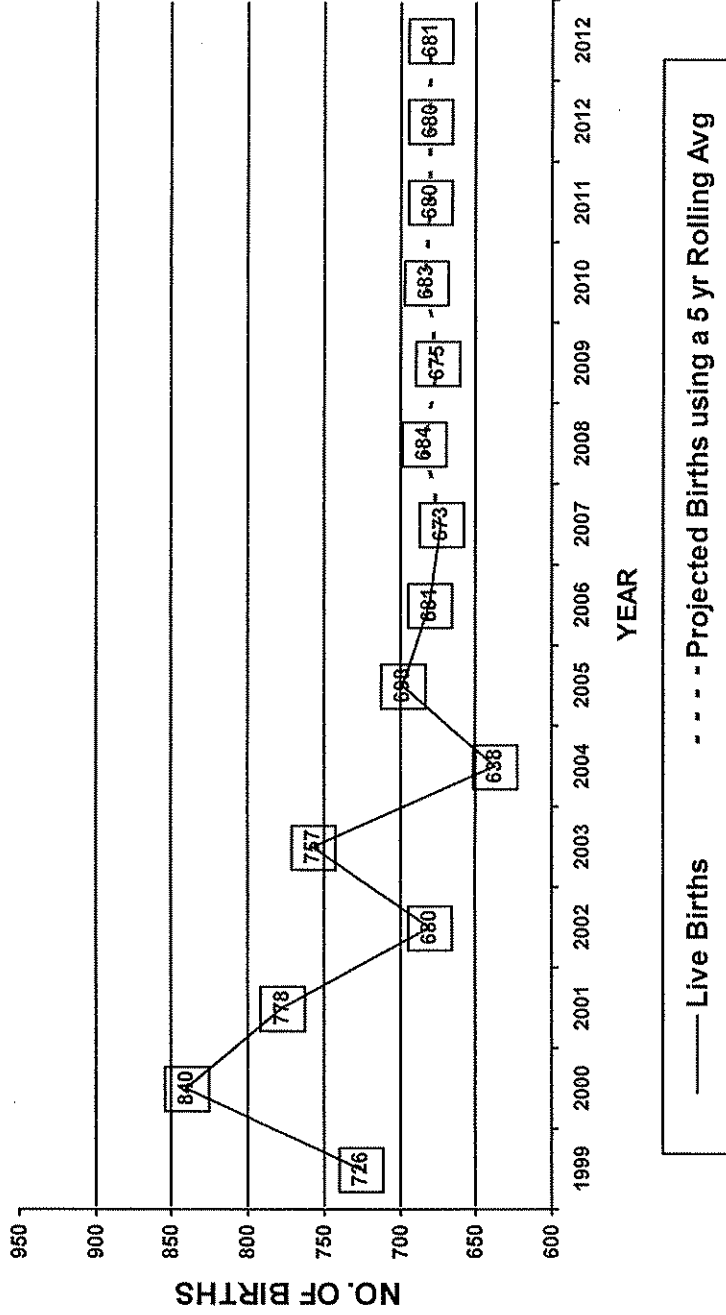


Figure 1

Notes: Births compiled for years 1999 through 2007 were provided by Bureau of Student Assessment and Research of the Connecticut State Dept. of Education.

The estimated births for 2008 were compiled using a three year rolling average.

Estimates for the un-compiled years 2009 through 2013 were calculated using a five year rolling average.

FAIRFIELD PUBLIC SCHOOLS

DISTRICT-WIDE ENROLLMENT PROJECTION BY GRADE AND YEAR (3-YEAR SURVIVAL RATIO)

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
ECC	48	41	45	44	44	44
KINDERGARTEN	786	677	739	720	714	726
FIRST	750	800	688	752	733	726
SECOND	843	750	797	688	752	733
THIRD	816	863	767	816	704	771
FOURTH	818	832	881	781	831	716
FIFTH	845	829	843	892	792	841
SUB TTL K-5	4858	4751	4715	4649	4526	4513
SIXTH	755	856	840	854	903	803
SEVENTH	780	757	856	840	854	903
EIGHTH	729	793	768	867	851	865
SUB TTL 6-8	2264	2406	2464	2561	2608	2571
NINTH	710	716	779	754	853	838
TENTH	637	687	692	754	729	825
ELEVENTH	678	630	679	684	746	721
TWELFTH	601	671	624	672	676	739
SUB TTL 9-12	2626	2704	2774	2864	3004	3123
TOTAL K-12	9748	9861	9953	10074	10138	10207
Alternative HS	48	49	50	52	55	57
TOTAL	9844	9951	10048	10170	10237	10309

Notes: **TOTAL** includes Grades K-12, ECC, and Alternative HS.

ECC projections used the same percent of increase/decrease as Kindergarten.

Alternative HS projections used the same percent increase/decrease as gr. 9-12.

Special Education Students are reflected in individual grades and school totals.

Enrollment does not include 40 Pre-K students at McKinley and Burr Schools.

FAIRFIELD PUBLIC SCHOOLS

DISTRICT-WIDE ENROLLMENT PROJECTION BY GRADE AND YEAR (3-YEAR SURVIVAL RATIO)

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
ECC	44	45	45	45	45
KINDERGARTEN	714	724	721	721	723
FIRST	737	725	735	732	732
SECOND	726	737	725	735	732
THIRD	751	744	755	743	753
FOURTH	784	764	756	767	755
FIFTH	727	795	775	767	778
SUB TTL K-5	4439	4489	4467	4465	4473
SIXTH	853	738	806	786	778
SEVENTH	803	853	738	806	786
EIGHTH	915	814	865	749	817
SUB TTL 6-8	2571	2405	2409	2341	2381
NINTH	849	899	799	850	737
TENTH	811	821	869	773	822
ELEVENTH	816	802	811	860	765
TWELFTH	713	808	793	803	851
SUB TTL 9-12	3189	3330	3272	3286	3175
TOTAL K-12	10199	10224	10148	10092	10029
ALTERNATIVE HS	58	61	60	60	58
TOTAL	10301	10330	10253	10197	10132

Notes: **TOTAL** includes Grades K-12, ECC, and Alternative HS.

ECC projections used the same percent of increase/decrease as Kindergarten.

Alternative HS projections used the same percent increase/decrease as gr. 9-12.

Special Education Students are reflected in individual grades and school totals.

Enrollment does not include 40 Pre-K students at McKinley and Burr Schools

FAIRFIELD PUBLIC SCHOOLS

SUMMARY OF ENROLLMENT PROJECTION BY SCHOOL AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
BURR	449	414	408	393	398	404
DWIGHT	322	315	305	296	289	277
HOLLAND	350	343	343	343	330	325
JENNINGS	356	350	355	343	332	328
McKINLEY	416	410	394	392	370	376
MILL HILL	470	472	473	460	454	446
N.STRATFIELD	502	498	499	502	483	482
OSBORN HILL	527	521	523	522	514	509
RIVERFIELD	478	470	473	451	440	446
SHERMAN	446	434	411	413	390	382
STRATFIELD	542	524	531	534	526	538
FWMS	605	675	674	699	688	684
RLMS	889	952	969	1019	1044	1017
TMS	770	779	821	843	876	870
FWHS	1250	1270	1298	1344	1423	1483
FLHS	1376	1434	1476	1520	1581	1640
TOTAL K-12	9748	9861	9953	10074	10138	10207
ECC	48	41	45	44	44	45
ALTERNATIVE HS	48	49	50	52	55	57
TOTAL	9844	9951	10048	10170	10237	10309

Notes: Special Education Students are reflected in individual grades and school totals.
McKinley and Burr enrollment does not include 40 Pre-K students.

FAIRFIELD PUBLIC SCHOOLS

SUMMARY OF ENROLLMENT PROJECTION BY SCHOOL AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL	YEAR				
	14-15	15-16	16-17	17-18	18-19
BURR	386	391	390	390	391
DWIGHT	288	291	290	291	292
HOLLAND	323	327	325	325	326
JENNINGS	334	337	335	335	335
McKINLEY	371	376	373	373	374
MILL HILL	443	447	445	445	446
N. STRATFIELD	470	475	473	472	472
OSBORN HILL	492	498	494	492	493
RIVERFIELD	443	447	445	445	446
SHERMAN	386	391	390	390	391
STRATFIELD	503	509	507	507	507
FWMS	681	644	649	627	638
RLMS	1052	983	1010	952	969
TMS	838	778	750	762	774
FWHS	1518	1578	1521	1561	1504
FLHS	1671	1752	1751	1725	1671
TOTAL K-12	10199	10224	10148	10092	10029
ECC	44	45	45	45	45
ALTERNATIVE HS	58	61	60	60	58
TOTAL	10301	10330	10253	10197	10132

Notes: Special Education Students are reflected in individual grades and school totals.
McKinley and Burr enrollment does not include 40 Pre-K students.

Following this section, the projected enrollments by school by grade, by year through 2018/19, using a 3-year survival ratio, are presented; followed by a district-wide enrollment history by grade, by year. Appendix 1 contains the October 1, 2008 enrollments by school, by grade, as provided by the Fairfield central administration; Appendix 2 illustrates the feeder patterns used for the projections.

Projected Enrollments
by Building by Grade
2008 through 2018

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - BURR

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	79	59	64	63	62	63
FIRST	59	80	60	65	64	63
SECOND	59	59	80	60	65	64
THIRD	80	60	60	82	61	67
FOURTH	73	82	61	61	84	62
FIFTH	99	74	83	62	62	85
TOTAL	449	414	408	393	398	404

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	62	63	63	63	63
FIRST	64	63	64	64	64
SECOND	63	64	63	64	64
THIRD	66	65	66	65	66
FOURTH	68	67	66	67	66
FIFTH	63	69	68	67	68
TOTAL	386	391	390	390	391

Note: Special Education Students are reflected in individual grades and school totals.
 ECC students are not included in the above projections.
 Burr projection does not include Pre-K students.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - DWIGHT

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	36	44	48	46	46	47
FIRST	59	37	45	49	47	47
SECOND	54	59	37	45	49	47
THIRD	57	55	60	38	46	50
FOURTH	61	58	56	61	39	47
FIFTH	55	62	59	57	62	39
TOTAL	322	315	305	296	289	277

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	46	47	47	47	47
FIRST	48	47	48	48	48
SECOND	47	48	47	48	48
THIRD	48	48	49	48	49
FOURTH	51	49	49	50	49
FIFTH	48	52	50	50	51
TOTAL	288	291	290	291	292

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – HOLLAND HILL

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	54	49	54	52	52	53
FIRST	59	55	50	55	53	53
SECOND	65	59	55	50	55	53
THIRD	54	67	60	56	51	56
FOURTH	57	55	68	61	57	52
FIFTH	61	58	56	69	62	58
TOTAL	350	343	343	343	330	325

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	52	53	52	52	53
FIRST	54	53	54	53	53
SECOND	53	54	53	54	53
THIRD	54	54	55	54	55
FOURTH	57	55	55	56	55
FIFTH	53	58	56	56	57
TOTAL	323	327	325	325	326

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – JENNINGS

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	48	51	56	54	54	54
FIRST	59	49	52	57	55	55
SECOND	65	59	49	52	57	55
THIRD	68	67	60	50	53	58
FOURTH	54	69	68	61	51	54
FIFTH	62	55	70	69	62	52
TOTAL	356	350	355	343	332	328

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	54	54	54	54	54
FIRST	55	55	55	55	55
SECOND	55	55	55	55	55
THIRD	56	56	56	56	56
FOURTH	59	57	57	57	57
FIFTH	55	60	58	58	58
TOTAL	334	337	335	335	335

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - McKINLEY

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	64	56	62	60	60	61
FIRST	57	65	57	63	61	61
SECOND	81	57	65	57	63	61
THIRD	65	83	58	67	58	65
FOURTH	82	66	85	59	68	59
FIFTH	67	83	67	86	60	69
TOTAL	416	410	394	392	370	376

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	60	61	60	60	61
FIRST	62	61	62	61	61
SECOND	61	62	61	62	61
THIRD	62	62	63	62	63
FOURTH	66	63	63	64	63
FIFTH	60	67	64	64	65
TOTAL	371	376	373	373	374

Note: Special Education Students are reflected in individual grades and school totals.
 ECC students are not included in the above projections.
 McKinley projection does not include Pre-K students.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - MILL HILL

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	74	68	74	72	71	73
FIRST	81	75	69	75	73	72
SECOND	77	81	75	69	75	73
THIRD	88	79	83	77	71	77
FOURTH	78	90	81	85	78	72
FIFTH	72	79	91	82	86	79
TOTAL	470	472	473	460	454	446

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	71	72	72	72	72
FIRST	74	72	73	73	73
SECOND	72	74	72	73	73
THIRD	75	74	76	74	75
FOURTH	78	76	75	77	75
FIFTH	73	79	77	76	78
TOTAL	443	447	445	445	446

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - N. STRATFIELD

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	87	72	78	77	76	77
FIRST	78	89	73	79	78	77
SECOND	96	78	88	73	79	78
THIRD	78	98	80	90	75	81
FOURTH	81	79	100	82	92	76
FIFTH	82	82	80	101	83	93
TOTAL	502	498	499	502	483	482

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	76	77	76	76	76
FIRST	78	77	78	77	77
SECOND	77	78	77	78	77
THIRD	80	79	80	79	80
FOURTH	82	81	80	81	80
FIFTH	77	83	82	81	82
TOTAL	470	475	473	472	472

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – OSBORN HILL

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	96	75	82	80	79	80
FIRST	85	98	76	84	82	80
SECOND	89	85	97	76	84	82
THIRD	85	91	87	99	78	86
FOURTH	84	87	93	89	101	79
FIFTH	88	85	88	94	90	102
TOTAL	527	521	523	522	514	509

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	79	80	80	80	80
FIRST	81	80	81	81	81
SECOND	80	81	80	81	81
THIRD	84	82	83	82	83
FOURTH	88	86	83	84	83
FIFTH	80	89	87	84	85
TOTAL	492	498	494	492	493

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - RIVERFIELD

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	74	68	74	72	71	73
FIRST	68	75	69	75	73	72
SECOND	82	68	75	69	75	73
THIRD	96	84	70	77	71	77
FOURTH	76	98	86	71	78	72
FIFTH	82	77	99	87	72	79
TOTAL	478	470	473	451	440	446

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	71	72	72	72	72
FIRST	74	72	73	73	73
SECOND	72	74	72	73	73
THIRD	75	74	76	74	75
FOURTH	78	76	75	77	75
FIFTH	73	79	77	76	78
TOTAL	443	447	445	445	446

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - SHERMAN

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	59	59	64	63	62	63
FIRST	72	60	60	65	64	63
SECOND	84	72	60	60	65	64
THIRD	63	86	74	61	61	67
FOURTH	92	64	88	75	62	62
FIFTH	76	93	65	89	76	63
TOTAL	446	434	411	413	390	382

