

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT

FOR SCHOOL YEAR 2021–22



Fairfield Ludlowe High School

Fairfield School District

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

School Information

Grade Range	9-12
Enrollment	1,529
Per Pupil Expenditures ¹	\$16,466
Total Expenditures ¹	\$25,455,965

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	796	52.1	48.9
Male	*	*	51.0
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	*
Asian	88	5.8	6.1
Black or African American	27	1.8	2.8
Hispanic or Latino of any race	154	10.1	12.6
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	54	3.5	5.1
White	1,206	78.9	73.3
English Learners/Multilingual Learners	*	*	2.4
Eligible for Free or Reduced-Price Meals	193	12.6	15.4
Students with Disabilities ²	221	14.5	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	153	19.4	13	1.6
Male	105	14.7	25	3.4
Non-Binary	0	*	0	*
Black or African American	10	40.0	*	*
Hispanic or Latino of any race	37	26.1	12	7.6
White	191	15.9	22	1.8
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	64	34.8	15	7.1
Students with Disabilities	70	31.3	11	4.5
School	258	17.1	38	2.5
District		12.0		1.4

Number of students qualified as truant under state statute: 72

Number of school-based arrests: 0

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	110.7
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	16.5
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	2.0
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	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	1	0.6	0.2
Black or African American	1	0.6	0.5
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	165	97.6	96.6

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.8	10.8

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$16,400,194	\$10,608
Support Services - Students	\$2,281,949	\$1,476
Improvement of Instruction	\$235,171	\$152
Library and Media Services	\$466,678	\$302
Support Services - Instruction	\$471,976	\$305
Support Services - School-Based	\$2,625,603	\$1,698
Operation and Maintenance of Plant	\$1,742,843	\$1,127
Transportation Other Than to/From	\$37,340	\$24
Enterprise Operations	\$1,194,212	\$772
Total	\$25,455,965	\$16,466

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,431.

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 Peers³

	Count	Rate (%)
Autism	11	*
Emotional Disturbance	13	65.0
Intellectual Disability	0	0.0
Learning Disability	76	86.4
Other Health Impairment	64	80.0
Other Disabilities	0	0.0
Speech/Language Impairment	7	*
School	171	77.4
District		76.6

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 School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	21	87.5	36	97.3
White	291	99.3	300	98.7
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	35	94.6	41	100.0
Students with Disabilities	56	96.6	45	95.7
School	340	98.6	376	98.4
District		95.4		93.0

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 Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1023
Half/Extended Day Kindergarten	N/A

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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	12	*	12	*	15	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	22	60.8	22	59.7	21	65.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	286	68.6	286	67.9	277	65.0
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	57.4	34	51.7	31	59.0
Not Eligible for Free or Reduced-Price Meals	298	69.2	298	69.3	291	66.1
Students with Disabilities	51	52.6	51	48.6	48	50.4
Students without Disabilities	281	70.8	281	70.9	274	68.1
High Needs	77	55.9	77	51.5	72	56.2
Non-High Needs	255	71.6	255	72.3	250	68.1
School	332	68.0	332	67.5	322	65.4

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	79.4	339	79.4
Curl Up	N/A	N/A	N/A	80.2	339	80.2
Push Up	N/A	N/A	N/A	66.4	339	66.4
Mile Run/PACER	N/A	N/A	N/A	71.4	339	71.4
All Tests - School	N/A	N/A	N/A	52.5	339	52.5
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	*	*
Hispanic or Latino of any race	24	100.0
White	280	99.6
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	49	98.0
Students with Disabilities	39	97.4
School	341	99.4
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	99.7	282	73.1
Male	*	*	*
Non-Binary	*	*	*
Black or African American	*	*	*
Hispanic or Latino	100.0	35	57.4
White	99.3	443	74.2
English Learners/Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	38	48.7
Students with Disabilities	97.1	25	23.8
School	99.2	530	72.9
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	93.6	96.6
Male	87.6	95.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	79.2	95.8
White	91.4	95.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	81.3	87.0
Students with Disabilities	84.2	92.3
School	90.6	96.1
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

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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	68.0	75	136.0	150	90.7	64.2
	High Needs Students	55.9	75	111.8	150	74.5	54.2
Math Performance Index	All Students	67.5	75	134.9	150	90.0	58.6
	High Needs Students	51.5	75	103.1	150	68.7	47.7
Science Performance Index	All Students	65.4	75	87.3	100	87.3	61.4
	High Needs Students	56.2	75	74.9	100	74.9	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	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	17.1%	<=5%	25.7	50	51.4	23.7%
	High Needs Students	31.9%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	98.5%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	72.9%	75%	48.6	50	97.2	43.5%
On-track to High School Graduation		93.9%	94%	50.0	50	99.9	82.7%
4-year Graduation All Students (2021 Cohort)		99.4%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		100.0%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		90.6%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		81.7% 52.5%	75%	17.5	50	35.0	94.0% 45.8%
Arts Access		43.9%	60%	36.6	50	73.2	52.4%
Accountability Index				1176.3	1450	81.1	

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	71.6	55.9	15.8	16.6	
Math Performance Index Gap	72.3	51.5	20.7	18.5	
Science Performance Index Gap	68.1	56.2	11.9	17.9	
Graduation Rate Gap	94.0%	100.0%	-6.0%	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	97.4
	High Needs Students	93.0
Math	All Students	97.4
	High Needs Students	93.0
Science	All Students	94.2
	High Needs Students	86.0

³Minimum participation standard is 95%.

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