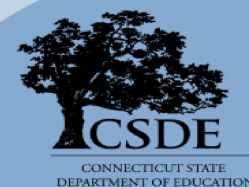


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT

FOR SCHOOL YEAR 2021–22



Fairfield Warde High School

Fairfield School District

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

School Information

Grade Range	9-12
Enrollment	1,398
Per Pupil Expenditures ¹	\$17,212
Total Expenditures ¹	\$25,335,509

¹ Expenditure data reflect the 2020-21 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 2021-22 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	48.9
Male	740	52.9	51.0
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	*
Asian	96	6.9	6.1
Black or African American	47	3.4	2.8
Hispanic or Latino of any race	239	17.1	12.6
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	62	4.4	5.1
White	951	68.0	73.3
English Learners/Multilingual Learners	37	2.6	2.4
Eligible for Free or Reduced-Price Meals	309	22.1	15.4
Students with Disabilities ²	202	14.4	16.3

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	*	*	8	1.2
Male	83	11.2	12	1.6
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	42	17.8	6	2.4
White	84	8.8	7	0.7
English Learners/Multilingual Learners	15	35.7	*	*
Eligible for Free or Reduced-Price Meals	64	20.9	11	3.2
Students with Disabilities	63	29.0	13	5.6
School	150	10.8	20	1.4
District		12.0		1.4

Number of students qualified as truant under state statute: 92

Number of school-based arrests: Fewer than 6

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 2021-22

Fairfield Warde High School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	112.0
Paraprofessional Instructional Assistants	3.1
Special Education	
Teachers and Instructors	12.9
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
School Level	8.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.6
Counselors, Social Workers and School Psychologists	15.5
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	34.5

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	0.2
Black or African American	1	0.6	0.5
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	96.6

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.2	10.8

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$15,881,700	\$10,789
Support Services - Students	\$2,362,729	\$1,605
Improvement of Instruction	\$282,375	\$192
Library and Media Services	\$437,782	\$297
Support Services - Instruction	\$449,874	\$306
Support Services - School-Based	\$2,614,140	\$1,776
Operation and Maintenance of Plant	\$2,053,514	\$1,395
Transportation Other Than to/From	\$30,218	\$21
Enterprise Operations	\$1,223,178	\$831
Total	\$25,335,509	\$17,212

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,177.

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	8	*	11	*
Hispanic or Latino of any race	56	90.3	56	98.2
White	256	100.0	214	98.2
English Learners/Multilingual Learners	10	*	7	*
Eligible for Free or Reduced-Price Meals	70	94.6	69	94.5
Students with Disabilities	62	100.0	29	93.5
School	355	98.1	313	98.1
District		95.4		93.0

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

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	77	90.6
Other Health Impairment	63	85.1
Other Disabilities	*	*
Speech/Language Impairment	11	*
School	168	83.2
District		76.6

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

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1023
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 credit courses.

School Profile and Performance Report for School Year 2021-22

Fairfield Warde High School

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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	0	N/A	0	N/A	0	N/A
Asian	21	68.1	21	75.0	21	73.8
Black or African American	7	*	7	*	8	*
Hispanic or Latino of any race	56	54.0	56	50.9	56	55.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	11	*
White	252	68.4	252	65.4	252	72.2
English Learners/Multilingual Learners	18	*	18	*	18	*
Non-English Learners/Non-Multilingual Learners	330	66.8	330	64.3	330	70.1
Eligible for Free or Reduced-Price Meals	71	54.3	71	49.8	71	54.8
Not Eligible for Free or Reduced-Price Meals	277	68.4	277	66.8	277	72.6
Students with Disabilities	54	45.3	54	41.9	54	52.5
Students without Disabilities	294	69.3	294	67.2	294	72.0
High Needs	114	51.6	114	47.7	114	55.0
Non-High Needs	234	72.4	234	70.9	234	75.8
School	348	65.6	348	63.3	348	69.0

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

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	83.7	289	83.7
Curl Up	N/A	N/A	N/A	90.0	289	90.0
Push Up	N/A	N/A	N/A	84.4	289	84.4
Mile Run/PACER	N/A	N/A	N/A	85.8	289	85.8
All Tests - School	N/A	N/A	N/A	73.0	289	73.0
All Tests - District	71.0	70.4	67.4	62.0		67.7

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	50	96.0
White	279	99.3
English Learners/Multilingual Learners	11	*
Eligible for Free or Reduced-Price Meals	85	95.3
Students with Disabilities	50	96.0
School	368	98.6
District		96.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	98.4	218	59.9
Non-Binary	*	*	*
Black or African American	95.2	7	33.3
Hispanic or Latino	95.8	44	37.0
White	99.2	316	66.7
English Learners/Multilingual Learners	85.7	*	*
Eligible for Free or Reduced-Price Meals	98.0	44	29.9
Students with Disabilities	97.8	11	11.8
School	98.5	410	60.2
District	97.3		63.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.8	96.8
Male	84.7	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	73.5	91.4
White	89.6	95.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	74.7	87.3
Students with Disabilities	80.4	81.3
School	87.3	93.7
District	87.1	94.5

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

School Profile and Performance Report for School Year 2021-22

Fairfield Warde 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.6	75	131.1	150	87.4	64.2
	High Needs Students	51.6	75	103.1	150	68.8	54.2
Math Performance Index	All Students	63.3	75	126.6	150	84.4	58.6
	High Needs Students	47.7	75	95.4	150	63.6	47.7
Science Performance Index	All Students	69.0	75	92.0	100	92.0	61.4
	High Needs Students	55.0	75	73.4	100	73.4	51.3
ELA Academic Growth	All Students	.	100%	.	.	.	60.4%
	High Needs Students	.	100%	.	.	.	56.2%
Math Academic Growth	All Students	.	100%	.	.	.	65.2%
	High Needs Students	.	100%	.	.	.	59.1%
Progress Toward English Proficiency	Literacy	34.8%	100%	17.4	50	34.8	64.9%
	Oral	72.4%	100%	36.2	50	72.4	57.4%
Chronic Absenteeism	All Students	10.8%	<=5%	38.4	50	76.9	23.7%
	High Needs Students	20.5%	<=5%	19.0	50	38.1	34.0%
Preparation for CCR	% Taking Courses	98.1%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	60.2%	75%	40.1	50	80.3	43.5%
On-track to High School Graduation		93.3%	94%	49.6	50	99.3	82.7%
4-year Graduation All Students (2021 Cohort)		98.6%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		97.9%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		87.3%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		75.9% 73.0%	75%	24.3	50	48.7	94.0% 45.8%
Arts Access		42.5%	60%	35.4	50	70.8	52.4%
Accountability Index				1232.2	1550	79.5	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	72.4	51.6	20.8	16.6	
Math Performance Index Gap	70.9	47.7	23.2	18.5	
Science Performance Index Gap	75.0	55.0	20.0	17.9	
Graduation Rate Gap	94.0%	97.9%	-3.9%	4.8%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.2
	High Needs Students	94.3
Math	All Students	97.2
	High Needs Students	94.3
Science	All Students	97.5
	High Needs Students	95.2

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>