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	62	63	63	63	63
FIRST	64	63	64	64	64
SECOND	63	64	63	64	64
THIRD	66	65	66	65	66
FOURTH	68	67	66	67	66
FIFTH	63	69	68	67	68
TOTAL	386	391	390	390	391

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - STRATFIELD

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
KINDERGARTEN	115	76	83	81	81	82
FIRST	73	117	77	85	83	83
SECOND	91	73	116	77	85	83
THIRD	82	93	75	119	79	87
FOURTH	80	84	95	76	121	81
FIFTH	101	81	85	96	77	122
TOTAL	542	524	531	534	526	538

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
KINDERGARTEN	81	82	82	82	82
FIRST	83	82	83	83	83
SECOND	83	83	82	83	83
THIRD	85	85	85	84	85
FOURTH	89	87	87	87	86
FIFTH	82	90	88	88	88
TOTAL	503	509	507	507	507

Note: Special Education Students are reflected in individual grades and school totals.
ECC students are not included in the above projections.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - FWMS

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
SIXTH	210	246	214	236	235	210
SEVENTH	215	211	246	214	236	235
EIGHTH	180	218	214	249	217	239
TOTAL	605	675	674	699	688	684

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
SIXTH	233	198	215	211	209
SEVENTH	210	233	198	215	211
EIGHTH	238	213	236	201	218
TOTAL	681	644	649	627	638

Note: Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - RLMS

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
SIXTH	293	342	330	343	367	303
SEVENTH	311	293	342	330	343	367
EIGHTH	285	317	297	346	334	347
TOTAL	889	952	969	1019	1044	1017

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
SIXTH	377	299	329	320	316
SEVENTH	303	377	299	329	320
EIGHTH	372	307	382	303	333
TOTAL	1052	983	1010	952	969

Note: Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - TMS

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
SIXTH	252	268	296	275	301	290
SEVENTH	254	253	268	296	275	301
EIGHTH	264	258	257	272	300	279
TOTAL	770	779	821	843	876	870

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
SIXTH	243	241	262	255	253
SEVENTH	290	243	241	262	255
EIGHTH	305	294	247	245	266
TOTAL	838	778	750	762	774

Note: Special Education Students are reflected in individual grades and school totals.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL - FAIRFIELD WARDE HS

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
NINTH	338	319	373	358	418	382
TENTH	299	327	309	361	346	405
ELEVENTH	331	296	323	305	357	343
TWELFTH	282	328	293	320	302	353
TOTAL	1250	1270	1298	1344	1423	1483

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
NINTH	408	420	363	423	350
TENTH	370	395	406	350	409
ELEVENTH	401	366	390	402	347
TWELFTH	339	397	362	386	398
TOTAL	1518	1578	1521	1561	1504

Note: Special Education Students are reflected in individual grades and school totals.
Alternative HS students are not included in the above figures.

FAIRFIELD PUBLIC SCHOOLS

ENROLLMENT PROJECTION BY BUILDING AND YEAR (3-YEAR SURVIVAL RATIO)

SCHOOL – FAIRFIELD LUDLOWE HS

GRADE	YEAR					
	08-09	09-10	10-11	11-12	12-13	13-14
NINTH	372	397	406	396	435	456
TENTH	338	360	383	393	383	420
ELEVENTH	347	334	356	379	389	378
TWELFTH	319	343	331	352	374	386
TOTAL	1376	1434	1476	1520	1581	1640

GRADE	YEAR				
	14-15	15-16	16-17	17-18	18-19
NINTH	441	479	436	427	387
TENTH	441	426	463	423	413
ELEVENTH	415	436	421	458	418
TWELFTH	374	411	431	417	453
TOTAL	1671	1752	1751	1725	1671

Note: Special Education Students are reflected in individual grades and school totals.
Alternative HS students are not included in the above figures.

FAIRFIELD PUBLIC SCHOOLS
DISTRICT-WIDE ENROLLMENT HISTORY
BY GRADE AND YEAR

GRADE	YEAR					
	03-04	04-05	05-06	06-07	07-08	08-09
ECC	41	59	52	51	54	51
KINDERGARTEN	791	762	801	822	736	786
FIRST	721	792	806	806	848	750
SECOND	772	729	784	793	810	843
THIRD	715	772	716	806	822	816
FOURTH	712	696	768	731	839	818
FIFTH	650	723	689	769	748	845
SUB TTL K-5	4361	4474	4564	4727	4803	4858
SIXTH	690	658	731	701	775	755
SEVENTH	660	704	661	726	709	780
EIGHTH	696	661	705	661	737	729
SUB TTL 6-8	2046	2023	2097	2088	2221	2264
NINTH	607	659	644	698	659	710
TENTH	600	592	631	611	687	637
ELEVENTH	521	591	576	630	600	678
TWELFTH	514	529	573	564	623	601
SUB TTL 9-12	2242	2371	2424	2503	2569	2626
TOTAL K-12	8649	8868	9085	9318	9593	9748
ALTERNATIVE HS	33	31	38	34	42	41
TOTAL	8723	8958	9175	9403	9689	9840

Note: **TOTAL** includes Grades K-12, ECC, and Alternative HS.

APPENDIX 1

**FAIRFIELD PUBLIC SCHOOLS
OCTOBER 2008/09
ENROLLMENTS BY SCHOOL BY GRADE**

SCHOOL	KG	01	02	03	04	05	06	07	08	09	10	11	12	ENR
FWHS										338	299	331	282	1250
FLHS										372	338	347	319	1376
FWMS							210	215	180					605
RLMS							293	311	285					889
TMS							252	254	264					770
Burr Elem.	79	59	59	80	73	99								449
Dwight Elem.	36	59	54	57	61	55								322
Holland Hill Elem.	54	59	65	54	57	61								350
Jennings Elem.	48	59	65	68	54	62								356
McKinley Elem.	64	57	81	65	82	67								416
Mill Hill Elem.	74	81	77	88	78	72								470
N. Stratfield Elem.	87	78	96	78	81	82								502
Osborn Hill Elem.	96	85	89	85	84	88								527
Riverfield Elem.	74	68	82	96	76	82								478
Sherman Elem.	59	72	84	63	92	76								446
Stratfield Elem.	115	73	91	82	80	101								542
TOTAL	786	750	843	816	818	845	755	780	729	710	637	678	601	9748

Notes ECC and Alternative HS students are not included in above figures.
McKinley and Burr enrollment does not include 40 Pre-K students.

APPENDIX 2

FAIRFIELD PUBLIC SCHOOLS

FEEDER PATTERNS

<u>Schools</u>	<u>Grades</u>	<u>Feeds</u>	<u>Percentage</u>
BURR	K-5	FWMS	100.0% of its grade 5 enrollment
DWIGHT	K-5	TMS	100.0% of its grade 5 enrollment
HOLLAND	K-5	TMS	100.0% of its grade 5 enrollment
JENNINGS	K-5	FWMS	100.0% of its grade 5 enrollment
McKINLEY	K-5	RLMS	100.0% of its grade 5 enrollment
MILL HILL	K-5	TMS	100.0% of its grade 5 enrollment
N. STRATFIELD	K-5	FWMS	100.0% of its grade 5 enrollment
OSBORN HILL	K-5	RLMS	100.0% of its grade 5 enrollment
RIVERFIELD	K-5	RLMS	100.0% of its grade 5 enrollment
SHERMAN	K-5	TMS	100.0% of its grade 5 enrollment
STRATFIELD	K-5	RLMS	100.0% of its grade 5 enrollment
FWMS	6-8	FWHS	100.0% of its grade 8 enrollment
RLMS	6-8	FWHS	51.0% of its grade 8 enrollment
	6-8	FLHS	49.0% of its grade 8 enrollment
TMS	6-8	FLHS	100.0% of its grade 8 enrollment

EXHIBIT B

Defining Capacity

By William S. DeJong, Ph.D., REFP
Joyce Craig, Project Director

How many students can a building accommodate? This question often arises, and in the development of a facility plan, it can be one of the most debated issues. The answer to this question can impact the need for constructing new buildings as well as additions and can have a profound impact on revenue especially if projects are funded through state or other agencies.

It is not uncommon to review an evaluation of an existing building only to find that the capacity which had once been assigned to the building is much greater than what can be reasonably accommodated.

During the past thirty years, the programs in a public school system and the manner in which they are delivered have changed significantly. Repeated arguments are heard that "this school was able to accommodate 600 students thirty years ago and now you are saying it can only accommodate 400 students today. How can this be the case?" Persons making these statements often do not realize that class size has been reduced [let's say from 30 to 25], the music program was being held on the stage, there was no art room and the teacher used a cart, computers had not been invented and there were no computer labs, the Kindergarten program went from half day to full day and severely handicapped special education students that were institutionalized are now attending public schools. Add to this the fact that many states are legislating a class size of 20 or under for the early elementary grades, schools are expanding pre-school services, and there are many more at-risk students programs.

Historically school districts throughout North America have determined the capacity of school by counting the number of classrooms in a building and multiplying by an average class size. In facility planning terminology we have used the term, "design capacity", to describe this methodology. Even though at first glance this seems only to be common sense, this methodology does not take into account the programmatic implications of school facilities. In an elementary school there is a need for libraries/media centers, administrative areas, special education classrooms, and specialized spaces for specific program areas such as science, art and music. In a secondary school, in theory it may be possible to use every classroom every period of every day, but from a practical perspective it is not likely. In facility planning terminology, taking program issues into consideration, we use the term, "functional capacity".

Even though functional capacity is a more realistic analysis of what a building can accommodate, it is necessary to apply some common sense. There are examples in which classrooms have been taken over for other purposes such as teacher prep areas, storage, or offices which can result in a lower capacity figure.

Public schools use space in school buildings for special purposes such as community activities or district-wide special education programs when space is available in a building. The location of this type of program impacts the number of students the building can accommodate. For planning purposes, functional capacity assumes these special programs could be moved to another location. Therefore functional capacity is defined as the number of student the building can accommodate assuming a "traditional" educational program.

The formula used for determining capacity should reflect the programs of the public schools yet should be kept simple for planning purposes. The method for determining functional capacity is different for elementary, middle and high schools.

Elementary Schools

There are a wide variety of elementary schools that range from K-1 to K-6, small schools with ten or fewer classrooms to schools with fifty or more classrooms.

The following criteria are suggested for consideration in determining functional building capacity at the elementary level.

Average Class Size

There is currently a wide range of class sizes throughout the country. Many districts have 30 or more students in elementary classrooms whereas other districts are striving for 20 or fewer. The most common average class size that is used for planning purposes is 25 students. In determining capacity, the class size that should be used should either be based on district policy or actual averages in the district.

School district class size policy is usually used to determine the number of teaching positions not capacity. For example, a school district may have a policy that when there are more than 30 students in a classroom another teacher will be added. Even though this policy may be interpreted to mean that the capacity of a classroom is 30 students the reality is the average class size of this district maybe nearer 25 students. In this case, average class size would be a better indicator of determining the number of students that should be used. On the other hand it could be argued that capacity is the maximum number of students that a building can accommodate, not the optimum.

Even though a class size of 25 is the most common number used by school districts throughout the United States many states and local districts are moving toward smaller class sizes for the early elementary [primary] grades.

Special Education:

Special Education instruction occurs at various levels of need, varying class sizes, and in various locations throughout a district. Instructional areas for high incident students [learning disabled, behaviorally and mildly mentally handicapped, etc.] are usually found a most elementary schools.

For planning purposes, functional capacity assumes that low incident students [severely profoundly handicapped] are not located in the building and are being housed at a different district facility.

For discussion purposes let's assume that a building can accommodate 400 students without housing the low incident or severely profoundly handicapped students. On the other hand a building may have four classrooms dedicated to serving this population. In this case the capacity may be reduced to 300 students.

We would suggest for buildings that house low incident or severely profoundly handicapped students that two capacity figures be established: one calculation including this population and one not including this population. [The reason being that if the building is not to be used for this purpose, it has the potential for housing more students.]

Art and Music Spaces:

In nearly every elementary school in North America, art and music instruction is an important part of a well-rounded elementary curriculum. Therefore spaces for each of these programs should be included in an elementary school. In schools with fewer students, these programs may need to be combined into one space.

Computer Labs:

Even though the future solution is to have computers integrated into all instructional spaces, the current practice is to have designated computer labs in elementary schools.

Science Classrooms:

State proficiency testing has placed an increased emphasis on science curriculum at the elementary level. Currently science instruction is limited to what can be done in the regular classroom. Districts will need to decide whether to provide separate classrooms for science or to include it in the regular classroom.

Special Programs:

Most school districts provide special programs for at-risk students such as Title I and other programs for gifted students. If these programs are to be provided, space needs to be allocated for these purposes.

Determining Elementary School Capacity

The elementary program is usually delivered based on students being assigned a home room or regular classroom and attending specials such as art and music in a specialized classroom. The number of special classrooms should be a reflection of the enrollment of the building.

For example: if a school has only one classroom for each grade it would only require a part-time art room. Whereas if there are three classrooms for each grade, a full time art classroom would be needed. Or, for example, a school with 200 students may only require one special education classroom whereas a school for 400 may require two or more classrooms for special education.

School districts often change the use of an individual classroom from year to year. One year the classroom may be a regular classroom. The next year it may be a special education classroom and the year after that a computer room. Since these changes do occur, the simplest procedure would be to count the total number of classrooms and subtract the number for special purposes and then multiply the remainder by 25 [or by desired class size determined by the district]. This may not be perfect, but by using this method the only information needed would be the total number of classrooms in a building.

The table below illustrates this method of calculation, based on 25 students per class. If a lower number of students per class is desired, it will obviously reduce the capacity of the building.

Elementary School Space Allocation					
Total # of Classrooms	17	26	33	41	49
Special Ed. Classrooms	1	2	3	4	5
Art/Music Classrooms	1	2	2	2	2
Special Programs [At-Risk]	1	2	2	2	2
Computer Lab	1	1	1	1	2
Science Classroom	1	1	1	2	2
Regular Classrooms	12	18	24	30	36
Students Per Classroom	X25	X25	X25	X25	X25
Capacity	300	450	600	750	900
	Students	Students	Students	Students	Students

The table below might be used as a quick reference table in conducting a facility study. The actual number of specials and the class size may need to be altered based on local district policies.

# of Classrooms in Building	# Special Classrooms	Difference	Multiply by 25	Capacity
10	2	8	25	200
11	2	9	25	225
12	3	9	25	225
13	3	10	25	250
14	3	11	25	275
15	4	11	25	275
16	4	12	25	300
17	5	12	25	300
18	5	13	25	325
19	5	14	25	350
20	6	14	25	350
21	6	15	25	375
22	6	16	25	400
23	7	16	25	400
24	7	17	25	425
25	7	18	25	450
26	8	18	25	450
27	8	19	25	475
28	8	20	25	500
29	8	21	25	525
30	8	22	25	550
31	8	23	25	575
32	8	24	25	600
33	9	24	25	600
34	9	25	25	625
35	9	26	25	650
36	9	27	25	675
37	9	28	25	700
38	10	28	25	700
39	10	29	25	725
40	10	30	25	750
41	11	30	25	750
42	11	31	25	775
43	11	32	25	800
44	11	33	25	825
45	12	33	25	825
46	12	34	25	850

Determining High School Capacity

High schools operate on a totally different basis than elementary schools. Students are not in self-contained environments occasionally traveling to another location for a special class. At the high school level, students typically change classes each period.

High schools are undergoing significant change in program delivery. Many schools are adopting block scheduling and/or various teaming approaches. The method for calculating capacity at the high school level needs to be flexible to deliver a traditional departmentalized program or the newer evolving methods of program delivery.

Average Class Size

There is currently a wide range of class sizes in a high school and from school to school. It is not uncommon to find some very small classes in advanced placement courses and upper level foreign languages. At the same time it is not uncommon to find 60 or more students in a band or choir class.

Several states have attempted to determine the capacity of a building by establishing a capacity for each type of room in a building. This may be an appropriate approach but often results in a much larger capacity than what is realistic. For example the band room may be rated as a capacity for 75 students. The fact of the matter is that the full band only meets one period per day and the rest of the day the room is being used for smaller sectional or specialized bands such as a jazz band. To say that the capacity of the band room is 75 assumes that the room is used every period of the day for that number of students. In reality, the band room may be used for 75 students one period per day and less than 20 students each of the remaining periods, or the room may only be used as a band room 3-4 periods per day.

Even though this seems like an over simplification, using an average class size of 25 students across the board has worked quiet well in determining capacity at the high school level.

Teaching Stations/Classrooms

Teaching stations are defined as areas in which students receive instruction in core curriculum courses as well as exploratory/elective curriculum areas. These areas should be adequately sized to meet the needs of the programs included in the space. Program areas include English, math, social studies, foreign language, science, art, music, family and consumer science, business, vocational/technology education, and physical education. In a high school the gym should be counted as one or more teaching stations. Even though it is not a regular classroom, it is a location in which students receive instruction on a hourly/daily bases. Likewise, a food lab, science lab, business computer lab, and vocational/technology lab are all counted as teaching stations.

Auditoriums and library/media centers are not counted as teaching stations since these spaces are not assigned for "regular" instruction.

Utilization Factor

It is very difficult to schedule every teaching station every period of the day. There may be a specialized space such as a vocational/technical lab for which there is insufficient enrollment to conduct classes each period. At times it is advisable for the classroom to be available to the teacher during a teachers prep period. At other times it is just not possible to maintain an average enrollment of 25 students and there needs to be some room to adjust.

It is recommended that the utilization factor of 85% be used at the high school level. This would represent approximate utilization of five out six periods in a six period day or six out of seven periods in a seven period day. This may indicate that some spaces are being used more than 85% of the time whereas others may be used less.

Block scheduling provides another dilemma. There are a variety of block schedules but many are based on a four 90-minute period day. Some of the time it is the same four periods every day. At other times it is four periods on alternating days. Arguments have been made to reduce the utilization to 75% which would represent three out of four periods per day. On the surface 75% may seem logical but it is not efficient use of space. This would mean that 25% of classroom space would be idle at any one time.

Using the 85% factor in a school which utilizes a block schedule would mean that a room would be available on period every other day on the alternating block schedule. Or that approximately half of the rooms would be utilized 100% and the other half would be utilized 75% on the schools which have the same four periods every day.

Experience has shown that if the 85% factor is used for planning purposes, the high school has the ability to increase the utilization to 90% or higher in the event of short-term overcrowding issues. Experience will also show that once a building surpasses 90% utilization, scheduling of spaces and students becomes increasingly difficult.

[Authors' note: if space is going to be used less than 50% of the time, consideration should be given to reusing the space for another purpose or determining some type of multi-use of the space to increase its utilization.]

High School Functional Capacity Formula:

In the past, capacity was determined by counting the number of teaching stations in a facility and multiplying by an average class size. In facility planning terminology this is called the "design" capacity of the building. However, this

methodology does not take into account programmatic implications. By applying the utilization factor to the design capacity, the functional capacity can be obtained. An example is included below.

# of Teaching Stations	40
Average # of Students	<u>X25</u>
	1000
	85% = 850 Capacity

This would be a very straight forward method of determining capacity, just count the total number of teaching stations, multiply by 25 students and multiply 85%.

Determining Middle School Capacity

The reason this was saved for last is that most middle schools are a hybrid between elementary schools and high schools. Actually middle schools are the evolving school of the future. More and more elementary schools and high schools are adopting the middle school program delivery of team teaching.

In the past middle schools were called junior high schools and were "mini" high schools. They operated on a 6 to 9 period schedule and students rotated between classes. Many schools which are called middle schools still operate in this fashion.

On the other hand the middle school philosophy places students in teams. The size of these team varies from school to school. A team may be two teachers and 50 students or teams may be as large as 6-8 teachers and 150-200 students. Regardless of the size of the team, the program typically consists of a core curriculum [English/language arts, math, science and social studies] and an exploratory curriculum of physical education, art, music, band, computers, technology, and foreign language. Depending on the individual middle school, there maybe other exploratory areas as well.

Students usually attend the core curricular areas every day throughout the school year. There are a wide variety of schedules associated with the exploratory programs. Students may attend an exploratory program every day for 6-18 weeks and then move on to another exploratory program or they may attend exploratory programs on alternating days. There are as many different schedules as there are middle schools and you need to be a middle school student to figure it out.

Since there are two basic methods for delivering education at the middle or junior high school level, there are two different methods for determining capacity.

Middle School Capacity

Schools that operate as middle schools, a modification of the elementary method for determining capacity applies. Find the total number of "regular" classrooms and multiply by the desired average class size, typically 25.

A school may have 30 classrooms for core curricular programs. This school may also have seven exploratory classrooms [art, band, choral, computer, technology, life skills, and physical education] and three special education classrooms. The capacity of the building would be 30 time 25 students per class which equals 750 students.

If you were to study these figures closely you will note there is a lower utilization of this building.

Junior High School Capacity

As stated previously, many middle schools operate as junior high schools. As such the high school method for calculating capacity would be more appropriate to determine the number of students the building can accommodate. Using the example of the school above with 30 regular classrooms and seven exploratory programs the capacity would be as follows:

$$37 \text{ teaching stations} \times 25 \text{ students per class} \times 85\% \text{ utilization} = 806$$

Using this example, the capacity using the middle school method would be less than the junior high school method. In other words the utilization of space using the middle school philosophy is less than the junior high school philosophy. This is in fact the case. Many middle schools are aware of this situation and have gone to modified middle school programs in which the teams are arranged in such a fashion that an extra core section is taught in the regular classroom or a core teacher teaches an exploratory program in his/her classroom.

The simplest method for determining middle school capacity would be counting the teaching stations, multiplying by a desired class size and an 85% utilization factor.

Summary

Determining capacity is critical to the formation of a district facility plan. Capacity should be program driven. Even though the resultant capacity may be different than what you have used before, you are likely to find these numbers more accurately reflect the program that is being delivered today.

William S. DeJong, Ph.D., REFP

Dr. DeJong is the President of DeJong & Associates, Inc. He is the former Executive Director of the National Community Education Association [NCEA], Assistant Executive Director of the Council of Educational Facility Planners, Int. [CEFPI], co-founder of Meeks Technology Group. Dr. DeJong is the former President of CEFPI and was awarded the International Planner of the Year in 1991.

Joyce Craig

Ms. Craig is a Project Director with DeJong & Associates, Inc. She has coordinated facility projects in Alaska, Indiana, Ohio, Michigan, South Carolina, and West Virginia. Joyce also serves on CEFPI's Research Committee.

The mission of DeJong & Associates, Inc. is to create quality learning environments through comprehensive and responsible planning strategies that provide school organizations with direction, flexibility, and community ownership into the 21st century and beyond.

APPROVED

OCT 28 2008

EDUCATIONAL SPECIFICATIONS

Fairfield Woods Middle School

Fairfield Public Schools

Fairfield, CT 06825

Ann E. Clark, Ph.D.

Superintendent of Schools

FWMS ED SPECS. 840 CAPACITY

RATIONALE FOR THE PROJECT

BACKGROUND:

On June 24, 2008 the Fairfield Board of Education adopted the Fairfield Public Schools Long Range Facilities Plan. This plan represents the board's recommendations to meet increasing enrollments while providing appropriate learning environments. The renovation of Fairfield Woods Middle School is a major recommendation for space for our increasing middle school student enrollment. Projections of middle school student enrollments show the need for an additional 497 permanent seats in the year 2016. This is based on an average 85% utilization rate requiring 2,722 seats, for a projected enrollment of 2,314 students and a capacity presently of 2,225 seats. To accommodate the need for additional seats, the Long Range Facilities Plan calls for the addition of 12 classrooms and an auditorium to Fairfield Woods Middle School.

ENROLLMENT:

Between 1998 and 2008, the number of middle school students has increased from approximately 1,713 students to over 2,264. This represents an increase of over 550 students or 32.1% growth. This growth pattern has been documented in a number of facility reports and student enrollment studies. Applied Data Services has completed 10 year enrollment projections by school that project an increase to about 2,575 students in 2012-13. The study shows the enrollment will level off at about 2,300 students from 2015 and beyond. Applied Data Services will complete new projections based on the most recent figures. An important factor in projecting enrollment is the number of children born to Fairfield families each year. Historically, approximately the same number of children enter Fairfield's kindergartens each year as the number of children who were born to Fairfield families five years before. However, most recently in-migration has increased this to about 105% of the children born to Fairfield families that enter kindergarten five years later. This is a significant change in the demographic pattern.

CAPACITY:

The Fairfield Public Schools currently have three middle schools. The Fairfield Public Schools Long Range Facilities Plan indicates that the total capacity of Fairfield's middle schools is 2,225 students. The actual average class size over the past several years has been close to 21 students.

In developing middle school capacity ratings, the team concept dedicates full size classrooms to English/language arts, math, science, social studies and world language in addition to dedicated full size classrooms to the related arts areas of physical education, art/music, technology, family and consumer science, reading and health. Smaller classrooms are required for support services in the areas of special education, speech and language, counseling and psychological services.

LONG RANGE EDUCATIONAL PLAN:

On August 27, 2004 and September 23, 2008 the Fairfield Board of Education approved the following policies which explain the long range educational plan of the district.

Missions, Goals, Objectives

Policy Number 0100

Fairfield Public Schools' Mission

The mission of the Fairfield Public Schools is to inspire students to acquire the knowledge and skills needed to be life-long learners, responsible citizens and successful participants in an ever-changing global society by providing, in partnership with families and community, a comprehensive, rigorous educational program.

BELIEFS

- We believe all individuals can learn.
- We believe high expectations drive high achievement.
- We believe family and community, in partnership, play an essential role in the development and education of a child.
- We believe kindness, respect and compassion enhance life and improve performance.
- We believe that growth occurs when independent thinking, creativity and appropriate risk taking are encouraged.
- We believe valuing and nurturing diversity promotes learning.
- We believe everyone has the ability and responsibility to make a positive difference.
- We believe that positive self image is built through high expectations, honesty and accomplishments.
- We believe that knowledge and skills acquired should be relevant and adaptable for life long learning.
- We believe all students should have equitable access to educational opportunities.
- We believe in promoting a healthy life.
- We believe that collaboration and commitment promote the common good.

LONG-TERM GOAL

Policy Number 0110

Sustain the continuing improvement of the Fairfield Public Schools so that they will continue to rank with the best in the nation.

EDUCATIONAL GOALS

Policy Number 0200

Preamble

The ultimate goal of a school system is to promote the positive development of students so they can be productive members and shapers of a democratic society. Toward this end, the Board of Education and staff of the Fairfield Public Schools are committed to make all reasonable efforts to create an environment that will help each student achieve the goals listed below.

Goal One: Motivation to Learn

Students will adopt the high expectations of their parent or guardian, teachers, and society. Fairfield Public School students will:

- develop a personal identity;
- develop self-understanding and a positive self-concept;
- understand and strive to fulfill their own personal aspirations;
- develop positive feelings of self-worth and pride which contribute to self-reliance, responsible behavior, and personal growth, health, and safety;
- demonstrate strong motivational and persistence to learn;
- exhibit an inquisitive attitude, open-mindedness, and curiosity; and
- take responsibility for their own learning.

Goal Two: Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for lifelong success in our society. Fairfield Public School students will:

- learn to communicate effectively in speech and writing;
- listen, view, and read with understanding;
- acquire knowledge of and ability in mathematics;
- demonstrate skills necessary to locate and use information effectively;
- demonstrate decision-making, reasoning, and problem-solving skills alone and in groups;
- demonstrate appropriate study skills; and
- acquire skills necessary for lifelong learning.

Goal Three: Acquisition of Knowledge

Acquiring knowledge leads to an educated mind and contributes to responsible citizenship. Fairfield Public School students will:

- acquire the knowledge of science and technology, mathematics, language arts, history, social science, the visual and performing arts, and literature and foreign languages and understand connections among these disciplines;
- acquire the knowledge necessary to use computers and other technologies for learning and problem solving;
- acquire an understanding and appreciation of the values and the intellectual and artistic achievement of their culture and other cultures; and
- take full advantage of opportunities to explore, develop, and express their own uniqueness, creativity, and flexibility in thinking.

Goal Four: Competence in Life Skills

Students will ultimately function successfully in multiple roles - as citizens, family members, parents, workers, and consumers. Fairfield Public School students will:

- demonstrate an ability to make informed career choices;
- understand the responsibilities of family membership and parenthood;
- demonstrate the ability to undertake the responsibilities of citizenship in their communities, in the state, in the nation, and in the world;
- understand human growth and development and the lifelong value of physical fitness;
- understand the concept of wellness, and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of stress;
- understand and develop personal goals and aspirations;
- upon completion of a secondary-level program, be qualified to enter post-secondary education and/or demonstrate the skills, knowledge, and competence required for success in meaningful employment; and
- recognize the importance of social and emotional growth as it relates to lifelong happiness.

Goal Five: Understanding Society's Values

Students, as responsible citizens, will be aware of how they can enrich the world and how the world can enrich them. Fairfield Public School students will:

- respect diversity;
- understand the inherent strengths and weaknesses of a pluralistic society;
- understand justice, and recognize the necessity for moral and ethical conduct in society;
- understand and respond to the vital need for order under law;
- acquire the knowledge to live in harmony with the environment, and actively practice conservation of natural resources;
- respect the humanity they share with other people, and live in harmony with and demonstrate empathy for others;
- acquire and apply an understanding of and sensitivity for the values and achievements of their own culture and other cultures;
- show understanding of international issues which affect life on our planet, and demonstrate skills needed to participate in a global society;
- contribute to the health of the community through service activities, and look objectively at social institutions and consider how these institutions can best serve society.

Fairfield Public School
810 CARACAN

LEARNING/EDUCATIONAL ACTIVITIES

EDUCATIONAL SPACE REQUIREMENTS SUMMARY:

Learning Activities

Learning activities are carried out using the Middle School Model. Students are generally grouped in teams with a maximum of 110 students with four teachers who are responsible for core subjects. However, other team arrangements such as two teacher and three teacher teams are also common configurations. The classes on each team are instructed in classrooms which are physically adjacent to each other.

Academic Classrooms

Grade 6

- Projected maximum enrollment 280 students
- Four teams of three teachers
- 15 classrooms
- Eight standard classrooms for the teaching of English/language arts, mathematics, and social studies (± 750 SF)
- Four science classrooms with sinks and storage space for science materials ($\pm 1,000$ SF)
- Three special education resource rooms (± 500 SF)

Grade 7

- Projected maximum enrollment 280 students
- Three full teams of ± 95 students
- 19 classrooms
- Three English/language arts classrooms (± 750 SF)
- Three mathematics classrooms (± 750 SF)
- Three science laboratory classrooms with lab preparation and storage space ($\pm 1,200$ SF)
- Three social studies classrooms (± 750 SF)
- Three world language classrooms (± 750 SF)
- One reading classroom (± 750 SF)
- Three special education resource rooms (± 500 SF)

Grade 8

- Projected maximum enrollment 280 students
- Three full teams of ± 95 students
- 19 classrooms
- Three English/language arts classrooms (± 750 SF)
- Three mathematics classrooms (± 750 SF)
- Three science laboratory classrooms with lab preparation and storage space ($\pm 1,200$ SF)
- Three social studies classrooms (± 750 SF)
- Three world language classrooms (± 750 SF)
- One reading classroom (± 750 SF)
- Three special education resource rooms (± 500 SF)

Unified Arts and Other Instructional Space

- Three computer lab classrooms ($\pm 1,000$ SF)
- Two art classrooms with suitable storage ($\pm 1,200$ SF)
- Two kiln rooms with proper ventilation (± 200 SF)
- One food lab classroom with suitable storage ($\pm 1,400$ SF)
- One textile classroom with suitable storage ($\pm 1,400$ SF)
- Two applied technology classrooms with suitable storage ($\pm 1,400$ SF)
- Two health classrooms (± 750 SF)
- Music complex (Three large tiered rehearsal areas for band, orchestra and chorus $\pm 1,200$ SF. Small group practice rooms ± 200 SF, music staff office, one keyboard lab ± 750 SF, musical instrument storage ± 350 SF and music library storage ± 150 SF)
- Four physical education teaching stations (large gym with seating for 900 $\pm 10,000$ SF, auxiliary gym $\pm 3,000$ SF, Project Adventure room $\pm 1,500$ SF, fitness center $\pm 1,500$ SF, appropriate locker rooms, lockers, two physical education offices and storage areas)
- Auditorium (capacity 600 $\pm 12,000$ SF) for the purpose of providing common space for large group curricular and support programs, such as advisory guidance programs, multi-media presentations, anti-bullying programs, team meetings, parent programs, PTSA meetings, transition meetings, orientation, awards presentation, guest speakers, Internet safety programs, drug/alcohol awareness programs, etc. as well as a performance space for band, orchestra, chorus, Madrigals, drama club, dance team, and drill team.

Field Spaces

- Soccer, softball, field hockey, outdoor Project Adventure space and general activity field space

GENERAL REQUIREMENTS:

- Cafeteria with three serving lines and eating facilities for 290 students for each of three shifts
- Modern food service kitchen with sufficient refrigerator and freezer space for bulk food storage
- Adequate storage space throughout the building for all programs and support activities
- Loading dock and dedicated storage area for delivery and storage of instructional materials
- Custodial supply storage and work area plus satellite custodial spaces across the building

MAIN OFFICE AREA & SUPPORT SERVICES:

- Space for support facilities required for middle school education (e.g., copy room, work space, PTSA storage closet)
- One English as a Second Language classroom for all grades for English Language Learners (\pm 500 SF)
- One classroom area designated for Occupational Therapy and Physical Therapy (\pm 750 SF)
- Library Media Center (\pm 4,500 SF) with wiring for 25 computers, shelving for print collections, seating for 125, production room (capacity 15), office, seminar room (capacity 40) and storage area
- Team assembly area (capacity 125)
- Three team faculty areas (one per grade)
- Faculty dining room (seating for 30)
- Administrative offices (principal, assistant principal, one dean, one flex office)
- Central secretarial and reception area (three secretaries)
- Administrative conference room (capacity 15)
- Main office area copy/mail/work room
- Three small instructional areas: reading/language arts, speech and language, tutor (\pm 500 SF)
- Internal suspension room (\pm 500 SF)
- Counseling complex (four counselor offices, one psychologist office, one social worker, conference space to meet with parents and conduct PPT's, storage space for cumulative files and reception area)
- Health room (handicapped-accessible toilet, examination area, three private patient spaces and school nurse office area). Spaces to be determined in consultation with the Health Department.
- Custodial office
- Technology office with storage and counter for repairs

TECHNOLOGY INFRASTRUCTURE:

- An essential component of this project is to provide electronic access to every segment of the building. All instructional areas, support facilities and areas of assembly should be provided with local and wide-area networks, cable TV connectivity and internal broadcast capability.
- All wiring to be CAT 6 or better and certified. Each patch panel and jack to be labeled with location and position identifiers. Coaxial cable for Cable TV connectivity distributed and amplified to all academic and meeting spaces.
- Each classroom to have ceiling or wall mounted power and infrastructure to support multimedia projection.
- Technology Network Space -- server room, wiring closets, dedicated area for head-end equipment including extended demarcation points to the server room for all external connections. (Also see INTERIOR BUILDING ENVIRONMENT – Interior Spaces).
- Investigating appropriate infrastructure based on technology long-range plan as adopted by the Board of Education (to include wireless capabilities).

PROJECTED ENROLLMENT AND PROPOSED CAPACITY:

FAIRFIELD WOODS MIDDLE SCHOOL	YEAR									
	08-09	09-10	10-11	11-12*	12-13	13-14	14-15	15-16	16-17	17-18
Projected Enrollment	605	673	673	700	676	668	655	621	612	595
Estimated Projected Enrollment*	605	673	673	886	896	877	872	813	805	785
Present Capacity	650	650	650	650	650	650	650	650	650	650
Proposed Capacity	650	650	650	840	840	840	840	840	840	840

*Note: An estimated projected enrollment is made based on the capacity of the other two middle schools (RLMS 875+ TMS 700 + Proposed FWMS*840 = 2,415 students) and with a proportion (34.8%) assigned to FWMS based on a realignment of the elementary feeder schools.

BUILDING SYSTEMS:

Envelope

- Windows shall be replaced per district standard while maintaining the architectural integrity of the building.
- Roofing systems shall be multi-ply systems (no single membrane systems) 20 year warranty.
- Exterior envelope materials shall be consistent and compatible with the existing building façade materials in size, shape, color and texture.
- Construction details of exterior elements shall be consistent and compatible with the existing building façade details.

Security/Safety

- Reliable internal and external communication should be available between/among all areas of the facility to the degree consistent with safety and security plans
- Electronic security should be provided which shall include video cameras (interior and exterior) and DVR recording devices with remote viewing capabilities (via a secure computer network)
- Door hardware – district standards – Schlage/Von Dupin/LCN
- Exterior doors to have continuous hinges
- Interior doors in high traffic areas to have continuous hinges (e.g., stairwells, locker rooms, etc.)
- Locks – Everest Keyway – key into existing building system – master key facility (new and old locks)
- Doors – narrow vision lites (for restricted line of sight into classroom during lockdowns)
- Primary entrance into the building shall be focused to sign-in location (minimize or eliminate options)
- Primary entrance into the building shall be pre-wired for intercom/camera and remote door release
- Exterior doors used by staff and students for exterior functions shall have CM (computer managed) access control locks by Locknetics
- Evacuation signage with directional maps
- Provide adequate site lighting
- Protective window covering at locations subject to damage

Code

- UFAS/ADA review to be part of design for entire building and site
- Abate any hazardous material – encapsulation is not acceptable
- ILSM – Interim Life Safety Measures for working in an occupied building

INTERIOR BUILDING ENVIRONMENT:

Mechanical Systems

- Separate independent commissioning of building systems per CGS 16a-38k
- Mechanical Electrical Plumbing (MEP) systems to include air flow balancing contractor hired directly by the building committee and reporting directly to the building committee and the Board of Education.
- Lighting fixtures – standard type(s), ease of maintenance, coordinated with presentation stations
- Boilers shall be capable of dual-fuel operation (oil/gas)
- Deletion of existing building management controls only with specific approval of the district
- Low voltage systems to be designed to district standards
- Proper shutoff and backflow valves located to provide easy and quick access

Interior Spaces

- Ceiling systems – standard sizes 2x2 or 2x4, standard tiles, wide grids 9/16", no strange patterns, consistent choices
- Millwork – solid surface countertops/plastic laminate cabinets/wire pull handles/euro-hinges
- Flooring – carpet in office areas and LMC only. VCT or other easily mopped finish in classrooms, corridors, etc.
- Review the need for magnetic hold-open devices throughout the building
- Storage/Maintenance requirements need to be reviewed for the entire facility
 - Storage for grounds – gasoline storage, snow blower, lawn mower, etc.
 - Storage for office and curriculum – office supplies, art supplies, gym equipment, music equipment, PTA, etc.
 - Custodian – office space with desk and computer, breakroom, appropriately sized space in each area (floor) for daily maintenance equipment and supplies
- Accessible toilet rooms to meet district standards
- MDF/IDF room with temperature control and alarms
- Kitchen update – review equipment (size, condition, etc.), storage space, serving line, etc.
- FF&E – lockers, SmartBoards, desks, chairs, library books, gym equipment & mats, room-darkening shades, wall pads in gym, adjustable basketball hoops, etc, as determined by a survey of existing FF&E
- Drinking fountains – update to UFAS/ADA throughout

SITE DEVELOPMENT:

- Exterior traffic patterns:
 - Bus drop off to be large enough for expected bus queue (separate from parent drop off)
 - Parent drop off reconfiguration (if required by placement of new addition)
 - Additional parking area for staff
- Site drainage review and upgrade
- Review condition of all site constructions (retaining walls, curbs and sidewalks, pavement, soccer field, etc.)

CONSTRUCTION BONUS REQUESTS:

Fairfield Woods Middle School, at present, hosts Open Choice students. Given participation in the program, the district will pursue a construction grant bonus in accordance with Connecticut General Statute 10-285a(g).

COMMUNITY USES:

Fairfield Woods Middle School does not contain or host space(s) for other town departments or outside firms. The building is used exclusively as a middle school. The building facilities are available to the public on a reservation basis when the building is not in use (nights and weekends).

Fairfield Woods Middle School is not used as a polling place.

REVISED SPECS. 8/2013 CAPACITY

FAIRFIELD PUBLIC SCHOOLS

EDUCATIONAL SPECIFICATIONS

TOMLINSON MIDDLE SCHOOL

This document provides a narrative description of the middle school facilities necessary to meet the educational needs of 700 students at Tomlinson Middle School.

Background

Projections of student population confirm that three middle schools will be required for at least the next fifteen years.¹ Built in 1917 with additions in 1926, 1930, and 1977 Tomlinson Middle School is in need of an evaluation of the building envelope, systems, and room configuration as each relates to the delivery of Fairfield's middle school program.

It is important to note that an extensive study of the Tomlinson building has recently been completed by architect *Philip H. Cerrone III*. The report recommends a scope of work to make Tomlinson Middle School comparable to Fairfield Woods and Ludlowe Middle Schools in its ability to house the middle school program.

Learning Activities

Learning activities are carried out using the "Middle School Model". Students are generally grouped in teams of approximately 110 students with four teachers who are responsible for core subjects. However, other team arrangements such as two teacher and three teacher teams are also common configurations. The classes on each team are instructed in classrooms, which are physically adjacent to each other.

Academic Classrooms

Grade 6

Projected maximum enrollment 240 students

Three teams of three teachers (200 students) and one team of two teachers (40 students)

Thirteen classrooms

Seven standard classrooms for the teaching of language arts, mathematics, and social studies

Four science classrooms with sinks and storage space for science materials

Two special education resource rooms (may be less than full-size)

¹ Committee on School Space. High School Planning. pp. 41, 42; NFO -July, 2001

Grade 7

Projected maximum enrollment 240

Two full teams of \pm 100 students and one two-teacher team (40 students)

Fifteen classrooms

Three English classrooms

Two mathematics classrooms

One reading classroom (shared with grade 8)

Three science laboratory classrooms with lab preparation and storage space

Two social studies classrooms

Two world language classrooms

Two special education resource rooms (may be less than full-size)

Grade 8

Projected maximum enrollment 240

Two full teams of \pm 100 students and one two-teacher team (40 students)

Fourteen classrooms

Three English classrooms

Two mathematics classrooms

Three science laboratory classrooms with lab preparation and storage space

Two social studies classrooms

Two world language classrooms

Two special education resource rooms (may be less than full-size)

Special Education

One intensive program classroom (serves grades six, seven, and eight)

One English As A Second Language classroom (serves grades six, seven, and eight (1/2 standard classroom))

Unified Arts

Three computer lab classrooms (one per grade level)

Two art classrooms with suitable storage

Separate kiln space

One food lab classroom with suitable storage

One textile classroom with suitable storage

Two applied technology classrooms

Two health classrooms

Music complex (Three large tiered rehearsal areas for band, orchestra, and chorus, one standard classroom to be used for general music, one keyboard lab, music staff office, musical instrument storage, and music library storage.)

Three physical education teaching stations (large gym with seating for 550, auxiliary gym, Project Adventure room, fitness center, lockers, two physical education offices and storage areas.)

Field Spaces

Soccer, softball, field hockey, general activity field space

Support Facilities

Space for support facilities required for middle school education:

Library media center with computerized card catalog and circulation system, wiring for 25 computers, shelving for print collections, (seating for 125) production room (capacity 15), office, seminar room (capacity 40) and storage area.

Team assembly area (capacity 125)

Support Facilities (Continued)

Team faculty areas (one per grade)

Auditorium (capacity 700)

Student cafeteria (seating for 240 students)

Faculty dining room (seating for 35)

Administrative offices (principal, assistant principal, one dean)

Central secretarial and reception area (three secretaries)

Conference room (capacity 15)

Copy/mail/work room

Three small instructional areas: reading/language arts, speech and language tutor, gifted program

Conference space to meet with parents and conduct PPTs (capacity 15)

Internal suspension space

Counseling complex (three counseling offices, one school psychologist office, one social worker, and reception area)

Health room (handicapped-accessible toilet, examination area, three private patient spaces and school nurse office area)

Systems

Each Fairfield public school is equipped with fire, security/surveillance, and intrusion alarm systems. These are directly connected to the fire and police departments. The school should also be equipped with an internal clock system, office-to-classroom intercom system, telephone system, and a computer network to support the educational process and administrative functions.

Environment

The goal is to provide an environment that is conducive to the learning process. To this end, all aspects of environment will be considered in the project development. These will include, but not be limited to, adequate climate control, ventilation, appropriate lighting, window and floor coverings, furniture designed for student use, instructional support items such as white boards, acoustical environment, handicapped access, windows and doors.

Equipment

Of a general nature will be the provision of sufficient lockers, desks and chairs to accommodate all students and staff. In addition, there will be storage closets, worktables, file cabinets and specialized computer stations as well as desks and chairs. Electronic aides such as VCR's, DVD players, televisions, overhead projectors, CTX projectors and screens are standard equipment in schools. Equipment is needed for science labs and all unified arts programs, media center, etc. The school lunch kitchen must be capable of providing lunch for 700 students in three lunch shifts with a maximum single lunch shift size of 240.

Of a specific nature will be music installations including chairs, music stands, and musical instruments. Art rooms require running water, appropriate tables and stools as well as a separate kiln space and project drying equipment. Other art areas will be designed with educational equipment which is specific to each subject area such as food labs, textiles, and technology labs.

The library will contain books and other storage with a computerized card catalogue and circulation system. Computer labs will be furnished with appropriate technology for students and faculty. Staff will have access to equipment required for duplication, fax, mailing, cutting and assembling.

Site Development

Pre-existing traffic patterns, parking, sidewalks, and bus drop-off areas will need to be evaluated for their suitability.

FAIRFIELD PUBLIC SCHOOLS
EDUCATIONAL SPECIFICATIONS
MIDDLE SCHOOL

July, 2001

This document provides a narrative description of the middle school facilities necessary to meet the educational needs of 875 students.

Background

Projections of student population confirm that three middle schools will be required for at least the next fifteen years.¹ Since the Town's plan to meet the need for high school space utilizes the current Ludlowe Middle School, it will be necessary to replace that existing middle school facility.

Learning Activities

Learning activities are carried out using the "Middle School Model". Students are generally grouped in teams of approximately 110 students with four teachers who are responsible for core subjects. However, other team arrangements such as two teacher and three teacher teams are also common configurations. The classes on each team are instructed in classrooms which are physically adjacent to each other.

Academic Classrooms

Grade 6

Projected maximum enrollment 300 students

Four teams of three teachers (260 students) and one team of two teachers (40 students)

Seventeen classrooms

Nine standard classrooms for the teaching of language arts, mathematics, and social studies

Five science classrooms with sinks and storage space for science materials

Three special education resource rooms (2 full size and 1 partial size)

¹ Committee on School Space. High School Planning. pp. 41, 42; NFO -July, 2001

Grade 7

Projected maximum enrollment 300

Three full teams of \pm 100 students

Eighteen classrooms

Three English classrooms

Three mathematics classrooms

One reading classroom (shared with grade 8)

Three science laboratory classrooms with lab preparation and storage space

Three social studies classrooms

Two world language classrooms

Three special education resource rooms (2 full size and 1 partial size)

Grade 8

Projected maximum enrollment 300

Three full teams of \pm 100 students

Seventeen classrooms

Three English classrooms

Three mathematics classrooms

Three science laboratory classrooms with lab preparation and storage space.

Three social studies classrooms

Two world language classrooms

Three special education resource rooms (2 full size and 1 partial size)

Special Education

Two intensive program classrooms (serves grades six, seven, and eight)

One English As A Second Language classroom (serves grades six, seven, and eight (1/2 standard classroom))

Unified Arts

Three computer lab classrooms (one per grade level)

Two art classrooms

One food lab classroom

One textile classroom

Two applied technology classrooms

Two health classrooms

Music complex (Three large tiered rehearsal areas for band, orchestra, and chorus, one standard classroom to be used for general music. Three small group practice rooms, one keyboard lab, musical instrument storage, and music library storage.)

Three physical education teaching stations (large gym with seating for 1000, auxiliary gym, Project Adventure room, fitness center, lockers, two physical education offices and storage areas.)

Field Spaces

Soccer, softball, field hockey, general activity field space

Support Facilities

Space for support facilities required for middle school education:

Library media center with computerized card catalog and circulation system, wiring for 25 computers, shelving for print collections, (seating for 125) production room (capacity 15), office, seminar room (capacity 40) and storage area.

Team assembly area (capacity 125)

Team faculty areas (one per grade)

Auditorium (capacity 650)

Student cafeteria – seating for 300 students

Faculty dining room (seating for 35)

Support Facilities (Continued)

Administrative offices (principal, assistant principal, one dean, one flex office)

Central secretarial and reception area (three secretaries)

Conference room (capacity 15)

Copy/mail/work room

Three small instructional areas: reading/language arts, speech and language tutor

Conference space to meet with parents and conduct PPT's (capacity 15)

Internal suspension space

Counseling complex (three counseling offices, one school psychologist office, one social worker, and reception area)

Health room (handicapped-accessible toilet, examination area, three private patient spaces and school nurse office area)

Systems

Each Fairfield public school is equipped with fire, security/surveillance, and intrusion alarm systems. These are directly connected to the fire and police departments. The school should also be equipped with an internal clock system and office-to-classroom intercom system and telephone system and a computer network to support the educational process and administrative functions.

Environment

The goal is to provide an environment that is conducive to the learning process. To this end, all aspects of environment will be considered in the project development. These will include, but not be limited to, adequate climate control, ventilation, appropriate lighting, window and floor coverings, furniture designed for student use, instructional support items such as white boards, acoustical environment, handicapped access, windows and doors.

Equipment

Of a general nature will be sufficient lockers, desks and chairs to accommodate all students and staff. In addition, there will be storage closets, worktables, file cabinets and specialized computer stations as well as desks and chairs. Electronic aides, such as VCR's televisions, overhead and CTX projectors and screens are standard equipment in schools. Equipment is needed for science labs and all unified arts programs, media center, etc. The school lunch kitchen must be capable of providing lunch for 875 students in three lunch shifts with a maximum single lunch shift size of 300.

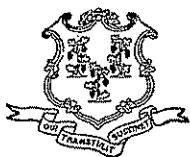
Equipment (Continued)

Of a specific nature will be music installations including chairs, music stands, and musical instruments. Art rooms require running water, appropriate tables and stools as well as a separate kiln space and project drying equipment. Other unified art areas will be designed with educational equipment which is specific to each subject area such as food labs, textiles, and technology labs.

The library will contain books and other storage with a computerized card catalogue and circulation system. Computer labs will be furnished with appropriate equipment for students and faculty. Staff will have access to equipment required for duplication, fax, mailing, cutting and assembling.

Site Development

Depending upon the chosen location traffic patterns, parking, sidewalks, and bus drop-off areas will need to be developed or, if pre-existing, evaluated for their suitability.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



July 23, 1993

RECEIVED

JUL 27 1993

SUPT. OF SCHOOLS

Dr. Carol A. Harrington
Superintendent of Schools
Fairfield Public Schools
760 Stillson Road
P.O. Box 220
Fairfield, CT 06430-0220

Subject: Application for Proposed School Building Project (ED040)

Dear Dr. Harrington:

Pursuant to your submission and our review of Form ED040 "Application for School Building Project" for an extension project at the Fairfield Woods Middle School, the following identification has been assigned to be used on all subsequent submissions relating to this particular project:

State Project No. 051-084

Please inform your board of education, town finance officers, architects, and other interested parties who may be submitting items to you regarding this project of this identification number.

Please refer to the School Construction Grants Manual - Procedures for Local Education Agencies.

The percentage of reimbursement is undetermined at this time. You will receive notification when it becomes available.

If you have any questions, please call me at 566-2222.

Sincerely,

Kenneth Imperato
Grants and Contracts Manager
School Facilities Unit

KI:s1

FAIRFIELD PUBLIC SCHOOLS



(203) 255-8300
Fax (203) 255-9633

P.O. Box 220
760 Stillson Road
Fairfield CT, 06430

The Education Center

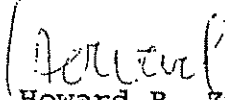
July 28, 1993

Mr. James Beaudin
Fletcher-Thompson, Inc.
Two World Trade Plaza
Bridgeport, CT 06604

Dear Jim:

Enclosed please find a copy of the ED-040 approval for Fairfield Woods Middle School project.

Sincerely,


Dr. Howard B. Zwickler
Business Administrator

HBZ/bd
Enc.

FAIRFIELD PUBLIC SCHOOLS



(203) 255-8300
Fax (203) 255-9633

P.O. Box 220
760 Stillson Road
Fairfield CT, 06430

The Education Center

June 9, 1993

Certified Mail

Mr. Bruce Ellefsen
State Department of Education
Building Grants Unit
165 Capitol Avenue, Room 312
Hartford, CT 06106

Dear Mr. Ellefsen:

Enclosed are an ED040 form, approved Educational Specifications as well as minutes of the Board of Education and the Representative Town Meeting. We are submitting an ED040 form for the renovation and expansion of Fairfield Woods Middle School.

Sincerely,

Dr. Howard B. Zwickler
Business Administrator

HBZ/bd
Enc.

APPLICATION FOR PROPOSED SCHOOL BUILDING PROJECT

ED-040

Rev. 1/96

Statutory Ref. Section 10-283, C.S.S.; P.A. 87-305

INSTRUCTIONS

1. Send one completed original to address at right
2. Send information noted below
3. For Priority Projects Only: Due no later than June 30th per year to May 1st of year to be submitted to Governor and General Assembly
4. For Code Projects: May be submitted at any time

STATE OF CONNECTICUT
Department of Education
BUREAU OF GRANTS PROCESSING
SCHOOL FACILITIES UNIT
P.O. BOX 2218, Hartford, CT 06145

3 FOR STATE USE ONLY

1 TOWNSHIP NAME

Fairfield

2 FACILITY NAME AND ADDRESS

Fairfield Woods Middle School, 1115 Fairfield Woods Rd., Fairfield

4. PROJECT TYPE (Check appropriate responses):

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> CATASTROPHIC REPLACEMENT | <input type="checkbox"/> ENERGY CONSERVATION EQUIPMENT AND FURNISHING | <input checked="" type="checkbox"/> MAJOR ALTERATION | <input type="checkbox"/> VO-AG ROOF REPLACEMENT |
| <input type="checkbox"/> CODE VIOLATION | <input checked="" type="checkbox"/> EXTENSION | <input type="checkbox"/> NEW SCHOOL PLANT | <input type="checkbox"/> SITE ACQUISITION |
| <input type="checkbox"/> CO-OP SPEC. ED | | <input type="checkbox"/> PLANT PURCHASE | <input type="checkbox"/> SITE IMPROVEMENT |

5. DOES THIS PROJECT INCLUDE ANY OF THE FOLLOWING? (Check appropriate responses):

- | | | |
|--|---|--|
| <input type="checkbox"/> ADMINISTRATION FACILITY | <input checked="" type="checkbox"/> GYM SEATING | <input type="checkbox"/> OUTDOOR ATHLETIC FACILITIES |
| <input type="checkbox"/> AUDITORIUM SEATING AREA | <input type="checkbox"/> NATATORIUM | <input type="checkbox"/> TENNIS COURTS |

Project description: Renovation and expansion of Fairfield Woods Middle School to Accommodate the Middle School Model

6. FOR ROOF REPLACEMENT PROJECT

If this project is for a roof replacement answer the following questions:

(a) Is this project for the total replacement of a roof at least 20 years old?
If "YES," submit evidence of the age of the roof with this application
Yes _____ No _____

(b) Is this project for the total or partial replacement for a roof less than 20 years old?
If you have answered yes to the above your eligibility for a grant application shall be conditioned upon the factors enumerated in section 10-286(a)(7)
Yes _____ No _____

For the purposes of determining whether a town is prohibited from recovery of damages or has no other recourse at law or in equity, the following shall constitute satisfactory evidence of this requirement:

1. Where suit or arbitration has been brought by a town or district for recovery of damages due to a faulty roof, and a final judgment has been rendered against said town or district, whether or not on the merits; and
2. Where the town or board attorney certifies to the department that all applicable statutes of limitations have expired, and, in the best judgment of said counsel, it would be futile to institute litigation and/or arbitration.

(c) Statement from registered architect or registered engineer.

1. If suit has been brought against the architect, engineer, contractor or any other party on account of improper design and/or construction, a final judgment of a court of competent jurisdiction on said issue shall be binding on the department as to improper design or construction
2. Under all other conditions a statement from a registered architect or registered engineer that the roof was improperly designed or improperly constructed must be submitted with this application.

(d) If there was any fiscal recovery, or damages, a statement certifying to the amount of the recovery must be submitted with this application

Please submit all supportive documents and materials with this application.

7a. ESTIMATED DATE TO BEGIN CONSTRUCTION:

July ^(Month) / 1 ^(Day) / 1994 ^(Year)

b. ESTIMATED DATE TO COMPLETE CONSTRUCTION:

Sept. ^(Month) / 1 ^(Day) / 1995 ^(Year)

8. GROSS FLOOR AREA (If any additions are being made to an existing area the figure should total the combination of both)

(a) Existing floor area 88,487 square feet (b) Additional floor area 25,000 square feet (c) Total floor area 113,487 square feet

9. TOTAL ESTIMATED PROJECT COSTS INCLUDED IN THIS APPLICATION.

- | | |
|---|--|
| a. Eligible costs: \$ <u>10,000,000</u> | d. Limited eligible costs: \$ _____ |
| b. Site acquisition: \$ _____ | e. Ineligible project costs: \$ _____ |
| c. Plant Purchase: \$ _____ | f. Total estimated costs (a + b + c + d + e): \$ <u>10,000,000</u> |

10. ESTIMATED LOCAL FUNDING:

- | | | |
|---|------------------------------------|----------------------|
| a. General Fund \$ <u>10,000,000</u> | b. Permanent Financing \$ <u>0</u> | c. Other \$ <u>0</u> |
| d. Total Amount (a + b + c): \$ <u>10,000,000</u> (This figure must be equal to the total estimated cost in 9(f) above) | | |

11 ABANDONMENT, SALE, LEASE, DEMOLITION, OR REDIRECTION OF A FACILITY:

a. Is this project for a new building, purchase of facility, or lease of facility? Yes _____ No X
 b. For the five year period prior to the submission of your proposal for a school building project (ED-040) was there any abandonment, sale, lease, demolition or redirection of use of any school facility constructed or renovated with state assistance? Yes _____ No X

12 GRADE LEVELS SERVED BY FACILITY Lowest Grade Grade 6 Highest Grade Grade 8
 If for any reason the range indicated is not continuous please explain.

