Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

Fairfield Warde High School

Fairfield School District

203-255-8449 • http://fairfieldschools.org/schools/fwhs/

School Information

Grade Range	**9-12**
Enrollment	**1,498**

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)

Special Education Annual Performance Reports

SAT®, AP®, PSAT® Report by High School (Class of 2017)
(2017® The College Board)

College Enrollment, Persistence, and Graduation
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the school.

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

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	753	50.3	48.7
Male	745	49.7	51.3
American Indian or Alaska Native	*	*	*
Asian	98	6.5	5.9
Black or African American	*	*	2.1
Hispanic or Latino	188	12.6	10.3
Pacific Islander	0	0.0	*
Two or More Races	51	3.4	3.7
White	1,111	74.2	77.9
English Language Learners	28	1.9	2.3
Eligible for Free or Reduced-Price Meals	228	15.2	9.9
Students with Disabilities[1]	185	12.3	11.8

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	48	6.4	17	2.3
Male	41	5.6	49	6.6
Black or African American	*	*	*	*
Hispanic or Latino	16	8.5	16	8.5
White	59	5.4	42	3.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	26	12.4	20	8.4
Students with Disabilities	31	17.1	19	10.0
School	89	6.0	66	4.4
District		5.2		2.0

Number of students in 2015-16 qualified as truant under state statute: 59

Number of school-based arrests: Fewer than 6

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	111.1
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	13.4
Paraprofessional Instructional Assistants	19.0
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	2.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	12.5
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	36.4

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

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.2
Black or African American	0	0.0	0.1
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	3	1.8	1.0
White	156	95.7	96.9

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.6	9.5

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1018
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:10 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	16	*
Hispanic or Latino	44	93.6	43	100.0
White	277	98.2	277	99.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	91.1	45	100.0
Students with Disabilities	35	94.6	35	97.2
School	362	97.3	361	99.2
District		94.6		97.2

[3]College-and-Career-Readiness Courses include Advanced Placement®(AP),International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	18	81.8
Emotional Disturbance	13	*
Intellectual Disability	*	*
Learning Disability	67	98.5
Other Health Impairment	62	98.4
Other Disabilities	*	*
Speech/Language Impairment	9	*
School	175	94.6
District		78.4

[4]Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments.The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	22	73.3	22	76.0	29	65.6
Black or African American	*	*	*	*	*	*
Hispanic or Latino	47	59.5	47	53.6	52	56.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	17	*
White	275	71.4	275	66.9	279	65.7
English Language Learners	9	*	9	*	25	44.3
Non-English Language Learners	354	70.2	354	65.8	362	65.6
Eligible for Free or Reduced-Price Meals	45	62.5	45	58.6	62	50.8
Not Eligible for Free or Reduced-Price Meals	318	70.7	318	66.4	325	66.8
Students with Disabilities	33	42.8	33	44.4	54	42.6
Students without Disabilities	330	72.4	330	67.6	333	67.7
High Needs	74	55.3	74	53.7	110	48.0
Non-High Needs	289	73.4	289	68.5	277	70.6
School	363	69.7	363	65.5	387	64.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.1	366	81.1
Curl Up	N/A	N/A	N/A	89.3	366	89.3
Push Up	N/A	N/A	N/A	77.0	366	77.0
Mile Run/PACER	N/A	N/A	N/A	76.0	366	76.0
All Tests - School	N/A	N/A	N/A	58.2	366	58.2
All Tests - District	68.4	68.6	72.6	53.3		65.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

[3]Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year[1]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	43	93.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	74	90.5
Students with Disabilities	40	87.5
School	373	97.1
District		94.6

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2]Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[4]

	Participation[5]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.5	262	71.4
Male	99.5	241	65.3
Black or African American	100.0	8	30.8
Hispanic or Latino	100.0	38	42.2
White	99.5	408	72.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.9	35	38.9
Students with Disabilities	97.3	8	11.0
School	99.5	503	68.3
District	98.3		69.6

[3]College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

[4]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016 Entrance[6]	Class of 2015 Persistence[7]
	Rate (%)	Rate (%)
Female	88.6	97.7
Male	91.4	94.1
Black or African American	*	*
Hispanic or Latino	84.2	92.6
White	90.6	96.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	85.1	88.4
Students with Disabilities	81.1	90.0
School	89.9	95.8
District	88.2	94.5

[5]College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

[6]College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.7	75	93.0	100	93.0	67.1
	High Needs Students	55.3	75	73.7	100	73.7	55.9
Math Performance Index	All Students	65.5	75	87.3	100	87.3	62.2
	High Needs Students	53.7	75	71.6	100	71.6	50.5
Science Performance	All Students	64.2	75	85.6	100	85.6	55.3
	High Needs Students	48.0	75	64.0	100	64.0	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	96.0	9.9%
	High Needs Students	12.6%	<=5%	34.7	50	69.4	15.8%
Preparation for CCR	% Taking Courses	98.2%	75%	50.0	50	100.0	70.7%
	% Passing Exams	68.3%	75%	45.6	50	91.1	43.5%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014		93.2%	94%	99.1	100	99.1	82.0%
Postsecondary Entrance (Class of 2016)		89.9%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness		94.6% | 58.2%	75%	38.8	50	77.6	92.0% | 51.6%
Arts Access		41.3%	60%	34.4	50	68.9	50.5%
Accountability Index				**1075.7**	**1250**	**86.1**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	73.4	55.3	18.1	16.6	
Math Performance Index Gap	68.5	53.7	14.8	18.5	
Science Performance Index Gap	70.6	48.0	22.7	16.5	
Graduation Rate Gap	94.0%	93.2%	0.8%	9.3%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.7
	High Needs Students	98.7
Math	All Students	98.7
	High Needs Students	98.7
Science	All Students	99.7
	High Needs Students	100.0

[3]Minimum participation standard is 95%.

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports