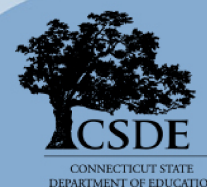


SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



Fairfield Warde High School Fairfield School District

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

School Information

Grade Range	9-12
Enrollment	1,472
Per Pupil Expenditures ¹	\$16,423
Total Expenditures ¹	\$23,616,134

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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Notes

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

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	765	52.0	51.2
American Indian or Alaska Native	*	*	*
Asian	91	6.2	6.1
Black or African American	*	*	2.6
Hispanic or Latino of any race	235	16.0	11.9
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	60	4.1	4.9
White	1,033	70.2	74.4
English Learners	42	2.9	2.4
Eligible for Free or Reduced-Price Meals	333	22.6	15.8
Students with Disabilities ²	193	13.1	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	*	*	7	1.0
Male	160	21.3	18	2.3
Black or African American	14	29.2	*	*
Hispanic or Latino of any race	76	32.5	*	*
White	163	16.0	8	0.8
English Learners	22	53.7	0	0.0
Eligible for Free or Reduced-Price Meals	115	38.3	17	4.8
Students with Disabilities	97	47.3	18	8.1
School	275	18.9	25	1.7
District		16.5		0.6

Number of students in 2019-20 qualified as truant under state statute: 14

Number of school-based arrests: Fewer than 6

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.

School Profile and Performance Report for School Year 2020-21

Fairfield Warde High School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	110.6
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	13.3
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	2.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.6
Counselors, Social Workers and School Psychologists	14.5
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	35.0

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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.4
Black or African American	1	0.6	0.6
Hispanic or Latino of any race	3	1.9	1.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	3	1.9	1.0
White	155	95.7	96.3

Classroom Teacher Attendance, 2019-20

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	4.7	6.8

Instruction and Resources

School-Level Expenditures²: 2019-20

	Total (\$)	Per Pupil (\$)
Instruction	\$15,005,467	\$10,435
Support Services - Students	\$2,327,133	\$1,618
Improvement of Instruction	\$276,445	\$192
Library and Media Services	\$427,640	\$297
Support Services - Instruction	\$341,166	\$237
Support Services - School-Based	\$2,468,757	\$1,717
Operation and Maintenance of Plant	\$1,600,976	\$1,113
Transportation Other Than to/From	\$50,572	\$35
Enterprise Operations	\$1,117,979	\$777
Total	\$23,616,134	\$16,423

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

11th and 12th Graders Enrolled in

College-and-Career-Readiness Courses during High School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	10	*	10	*
Hispanic or Latino of any race	54	96.4	50	100.0
White	211	97.7	279	100.0
English Learners	7	*	7	*
Eligible for Free or Reduced-Price Meals	58	95.1	74	98.7
Students with Disabilities	29	93.5	47	97.9
School	305	97.1	373	99.7
District		96.3		96.5

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	8	*
Intellectual Disability	0	0.0
Learning Disability	73	92.4
Other Health Impairment	63	88.7
Other Disabilities	*	*
Speech/Language Impairment	12	*
School	167	86.5
District		76.2

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

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

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

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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.

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 Proficient¹

	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-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	52	98.1
English Learners	9	*
Eligible for Free or Reduced-Price Meals	95	93.7
Students with Disabilities	49	91.8
School	350	98.0
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 Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	188	55.8
Male	96.0	202	57.5
Black or African American	95.2	*	*
Hispanic or Latino	97.2	35	33.0
White	96.2	317	64.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	91.9	31	22.8
Students with Disabilities	87.3	9	11.4
School	96.5	390	56.7
District	94.5		60.8

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

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 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	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	85.6	94.9
Male	*	88.0
Black or African American	*	*
Hispanic or Latino of any race	67.3	82.6
White	87.9	93.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70.0	83.6
Students with Disabilities	69.6	82.5
School	83.4	91.7
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	18.9%	<=5%	19.0%
	High Needs Students	38.1%	<=5%	30.2%
Preparation for CCR	% Taking Courses	98.5%	75%	80.6%
	% Passing Exams	56.7%	75%	36.0%
On-track to High School Graduation		96.7%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		98.0%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		100.0%	94%	85.2%
Postsecondary Entrance (Class of 2020)		83.4%	75%	67.4%
Arts Access		46.9%	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%	100.0%	-6.0%	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