13 ENROLLMENT (This facility only)

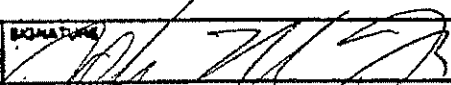
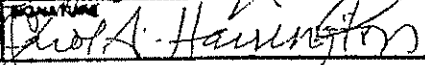
A PRIOR ACTUAL FIVE-YEAR ENROLLMENT AS OF OCT. 1 OF EACH SCHOOL YEAR PRIOR TO SUBMISSION OF FORM ED-040 FOR THE FACILITY	DATES		GRADES												SP ED	TOTAL	
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12			
Oct 1, 19 88								216	175	210						24	625
Oct 1, 19 89								215	218	181						16	630
Oct 1, 19 90								198	230	224						10	662
Oct 1, 19 91								227	201	227						12	667
Oct 1, 19 92								242	230	201						12	685
Oct 1, 19 93								219	248	230						13	710
Oct 1, 19 94								256	225	251						13	745
Oct 1, 19 95								259	263	228						13	763
Oct 1, 19 96								278	266	266						13	823
Oct 1, 19 97								293	285	269						13	860
Oct 1, 19 98								277	301	288						13	879
Oct 1, 19 99								300	284	305						13	902
Oct 1 19 2000								286	308	287						13	894

14 MATERIALS TO BE SENT WITH THIS FORM

- a) One copy of the Educational Specifications approved by the local board of education.
- b) One copy of the resolution adopted by the Town's legislative body that:
 - 1. Established a building committee
 - 2. Authorized the preparation of schematic drawings and outline specifications for the school building grant.
 - 3. Authorized the local board of education to file an application for a school building project.
- c) One copy of ED-053 - Site Analysis Form, for projects that include a Site Acquisition.

15 CERTIFICATION:

- We hereby certify that:
- a) The enrollment data on this form are true and correct to the best of our knowledge and belief.
 - b) In awarding contracts the building committee and/or local board of education will act consistently with the requirements of section 10-287(b) of the Connecticut General Statutes and any pertaining regulations.
 - c) All school buildings in the district are insured against loss in an amount not less than eighty percent of replacement cost.

NAME OF SCHOOL BUILDING COMMITTEE CHAIRPERSON Mr. John Slane	SIGNATURE 	PHONE 255-8300	DATE
NAME OF SUPERINTENDENT OF SCHOOLS Dr. Carol A. Harrington	SIGNATURE 	PHONE 255-8371	DATE 4-28-9
PERSON TO CONTACT REGARDING ANY QUESTIONS CONCERNING THIS FORM NAME: Dr. Howard B. Zwickler		TELEPHONE 255-8373	

17. FOR STATE DEPARTMENT USE ONLY

(a) Comments _____

(b) Reviewed by _____ Signature _____ Date _____

(c) Data Entered _____ Date _____ By _____

EDUCATIONAL SPECIFICATIONS

Code Update and Renovation of Fairfield Woods Middle School to Accommodate The Middle School Program

Approved by the Fairfield Board of Education April 27, 1993

Project Rationale

The Fairfield Board of Education and the Town of Fairfield have separately and jointly commissioned a number of studies to determine how best to accommodate the expanding middle school population over the next ten years. A recent study by the National Executive Service Corps (January 1993) provides a brief overview of these studies and the rationale for this project:

In December, 1980, the Fairfield Board of Education voted to reorganize the district's schools according to the K-5, 6-8, 9-12 plan. Subsequently, the Board appointed a committee and directed it "to include in its report an organizational and program description of the middle school." The Committee's report, "Another Step Forward, Educating Children in Grades 6, 7, and 8 in Fairfield Middle Schools" was issued in January 1983. Following the Committee's recommendations, parts of the program were "piloted" during the 1983-1984 school year and Fairfield Woods and Tomlinson began operating as middle schools beginning with the 1984-1985 school year.

By the mid-eighties, after years of decline, the school age population had steadied. Births, however, turned upwards. In the fall of 1987, recognizing a potential problem, the Board of Education appointed a Long Range Facilities Planning Committee to study the needs of the Fairfield Public schools "relative to facilities at the elementary and middle schools in light of crowded conditions that were beginning to exist in some of the elementary schools." The Final Report was issued in January 1989 and as a result the Mill Hill Elementary School was reopened.

On October 11, 1991, the Fairfield Board of Education charged a newly established Fairfield Woods Middle School Planning Committee with the task of "reviewing the Fairfield Woods facility in light of rising middle school enrollments." Their report, commonly referred to as the "pink" report, identified the growing population of grades 6-8 children through the year 2001. It also addressed a number of particularly critical issues relative to the Fairfield Woods Middle School and presented a number of alternatives for accommodating a middle school population that was projected to increase by 50 percent within the next ten years.

Long Range Plans

In 1989 the Fairfield Board of Education accepted a long range plan for school facilities. Sections of that report relevant to this project are contained in the "Report of The Middle School Feasibility Committee" which is appended to these specifications. A more recent long range study related specifically to middle schools entitled "Fairfield Woods Middle School Planning Committee" is also contained in the Feasibility Committee's report.

The Project

This project is to provide appropriate middle school space for Fairfield students by modifying Fairfield Woods Middle School to accommodate Fairfield's middle school program. The decision to use this space is entirely congruent with the recommendations of the three reports cited above.

Capacity Required

Current plans require space for 600-650 middle school students at the Fairfield Woods site. The building currently houses nearly 700 students by including four portable classrooms as student space. In order to accommodate 600-650 students without portables and instruct them using the middle school team model established by the Fairfield Board of Education, 31 classrooms currently exist for regular education and 2 of the required 9.5 rooms for special education exist. Seven special education classrooms must be constructed. The population will increase incrementally as other middle school accommodations are developed in Fairfield.

Learning Activities

Learning Activities are carried out using the "Middle School Model." Students are arranged in teams of approximately 100 students with four teachers who are responsible for core subjects. The four classes in each team are instructed in areas which are physically adjacent to each other. Unified arts, special education and other activities are provided by specialists in other areas of the building. This model is well established at Fairfield Woods and Tomlinson Middle Schools.

Support Facilities

The Fairfield Woods facility already contains certain support facilities required for education. There is space for art, food lab, wood shop, metal shop and two health rooms. There are existing spaces which can serve as team work areas. A music complex containing 2 large rehearsal rooms, 2 general music rooms as well as practice rooms and storage are needed. Two computer labs must either be carved out of the existing space or newly constructed. A physical education area must be constructed to accommodate three teaching stations, seating for 650 students with storage and locker areas as well as a stage area. The library must be remodeled or constructed in a new space. The counseling complex must be remodeled or provided for in new space. In addition, there is adequate space for a faculty room, a cafeteria with remodeling and some storage areas. Instead of an auditorium facility, stage space should be provided as part of the physical education complex. Custodial and maintenance services will also be provided. The current school lunch kitchen needs to be modernized.

Community Uses

The Fairfield Board of Education has a long standing practice of making all school facilities available to community groups. In fact, last year the general public used our buildings through our reservations department some 11,000 times. Fairfield Woods will continue to be available to the community.

Systems

Each Fairfield public school is equipped with fire and intrusion alarm systems. These are directly connected to the fire and police departments. All schools are equipped with an internal clock system and office to classroom intercom system. As part of the renovation project, this facility is expected to be outfitted with a modern telephone system, intercom and intrusion alarm system.

Environment

The goal is to provide an environment that is conducive to the learning process. To this end, all aspects of environment will be considered in the project development. These will include, but not be limited to, adequate climate control, ventilation, appropriate lighting, window and floor coverings, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access and windows and doors. Attention will be given to an asbestos review as part of code update. A complete review of potential energy savings should also be part of this project.

Equipment

Of a general nature, there will be sufficient lockers, desks and chairs to accommodate all students and staff. In addition, there will be storage closets, work tables, file cabinets and specialized computer stations. Audio visual aides such as VCR's, televisions, projectors, screens, camcorders as well as laser disc and CD-ROM are planned.

Of a specific nature will be music installations including chairs, music stands, rooms with tiers, and musical instruments. Art rooms will have running water, appropriate tables and stools as well as kilns and drying equipment. Other unified arts areas will be designed with safety and educational equipment which is specific to each subject area such as food lab, textiles, wood shop and metal shop.

Physical education areas will have seating for 650 and be furnished for simultaneous teaching in three teaching stations. The library will contain book and other storage with a modern materials tracking system. Computer rooms will be furnished with appropriate equipment for class study and additional computers will be provided for teacher workrooms and administrative offices. Staff will have access to equipment required for duplication, fax, mailing, cutting and assembling.

Site Development

Since we will be renovating an existing school building, no major site development will be required. Traffic patterns will be developed and paved areas will be examined for potential resurface. Grass and fenced areas will be repaired as required. Playing areas for recess and sports will also be reviewed and upgraded as necessary. Shrubs will be examined and trimmed or replaced as needed.

Priority Category

This project is a Category One (1) priority "create new facilities or alter existing facilities to provide for mandatory instructional programs pursuant to Title 10 of the General Statutes".

EDUCATIONAL SPECIFICATIONS

Renovation of Fairfield Woods Middle School

Move that the Board of Education approve Educational Specifications for renovation of Fairfield Woods Middle School and authorize the application to the Connecticut State Department of Education for a School Building Grant.

Enclosure No. 1B
May 25, 1993.

Fairfield Public Schools

Minutes of the Business Meeting of the Board of Education
Education Center Library, 760 Stillson Road, 7:30 p.m.
Tuesday, April 27, 1993

Chairman James Lee called the meeting to order at 7:32 p.m. Following the Call to Order, the Board and audience joined in reciting the Pledge of Allegiance. Other Board members present were: Mr. Lou Abernethy, Mrs. Deborah Dowd, Mr. Peter Gerety, Mrs. Anita Mackey, Mrs. Joan Maguire, Mrs. Elizabeth Oderwald, Mrs. Beatrice Steeneck and Mr. Richard Popilowski. Superintendent Harrington, members of the administrative staff and approximately 30 members of the general public were present.

Minutes (as described in Item IV of the agenda) were considered and after a correction of the word "feasibility" to "Fairfield Woods Middle School Building Committee", by Joan Maguire, the Minutes as amended were moved by Mrs. Mackey, seconded by Mrs. Oderwald, approved 8:0:1. (Mr. Abernethy abstaining).

Item V (as per agenda) was moved by Mrs. Maguire, seconded by Mrs. Dowd. A lively discussion led by Mrs. Oderwald concerning gender equity in text books and writing materials took place with inciteful comments by Mrs. Mackey, Mr. Fagan, Mr. Genualdi and Patricia Daly, the math teacher who uses the book. The motion carried 9:0:0.

A motion was made to suspend the order of business to take up Item VI. "T", Presentation of Telecommunications Proposal, in order to permit the presenter, Sandra Ashley of Ashley Associates, to go home to her family at a reasonable hour. The motion was made by Mrs. Mackey, seconded by Mr. Abernethy, passed 9:0:0.

Item VI. "T". A telecommunications Proposal was presented by Dr. Zwickler and Sandra Ashley describing a plan to modernize the phone system in order to reduce costs and improve technology. No vote was necessary.

The Board then resumed the regular agenda with Item VI. "A" (as described in the agenda) and upon motion by Mrs. Mackey, seconded by Mr. Abernethy and after discussion by Dr. Zwickler the motion was approved 9:0:0.

Item VI. "B", Energy Conservation Program was moved by Mrs. Mackey, seconded by Oderwald and after presentation by Dr. Zwickler and Dave Fryer, was approved by the Board 9:0:0. The plan involves energy modifications to reduce costs and carries with it a percentage reimbursement which will be somewhat less than fifty percent of the project cost. After discussion the plan was adopted 9:0:0.

Item VI "C", Renovation of Fairfield Woods Middle School was moved by Mrs. Maguire, seconded by Mr. Popilowski. Dr. Zwickler presented a report on the project to upgrade Fairfield Woods Middle School. There was discussion by Mrs. Mackey and by Susan Barrett, a member of the committee. The motion was approved 9:0:0.

Item VI "D", pertains to Educational Specifications as listed on the agenda. The recommended motion was moved by Mrs. Maguire, seconded by Mr. Abernethy and approved without discussion by a vote of 9:0:0.

Item VI "E", High School Study Committee progress report was introduced by Dr. Harrington and presented by Mr. Robert Nolte, Ken Fredyna, Gail Crissey and Dick Dufour. Comments and discussion was made by Mrs. Dowd, Mrs. Mackey, Mr. Lee, Mrs. Maguire and Mr. Abernethy. No vote was required.

Item VI "G", Parent Teacher Conference Proposal was moved by Mrs. Mackey, seconded by Mrs. Steeneck. Mr. Brian Fagan made the presentation which was followed by discussion from various members of the board, the superintendent, and members of the staff, including discussion of elimination of report cards, inclusion of lunch prior to returning children home and various other points. After discussion, the recommended motion carried 6:0:3. (Mr. Abernethy, Mr. Lee and Mr. Popilowski abstaining).

Item VI "H", the Board reviewed the Proposed 1994-95 School Year Calendar which was presented by Mr. Brian Fagan and discussed by the board and members of the public. No vote was required.

Item VII the Superintendent, together with Mr. Brian Fagan reported on the items listed on the agenda. The additional items, B, C, and D were reviewed by the Board without comment. No written petitions were received by the secretary. The Chairman called for comments, concerns or questions from the public, with no one asking to speak.

The Board then adjourned to Executive Session at 10:22 p.m. for the purpose of discussing negotiations by motion from Mrs. Maguire, seconded by Mr. Popilowski. The motion carried 9:0:0.

Respectfully submitted,

Peter L. Gerety, Secretary
Board of Education

PLG:jsm

MD
9/9/93



Town of Fairfield

OFFICE OF THE TOWN CLERK

FAIRFIELD, CONNECTICUT 06430

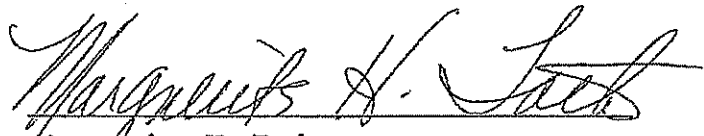
MARGUERITE H. TOTH
TOWN CLERK

I, Marguerite H. Toth, Town Clerk of the Town of Fairfield, hereby certify that the following resolution was passed by the Representative Town Meeting at its regularly scheduled meeting held March 22, 1993:

RESOLVED, that the Town of Fairfield establish the Fairfield Woods Middle School Building Committee, authorize the preparation of schematic drawings and outline specifications for the school building grant, and authorize the local Board of Education to file an application for a school building project be, and hereby is, approved.

And I do further certify that the Resolution is in full force and effect and has in no way been altered or amended.

In Witness Whereof, I hereby set my hand and affix the seal of the Town of Fairfield this 1st day of June, 1993.


Marguerite H. Toth
Town Clerk
Town of Fairfield

Is your RETURN ADDRESS completed on the reverse side?

SENDER:

- Complete items 1 and/or 2 for additional services.
- Complete items 3, and 4a & b.
- Print your name and address on the reverse of this form so that we can return this card to you.
- Attach this form to the front of the mailpiece, or on the back if space does not permit.
- Write "Return Receipt Requested" on the mailpiece below the article number.
- The Return Receipt Fee will provide you the signature of the person delivered to and the date of delivery.

