Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

Fairfield Ludlowe High School

Fairfield School District

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

School Information

Grade Range	**9-12**
Enrollment	**1,546**
Per Pupil Expenditures[1]	**$16,388**
Total Expenditures[1]	**$24,582,118**

[1] Expenditure data reflect the 2019-20 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

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Unless otherwise noted, all data are for 2020-21 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 https://edsight.ct.gov

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	797	51.6	*
Male	749	48.4	51.2
American Indian or Alaska Native	0	0.0	*
Asian	85	5.5	6.1
Black or African American	28	1.8	2.6
Hispanic or Latino of any race	139	9.0	11.9
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	51	3.3	4.9
White	1,243	80.4	74.4
English Learners	6	0.4	2.4
Eligible for Free or Reduced-Price Meals	200	12.9	15.8
Students with Disabilities[2]	195	12.6	15.2

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the school identify as non-binary.

[2] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[3]		Suspension/Expulsion[4]	
	Count	Rate (%)	Count	Rate (%)
Female	203	25.7	*	*
Male	219	29.3	*	*
Black or African American	15	53.6	0	0.0
Hispanic or Latino of any race	65	47.4	*	*
White	319	25.8	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	91	49.5	0	0.0
Students with Disabilities	98	46.2	*	*
School	422	27.4	*	*
District		16.5		0.6

Number of students in 2019-20 qualified as truant under state statute: 15

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[3] A student is chronically absent if they miss 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.

[4] This column displays 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	111.6
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	16.5
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	2.7
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	15.2
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	37.0

[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	1	0.6	0.4
Black or African American	1	0.6	0.6
Hispanic or Latino of any race	2	1.2	1.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	1.0
White	167	97.7	96.3

Classroom Teacher Attendance, 2019-20

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	5.5	6.8

Instruction and Resources

School-Level Expenditures[2]: 2019-20

	Total ($)	Per Pupil ($)
Instruction	$15,912,327	$10,608
Support Services - Students	$2,259,352	$1,506
Improvement of Instruction	$243,563	$162
Library and Media Services	$442,510	$295
Support Services - Instruction	$355,964	$237
Support Services - School-Based	$2,498,520	$1,666
Operation and Maintenance of Plant	$1,714,489	$1,143
Transportation Other Than to/From	$69,387	$46
Enterprise Operations	$1,086,005	$724
Total	$24,582,118	$16,388

[2] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	11	*
Emotional Disturbance	14	*
Intellectual Disability	0	0.0
Learning Disability	63	82.9
Other Health Impairment	53	82.8
Other Disabilities	0	0.0
Speech/Language Impairment	9	*
School	150	76.9
District		76.2

[3] This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[4]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino of any race	40	97.6	24	100.0
White	309	98.7	287	100.0
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	46	100.0	37	100.0
Students with Disabilities	52	98.1	43	100.0
School	395	98.8	348	100.0
District		96.3		96.5

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

School Schedule

Days of Instruction	178
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	972
Half/Extended Day Kindergarten	N/A

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved.Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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Cohort Graduation: Four-Year[1]

	2019-20	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	32	100.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60	98.3
Students with Disabilities	41	95.1
School	365	99.2
District		95.5

[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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	269	71.4
Male	96.2	255	68.7
Black or African American	*	0	*
Hispanic or Latino	95.4	33	50.8
White	97.3	431	71.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.2	32	38.6
Students with Disabilities	87.5	18	18.8
School	97.1	524	70.1
District	94.5		60.8

[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

[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 percentage.

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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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020 Entrance[3]	Class of 2019 Persistence[4]
	Rate (%)	Rate (%)
Female	90.3	94.4
Male	76.0	93.5
Black or African American	*	*
Hispanic or Latino of any race	75.0	80.8
White	84.2	95.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	76.7	81.6
Students with Disabilities	65.0	80.0
School	83.7	94.0
District	82.7	92.6

[3] 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.

[4] 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	27.4%	<=5%	19.0%
	High Needs Students	44.4%	<=5%	30.2%
Preparation for CCR	% Taking Courses	99.3%	75%	80.6%
	% Passing Exams	70.1%	75%	36.0%
On-track to High School Graduation		95.9%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		99.2%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		98.9%	94%	85.2%
Postsecondary Entrance (Class of 2020)		83.7%	75%	67.4%
Arts Access		43.8%	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	98.9%	-4.9%	5.7%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf