

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Fairfield Ludlowe High School Fairfield School District

203-255-7201 • <http://fairfieldschools.org/schools/flhs/>

School Information

Grade Range 9-12
Enrollment 1,510

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction.....	2
Performance and Accountability.....	3

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	781	51.7	48.7
Male	729	48.3	51.3
American Indian or Alaska Native	*	*	0.1
Asian	85	5.6	5.8
Black or African American	*	*	2.0
Hispanic or Latino	120	7.9	11.1
Pacific Islander	0	0.0	0.0
Two or More Races	36	2.4	4.4
White	1,249	82.7	76.6
English Language Learners	10	0.7	2.6
Eligible for Free or Reduced-Price Meals	100	6.6	10.1
Students with Disabilities ¹	169	11.2	12.8

¹Students 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	45	5.8	14	1.8
Male	36	5.0	44	6.1
Black or African American	*	*	*	*
Hispanic or Latino	*	*	11	9.2
White	65	5.2	43	3.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	12.4	20	10.4
Students with Disabilities	28	15.6	20	11.0
School	81	5.4	58	3.9
District		5.3		2.0

Number of students in 2016-17 qualified as truant under state statute: 56

Number of school-based arrests: Fewer than 6

²A 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.

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

School Profile and Performance Report for School Year 2017-18

Fairfield Ludlowe High School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	109.5
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	18.5
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	13.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	34.0

¹In 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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.2	0.3
Black or African American	1	0.6	0.2
Hispanic or Latino	2	1.2	1.8
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	1.0
White	164	97.0	96.8

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.0	9.8

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 School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	30	90.9	23	100.0
White	305	98.7	324	99.4
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	38	92.7	56	98.2
Students with Disabilities	40	100.0	46	100.0
School	361	97.8	377	99.5
District		95.6		96.9

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	13	61.9
Emotional Disturbance	12	*
Intellectual Disability	0	0.0
Learning Disability	69	98.6
Other Health Impairment	41	91.1
Other Disabilities	*	*
Speech/Language Impairment	7	*
School	144	85.2
District		77.7

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

³Ages 6-21

School Profile and Performance Report for School Year 2017-18

Fairfield Ludlowe High School

Fairfield School District

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	19	*	19	*
Black or African American	*	*	*	*
Hispanic or Latino	31	58.0	31	57.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	303	72.5	303	70.6
English Language Learners	*	*	*	*
Non-English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	21	50.1	21	50.7
Not Eligible for Free or Reduced-Price Meals	340	72.5	340	71.2
Students with Disabilities	36	52.4	36	47.3
Students without Disabilities	325	73.3	325	72.5
High Needs	47	52.9	47	50.0
Non-High Needs	314	74.0	314	73.0
School	361	71.2	361	70.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	82.9	333	82.9
Curl Up	N/A	N/A	N/A	80.8	333	80.8
Push Up	N/A	N/A	N/A	75.4	333	75.4
Mile Run/PACER	N/A	N/A	N/A	80.8	333	80.8
All Tests - School	N/A	N/A	N/A	52.0	333	52.0
All Tests - District	69.7	66.5	67.3	59.8		66.1

²The 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.

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

School Profile and Performance Report for School Year 2017-18

Fairfield Ludlowe High School

Fairfield School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	21	100.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	29	89.7
Students with Disabilities	38	94.7
School	343	98.8
District		95.8

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	309	79.6
Male	98.6	273	75.8
Black or African American	*	*	*
Hispanic or Latino	100.0	27	48.2
White	98.4	510	80.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.0	53	54.1
Students with Disabilities	91.9	19	22.1
School	98.7	582	77.8
District	98.1		68.9

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.9	97.7
Male	85.8	95.9
Black or African American	*	*
Hispanic or Latino	90.5	*
White	86.8	97.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	74.1	91.3
Students with Disabilities	85.0	80.8
School	87.3	96.8
District	84.0	95.2

⁵College 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.

⁶College 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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Fairfield Ludlowe High School

Fairfield School District

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.2	75	95.0	100	95.0	67.6
	High Needs Students	52.9	75	70.5	100	70.5	57.5
Math Performance Index	All Students	70.0	75	93.3	100	93.3	62.7
	High Needs Students	50.0	75	66.7	100	66.7	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	5.4%	<=5%	49.2	50	98.3	10.7%
	High Needs Students	11.5%	<=5%	37.1	50	74.1	16.6%
Preparation for CCR	% Taking Courses	98.7%	75%	50.0	50	100.0	74.8%
	% Passing Exams	77.8%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		93.6%	94%	49.8	50	99.6	87.5%
4-year Graduation All Students (2017 Cohort)		98.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.0%	94%	95.7	100	95.7	81.8%
Postsecondary Entrance (Class of 2017)		87.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.0% 52.0%	75%	34.6	50	69.3	96.6% 50.1%
Arts Access		45.0%	60%	37.5	50	75.0	51.2%
Accountability Index				929.5	1050	88.5	

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	74.0	52.9	21.1	15.6	
Math Performance Index Gap	73.0	50.0	22.9	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	90.0%	4.0%	9.1%	N

¹If 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.

²If 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	98.9
	High Needs Students	92.3
Math	All Students	98.9
	High Needs Students	92.3
Science	All Students	94.6
	High Needs Students	80.8

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.