I also wish to receive the following services (for an extra fee):

- Addressee's Address
- Restricted Delivery

Consult postmaster for fee.

3. Article Addressed to:
Mr. Bruce Ellefsen
State Dept. of Education
Building Grants Unit
165 Capitol Ave. Rm. 312
Hartford CT 06106

4a. Article Number
P 324 069 989

4b. Service Type
 Registered Insured
 Certified COD
 Express Mail Return Receipt for Merchandise

7. Date of Delivery

5. Signature (Addressee)

6. Signature (Agent)

8. Addressee's Address (Only if requested and fee is paid)

PS Form 3811, November 1990 *U.S. GPO: 1991-287-068 DOMESTIC RETURN RECEIPT

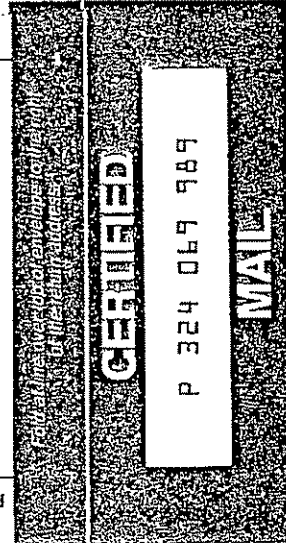
Thank you for using Return Receipt Service.

P 324 069 989

RECEIPT FOR CERTIFIED MAIL
NO INSURANCE COVERAGE PROVIDED
NOT FOR INTERNATIONAL MAIL
(See Reverse)

sent to	Mr. Bruce Ellefsen
Street and No.	State Dept. of Education
	165 Capitol Ave.
P.O., State and ZIP Code	Hartford CT 06106
Postage	S
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt showing to whom and Date Delivered	
Return Receipt showing to whom, Date, and Address of Delivery	
TOTAL Postage and Fees	S
Postmark or Date	

PS Form 3800, June 1985 *U.S.G.P.O. 1989-234-555



RTM

By JARRETT L
Correspondent

FAIRFIELD
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The RTM also voted to name First Select
man Jacquelyn Durrell as temporary chair-
woman of both new 18-member committees
which had to be established by today in order
to be eligible for next year's state gran-
money.

Ryffel, however, said the Board of Educa-
tion has scheduled a meeting to appoint com-
mittee members, prior to the RTM vote. "We
scheduled a meeting just in case, and in the
hope that the body would have this meeting
approval," said school board Chairman
James Lee.

"I just want to get it on the record that the
Board of Ed gets anything it wants," said Ry-
ffel.

"I'm not saying my concept is going to
work," Ryffel said. "I just proposed it as an-
other idea."

He said that by approving the initial ar-
chitect costs, the RTM would later be reluc-
tant to reverse the various expansion and
renovation projects once the money is spent.
"We've thrown good money after bad time
and time again," he said.

Several RTM members said Fairfield
Woods Middle School presents a unique case,
since the building is in serious need of reno-
vations. "I think the Fairfield Woods situa-
tion is a different situation," said RTM mem-
ber Pauline Stankey, D-5. "That is a substan-
tial building."

FAIRFIELD PUBLIC SCHOOLS
Fairfield, Connecticut

INTER-OFFICE CORRESPONDENCE

TO: John Slane, Chairman, Fairfield Woods Building Committee

FROM: Howard B. Zwickler, Ed.D.
Business Administrator

Howard

DATE: May 18, 1993

SUBJECT:

The First Selectman has notified me that the Fairfield Woods Middle School Building Committee request for funding will be considered by the Board of Selectmen on Wednesday, May 26 at ~~4:30~~ 3:00 P.M.

HBZ/bd
cc: Fairfield Woods Building Committee

EDUCATIONAL SPECIFICATIONS LUDLOWE ELEMENTARY AND MIDDLE SCHOOL

Approved by the Board of Education on March 29, 1994

Code Update and Renovation of The Roger Ludlowe Community Center to accommodate an Elementary School, Middle School, Board of Education maintenance department, Town of Fairfield Recreation Department and other Town programs.

Elementary School Program -Specifications Part I

Project Rationale

The second of two studies completed by The National Executive Service Corps (NESC) have recently been completed (May 1993). This study addresses the accommodation of the expanding elementary school population over the next ten years. The objective of the study was: "to present...an evaluation of the capability of the current nine elementary schools to accommodate the predicted student population between now and the year 2003, and the options available to the Town of Fairfield should the present buildings be unable to handle the predicted school population."

The report makes recommendations based on analysis of birth data, demographics, social factors effecting birth trends, population trends as well as real estate activity and other factors. NESC also analyzed several alternative methods to deal with elementary population growth. The report provided clear direction for the first phase of response to enrollment growth by providing an additional elementary school.

Long Range Plans

Long range plans for elementary school space considerations are based on current enrollment and enrollment projections to the year 2004. The creation of an elementary school at the Ludlowe site by 1996 will alleviate much of the elementary pressure at that time. Careful monitoring of enrollment will continue to be required in conjunction with careful monitoring of the birth to five year old population. NESC states "as soon as predictions indicate a capacity problem (which will be manifest in projected unacceptable pupil/class ratios), a building program must be considered." To this end, the Board will soon provide a Long Range Facilities Plan.

The Project

This project is to provide additional elementary school space (grade K-5) for Fairfield students by converting a portion of the existing Ludlowe site to an elementary school. The decision to use this space is entirely congruent with the recommendations of the reports cited above.

Capacity Required

There will be 24 classrooms available at this site. The educational program calls for 19 to be allocated for regular classroom use. With a maximum average capacity of 23 students per room, the school could accommodate 437 students. Other rooms will be reserved for primary and intermediate special education, music and art, library media center and computer room, six to six child care arrangement, gymnasium, cafeteria seating up to 200 students, school psychologist, speech pathologist, nurse, reception, teacher work areas, faculty room and remedial reading space as well as appropriate storage for all subjects.

Learning Activities

Classes participate in whole class and small group instruction in a variety of subjects: language arts, mathematics, science and social studies. Writing and reading are featured in all disciplines as are mathematical applications. Teachers plan interdisciplinary units and develop learning centers to engage the students. Thinking skills, including problem solving skills, are a major focus of instruction. When possible, instructional techniques are utilized which require student involvement in an activity as opposed to passive learning.

Art, music, physical education, special education and other activities are provided by specialists in other areas of the building. This model is well established at all nine Fairfield elementary schools.

Support Facilities

The facility will contain all support facilities required for elementary education in compliance with recent codes. There is a need for library media resource center and computer room, a gymnasium and multi-purpose room/cafeteria. A stage is required within the elementary school. There will be classrooms that can be used as music and art rooms. In addition, there is adequate space for counseling rooms, a faculty room, and administrative

offices. Custodial and maintenance service areas also will be available.

The parking lots and blacktop play areas will be made available. Playground and outdoor physical education class areas will be developed as well.

Community Uses

The Fairfield Board of Education has a long standing practice of making all school facilities available to community groups. In fact, last year the general public used our buildings through our reservations department some 11,000 times.

The Town of Fairfield Recreation Department runs a variety of programs at this site and will remain as part of the complex. The Town of Fairfield Nurses may be accommodated if space is available. The Board of Education uses this facility as a base for the maintenance department. This operation will remain at the site.

Systems

Each Fairfield public school is equipped with fire and intrusion alarm systems. These are directly connected to the fire and police departments. All schools are equipped with an internal clock system and office to classroom intercom system. As part of the renovation project, this facility is expected to be outfitted with a modern telephone system, intercom and intrusion alarm systems. Computer networks to support the educational process should be addressed as well.

Environment

The goal is to provide an environment that is conducive to the learning process. To this end, all aspects of environment will be considered in the project development. These will include, but not be limited to, adequate climate control, ventilation, appropriate lighting, window and floor coverings, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access, and windows and doors. Attention will be given to an asbestos review as part of code update. A complete review of potential energy savings should also be a part of this project.

Special attention must be given to student safety. This includes accommodation for traffic patterns and outdoor recreation areas. It also requires special arrangements for the

areas where the elementary and middle schools connect on this site.

Equipment

Of a general nature will be sufficient lockers, desks and chairs to accommodate all students and staff. In addition, there will be storage closets, work tables, file cabinets and specialized computer stations. Audio visual aides such as VCR's, televisions, projectors, screens, camcorders as well as laser disc and CD-ROM are planned. The current school lunch kitchen requires new equipment.

Of a specific nature will be music installations including chairs, music stands, and musical instruments. The library/media center will contain books with a modern materials tracking system. Computer rooms will be furnished with appropriate equipment for class study and additional computers will be provided for administrative offices. Staff will have access to equipment required for duplication, fax, mailing, cutting and assembling.

Site Development

Since we will be renovating a former high school location, site development will be required. Traffic patterns will be developed and paved areas will be examined for potential resurface. Grass and fenced areas will be repaired as required. Playing areas for recess and sports will also be reviewed and upgraded as necessary. Shrubs will be examined and trimmed or replaced as needed.

Priority Category

This project is a Category One (1) priority "create new facilities or alter existing facilities to provide for mandatory instructional programs pursuant to Title 10 of the General Statutes."

Middle School Program - Specifications Part II

Project Rationale

The Fairfield Board of Education and the Town of Fairfield have separately and jointly commissioned a number of studies to determine how best to accommodate the expanding middle school population over the next ten years. A recent study by the National Executive Service Corps (January 1993) provides a brief overview of these studies and the rationale for this project:

In December, 1980, the Fairfield Board of Education voted to reorganize the district's schools according to the K-5, 6-8, 9-12 plan. Subsequently, the Board appointed a committee and directed it "to include in its report an organizational and program description of the middle school." The Committee's report, "Another Step Forward, Educating Children in Grades 6, 7, and 8 in Fairfield Middle Schools" was issued in January 1983. Following the Committee's recommendations, parts of the program were "piloted" during the 1983-1984 school year and Fairfield Woods and Tomlinson began operating as middle schools beginning with the 1984-1985 school year.

By the mid-eighties, after years of decline, the school age population had steadied. Births, however, turned upwards. In the fall of 1987, recognizing a potential problem, the Board of Education appointed a Long Range Facilities Planning Committee to study the needs of the Fairfield Public schools "relative to facilities at the elementary and middle schools in light of crowded conditions that were beginning to exist in some of the elementary schools." The Final Report was issued in January 1989 and as a result the Mill Hill Elementary School was reopened.

On October 11, 1991, the Fairfield Board of Education charged a newly established Fairfield Woods Middle School Planning Committee with the task of "reviewing the Fairfield Woods facility in light of rising middle school enrollments". Their report, commonly referred to as the "pink" report, identified the growing population of grades 6-8 children through the year 2001. It also addressed a number of particularly critical issues relative to the Fairfield Woods Middle School and presented a number of alternatives for accommodating a middle school population that was projected to increase by 50 percent within the next ten years.

Long Range Plans

In 1989 the Fairfield Board of Education accepted a long range plan for school facilities. Sections of that report relevant to this project are contained in the "Report of The Middle School Feasibility Committee" which is appended to these specifications. A more recent long range study related specifically to middle schools entitled "Fairfield Woods Middle School Planning Committee" is also contained in the Feasibility Committee's report.

The Project

This project is to provide additional middle school space (grades 6-8) for Fairfield students by using space in the existing Roger Ludlowe Community Center which was most recently used as the former Roger Ludlowe High School. The decision to use this space is entirely congruent with the recommendations of the reports cited above.

Capacity Required

Current projections require space for approximately 750 middle school students at the Ludlowe site. The middle school will be carved out of the Ludlowe building while the facility remains in use for other functions. In order to accommodate these students and instruct them using the middle school team model established by the Fairfield Board of Education, 39 classrooms will be needed for regular education and 9.5 rooms for special education. The initial Ludlowe student enrollment projected for the fall of 1996 will likely be less than the capacity. The population will increase incrementally until the middle school portion of this facility is at capacity of 750 students.

Learning Activities

Learning Activities are carried out using the "Middle School Model". Students are arranged in teams of approximately 100 students with four teachers who are responsible for core subjects. The four classes in each team are instructed in areas which are physically adjacent to each other. Unified arts, special education and other activities are provided by specialists in other areas of the building. This model is well established at Fairfield Woods and Tomlinson Middle Schools.

Support Facilities

The Ludlowe facility already contains all support facilities required for education although they will need be reviewed for compliance with recent codes. There is space for a library and resource center. There are existing spaces which can be used as teacher work areas. There are 21 rooms for unified arts including music, art, food lab, textiles, wood shop, metal shop, health, computer labs, a music complex, a gym with three teaching stations and public seating, locker rooms, space which could be used as a team assembly area, and science labs provided for each team area

In addition, there is adequate space for a counseling complex, a faculty room, a cafeteria, storage areas and an auditorium. Custodial and maintenance service areas will also be provided.

Community Uses

The Fairfield Board of Education has a long standing practice of making all school facilities available to community groups. In fact, last year the general public used our buildings through our reservations department some 11,000 times.

The Town of Fairfield Recreation Department runs a variety of programs at this site and will remain as part of the complex.

The Town of Fairfield Nurses may be accommodated if space is available. The Board of Education uses this facility as a base for the maintenance department. This operation will remain at the site.

Systems

Each Fairfield public school is equipped with fire and intrusion alarm systems. These are directly connected to the fire and police departments. All schools are equipped with an internal clock system and office to classroom intercom system. As part of the renovation project, this facility is expected to be outfitted with a modern telephone system, intercom and intrusion alarm systems. Computer networks to support the educational process should be addressed as well.

Environment

The goal is to provide an environment that is conducive to the learning process. To this end, all aspects of environment will be considered in the project development. These will

include, but not be limited to, adequate climate control, ventilation, appropriate lighting, window and floor coverings, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access and windows and doors. Attention will be given to an asbestos review as part of code update. A complete review of potential energy savings should also be a part of this project.

Equipment

Of a general nature will be sufficient lockers, desks and chairs to accommodate all students and staff. In addition, there will be storage closets, work tables, file cabinets and specialized computer stations. Audio visual aides such as VCR's, televisions, projectors, screens, camcorders as well as laser disc and CD-ROM are planned. The current school lunch kitchen requires new equipment.

Of a specific nature will be music installations including chairs, music stands, rooms with tiers, and musical instruments. Art rooms will have running water, appropriate tables and stools as well as kilns and drying equipment. Other unified arts areas will be designed with safety and educational equipment which is specific to each subject area such as food lab, textiles, wood shop and metal shop.

Physical education areas will have seating for approximately 700 and be furnished for simultaneous teaching in three teaching stations. The library will contain books and other storage with a modern materials tracking system. Computer rooms will be furnished with appropriate equipment for class study and additional computers will be provided for teacher workrooms and administrative offices. Staff will have access to equipment required for duplication, fax, mailing, cutting and assembling.

Site Development

Since we will be renovating an existing school building, site condition must be reviewed. Traffic patterns will be developed and paved areas will be examined for potential resurface. Grass and fenced areas will be repaired as required. Playing areas for recess and sports will also be reviewed and upgraded as necessary. Shrubs will be examined and trimmed or replaced as needed.

Priority Category

This project is a Category One (1) priority "create new facilities or alter existing facilities to provide for mandatory instructional programs pursuant to Title 10 of the General Statutes".

3/30/94

file:EdSpec4

EDUCATIONAL SPECIFICATIONS LUDLOWE MIDDLE SCHOOL

Revised and Approved by the Board of Education on January 14, 1997

Renovation of a portion of The Roger Ludlowe Community Center to accommodate the Middle School Program

Project Rationale

The Fairfield Board of Education and the Town of Fairfield have separately and jointly commissioned a number of studies to determine how best to accommodate the expanding middle school population.

* December 1980, the Fairfield Board of Education voted to reorganize the district's schools according to the K-5, 6-8, 9-12 plan.

* January 1983, The Middle School Committee's report, "Another Step Forward, Educating Children in Grades 6, 7, and 8 in Fairfield Middle Schools" recommended the implementation of the middle school concept in Fairfield.

* 1983-84 the middle school concept was pilot tested in the Fairfield Public Schools.

* 1984-85 Fairfield Woods and Tomlinson began operating as middle schools.

* June 1992, the Fairfield Woods Middle School Planning Committee recommended the current renovation and expansion project at Fairfield Woods.

* January 1993, the National Executive Service Corps recommended both the renovation of Fairfield Woods and the creation of a third middle school at Ludlowe.

* March 1993, the Report of the Middle School Feasibility Committee recommended both the renovation of Fairfield Woods and the creation of a third middle school at Ludlowe.

* March 1994, The Long Range Facility Plan of the Board of Education recommended that a middle school be incorporated into Ludlowe.

* May 1996, the report of the Committee on School Space supported the placement of a third middle school at Ludlowe.

Long Range Plans

All recent projections of student population confirm that three middle schools will be required for at least the next ten years. Projections provided by O'Brien & Marmo, the Connecticut State Department of Education, National Executive Service Corps, and most recently NFO Research Inc., indicate that the number of middle school students will increase from the current 1,550 to between 2,100 and 2,200 students by the year 2006. To accommodate these additional students, another middle school is required.

The Project

This project is to provide additional middle school space (grades 6-8) for Fairfield students by using space in the existing Roger Ludlowe Community Center. The decision to use this space is entirely congruent with the recommendations of the reports cited above.

The following educational spaces would be needed to support the middle school program:

Academic Classrooms:

Grade 6 14 classrooms
(Classrooms are for the teaching of language arts, mathematics, science, social studies, Spanish)

Grades 7 & 8 26 classrooms
(Grades 7 & 8 need a combined total of 5 science labs and 21 general academic classrooms for the teaching of English, mathematics, reading, social studies and foreign language)

Special Education:

Intensive 2 classrooms
Resource grades 6-7-8 (2 per level) 6 classrooms

Unified Arts:

Computer Labs 2 classrooms
Art 2 classrooms
Food Lab 1 classroom
Textiles 1 classroom
Industrial Technology 2 classrooms
Health 2 classrooms
Music Complex 3 large rehearsal areas for band, orchestra, chorus which will also be used for general music. Several practice rooms, musical instrument storage, music library storage.

Physical Education 3 teaching stations (Seating for 850, locker and storage areas, large team assembly area)

Capacity Required

Current projections require space for approximately 800 middle school students at the Ludlowe site. The middle school will be carved out of the Ludlowe building while the facility remains in use for other functions. Space configuration must support the middle school team model established by the Fairfield Board of Education. Planned middle school redistricting will provide an initial student population for 1998. The population will increase incrementally over several years.

Learning Activities

Learning activities are carried out using the "Middle School Model". Students are arranged in teams of approximately 110 students with four teachers who are responsible for core subjects. The four classes in each team are instructed in areas which are physically adjacent to each other. Unified arts, special education and other activities are provided by specialists in other areas of the building. This model is well established at Fairfield Woods and Tomlinson Middle Schools.

Support Facilities

Space for support facilities required for education:

- Library media center with electronic materials tracking system
- Team Work Areas
- Auditorium
- Student Cafeteria
- Faculty Room
- Administrative Offices (principal, assistant principal, dean)
- Central secretarial and reception area
- Copy/mail/work room
- Reading specialist, speech and tutoring areas
- Space to meet with parents and conduct PPT's
- Counseling Complex - 3 counseling offices, 1 psychologist office and reception area
- Health Room and Nurse area.

Community Uses

The Fairfield Board of Education has a long standing practice of making all school facilities available to community groups. Each year the general public uses school buildings through our reservations department some 11,000 times.

The Board of Education uses this facility as a base for the maintenance department. This operation will remain at the site. There is a potential for incorporating the COOP alternative high school and PAL and ECDEC special education programs as well as the Board of Education's administrative offices as part of this

project.

Systems

Each Fairfield public school is equipped with fire and intrusion alarm systems. These are directly connected to the fire and police departments. The school should also be equipped with an internal clock system and office-to-classroom intercom system and telephone system and a computer network to support the educational process and administrative functions.

Environment

The goal is to provide an environment that is conducive to the learning process. To this end, all aspects of environment will be considered in the project development. These will include, but not be limited to, adequate climate control, ventilation, appropriate lighting, window and floor coverings, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access and windows and doors. Attention will be given to an asbestos review as part of code update. A review of potential energy savings should also be a part of this project.

Equipment

Of a general nature will be sufficient lockers, desks and chairs to accommodate all students and staff. In addition, there will be storage closets, work tables, file cabinets and specialized computer stations as well as desks and chairs. Electronic aides, such as VCR's, televisions, overhead projectors and screens, are standard equipment in schools. Equipment is needed for science labs and all unified arts programs, media center etc. The current school lunch kitchen must be capable of providing lunch for 750 students.

Of a specific nature will be music installations including chairs, music stands, rooms with tiers, and musical instruments. Art rooms require running water, appropriate tables and stools as well as kilns and drying equipment. Other unified arts areas will be designed with educational equipment which is specific to each subject area such as food labs, textiles, and technology labs.

The library will contain books and other storage with a modern materials tracking system. Computer labs will be furnished with appropriate equipment for students and faculty. Staff will have access to equipment required for duplication, fax, mailing, cutting and assembling.

Site Development

Traffic patterns will be developed and paved areas will be examined for potential resurface. Grass and fenced areas will be repaired as required. Playing areas for physical education will also be reviewed and upgraded as necessary. The walkways and building exterior require attention as well.

Priority Category

This project is a Category One (1) priority "create new facilities or alter existing facilities to provide for mandatory instructional programs pursuant to Title 10 of the General Statutes".

file:EdSpec10

EDUCATIONAL SPECIFICATIONS

Code Update and Renovation of Roger Ludlowe High School to
Accommodate The Middle School Program for 750 Students

Approved by the Fairfield Board of Education May 25, 1993.

Project Rationale

The Fairfield Board of Education and the Town of Fairfield have separately and jointly commissioned a number of studies to determine how best to accommodate the expanding middle school population over the next ten years. A recent study by the National Executive Service Corps (January 1993) provides a brief overview of these studies and the rationale for this project:

In December, 1980, the Fairfield Board of Education voted to reorganize the district's schools according to the K-5, 6-8, 9-12 plan.

Subsequently, the Board appointed a committee and directed it "to include in its report an organizational and program description of the middle school." The Committee's report, "Another Step Forward, Educating Children in Grades 6, 7, and 8 in Fairfield Middle Schools" was issued in January 1983. Following the Committee's recommendations, parts of the program were "piloted" during the 1983-1984 school year and Fairfield Woods and Tomlinson began operating as middle schools beginning with the 1984-1985 school year.

By the mid-eighties, after years of decline, the school age population had steadied. Births, however, turned upwards. In the fall of 1987, recognizing a potential problem, the Board of Education appointed a Long Range Facilities Planning Committee to study the needs of the Fairfield Public schools "relative to facilities at the elementary and middle schools in light of crowded conditions that were beginning to exist in some of the elementary schools." The Final Report was issued in January 1989 and as a result the Mill Hill Elementary School was reopened.

On October 11, 1991, the Fairfield Board of Education charged a newly established Fairfield Woods Middle School Planning Committee with the task of "reviewing the Fairfield Woods facility in light of rising middle school enrollments." Their report, commonly referred to as the "pink" report,

identified the growing population of grades 6-8 children through the year 2001. It also addressed a number of particularly critical issues relative to the Fairfield Woods Middle School and presented a number of alternatives for accommodating a middle school population that was projected to increase by 50 percent within the next ten years.

Long Range Plans

In 1989 the Fairfield Board of Education accepted a long range plan for school facilities. Sections of that report relevant to this project are contained in the "Report of The Middle School Feasibility Committee" which is appended to these specifications. A more recent long range study related specifically to middle schools entitled "Fairfield Woods Middle School Planning Committee" is also contained in the Feasibility Committee's report.

The Project

This project is to provide additional middle school space (grade 6-8) for Fairfield students by using space in the existing Roger Ludlowe Community Center which was most recently used as the former Roger Ludlowe High School. The decision to use this space is entirely congruent with the recommendations of the reports cited above.

Capacity Required

Current projections require space for approximately 750 middle school students at the Ludlowe site by the year 2000. The middle school will be carved out of the Ludlowe building while the facility remains in use for other functions. In order to accommodate these students and instruct them using the middle school team model established by the Fairfield Board of Education, 39 classrooms will be needed for regular education and 9.5 rooms for special education. The initial Ludlowe student enrollment projected for the fall of 1995 will likely be less than the capacity. The population will increase incrementally until the middle school portion of this facility is at capacity of 750 students.

Learning Activities

Learning Activities are carried out using the "Middle School Model." Students are arranged in teams of approximately 100 students with four teachers who are responsible for core subjects. The four classes in each team are instructed in areas which are physically adjacent to each other. Unified arts, special education and other activities are provided by specialists in other areas of the building. This model is well established at Fairfield Woods and Tomlinson Middle Schools.

Support Facilities

The Ludlowe facility already contains all support facilities required for education although they will need be reviewed for compliance with recent codes. There is space for a library and resource center. There are existing spaces which can be used as teacher work areas. There are 21 rooms for unified arts including music, art, food lab, textiles, wood shop, metal shop, health, computer labs, a music complex, a gym with three teaching stations and public seating, locker rooms, space which could be used as a team assembly area, and science labs provided for each team area

In addition, there is adequate space for a counseling complex, a faculty room, a cafeteria, storage areas and an auditorium. Custodial and maintenance service areas will also be provided.

Community Uses

The Roger Ludlowe facility is expected to remain a community center. The Town of Fairfield Park and Recreation Department runs a wide variety of programs at this center. In addition, the Fairfield Board of Education has a long standing practice of making all school facilities available to community groups. In fact, last year the general public used our buildings through our reservations department some 11,000 times.

Systems

Each Fairfield public school is equipped with fire and intrusion alarm systems. These are directly connected to the fire and police departments. All schools are equipped with an internal clock system and office to classroom intercom system. As part of the renovation project, this facility is expected to be outfitted with a modern telephone system, intercom and intrusion alarm systems. Computer networks to support the educational process should be addressed as well.

Environment

The goal is to provide an environment that is conducive to the learning process. To this end, all aspects of environment will be considered in the project development. These will include, but not be limited to, adequate climate control, ventilation, appropriate lighting, window and floor coverings, furniture designed for student use, instructional support items such as chalkboards, acoustical environment, handicapped access and windows and doors. Attention will be given to an asbestos review as part of code update. A complete review of potential energy savings should also be a part of this project.

Equipment

Of a general nature will be sufficient lockers, desks and chairs to accommodate all students and staff. In addition, there will be storage closets, work tables, file cabinets and specialized computer stations. Audio visual aides such as VCR's, televisions, projectors, screens, camcorders as well as laser disc and CD-ROM are planned. The current school lunch kitchen requires new equipment.

Of a specific nature will be music installations including chairs, music stands, rooms with tiers, and musical instruments. Art rooms will have running water, appropriate tables and stools as well as kilns and drying equipment. Other unified arts areas will be designed with safety and educational equipment which is specific to each subject area such as food lab, textiles, wood shop and metal shop.

Physical education areas will have seating for approximately 700 and be furnished for simultaneous teaching in three teaching stations. The library will contain book and other storage with a modern materials tracking system. Computer rooms will be furnished with appropriate equipment for class study and additional computers will be provided for teacher workrooms and administrative offices. Staff will have access to equipment required for duplication, fax, mailing, cutting and assembling.

Site Development

Since we will be renovating an existing school building, no major site development will be required. Traffic patterns will be developed and paved areas will be examined for potential resurface. Grass and fenced areas will be repaired as required. Playing areas for recess and sports will also be reviewed and upgraded as necessary. Shrubs will be examined and trimmed or replaced as needed.

Priority Category

This project is a Category One (1) priority "create new facilities or alter existing facilities to provide for mandatory instructional programs pursuant to Title 10 of the General Statutes".

5/25/93

file:EdSpecs

Room Utilization for Middle Schools - February 2009

		FWMS		RLMS	TMS	Notes - TMS
Capacity		650	840	875	700	
Grade 6	# Teams	3.6	4.3	5	4	
Rooms	Science	4	4	5	4	
	Math	4	4	5	4	
	Soc Studies	4	4	5	4	
	SPED	2	3	2	3	
Grade 7	# Teams	2	3	3	2	Used as 7/8 math
Rooms	Science	2	3	3	3	
	Math	2	3	3	2	
	Soc Studies	2	3	3	2	
	English	2	3	3	2	
	World Lang	2	3	2	2	7/8 Combo
	Reading	0	1	1	0	
	SPED	2	2	4	2	
Grade 8	# Teams	2	3	3	2	7/8 Combo
Rooms	Science	2	3	3	3	
	Math	2	3	3	2	7/8 Combo
	Soc Studies	2	3	3	3	7/8 Combo
	English	2	3	3	3	
	World Lang	2	3	3	2	7/8 Combo
	Reading	1	1	1	1	
	SPED	2	2	2	2	
UA	Art	2	2	2	2	
	Music	3	4	5	5	
	FCS	2	2	2	2	
	Ind Tech	2	2	2	2	
	Health	2	2	2	2	
Total	Full Size Classrooms	46	58	61	52	SPED Rooms Not in Total
PE	Fitness	1	1	1	1	
	Proj. Adv	1	1	1	1	
	Gym	1	2	2	2	
	Computer Lab	3	3	3	3	
	Faculty Wkroom	0	1	3	2	6th & 8th
	Team Rm	1	1	1	1	
	LMC Seminar Rm	0	1	1	1	
	OT/PT	0	1	1	0	
	Auditorium Seating	0	600	650	686	