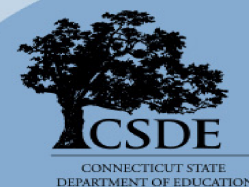


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT

FOR SCHOOL YEAR 2022-23



Fairfield Warde High School

Fairfield School District

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

School Information

Grade Range	9-12
Enrollment	1,418
Per Pupil Expenditures ¹	\$18,431
Total Expenditures ¹	\$25,766,385

¹ Expenditure data reflect the 2021-22 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 2022-23 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, 2022 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	49.1
Male	762	53.7	50.8
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	*
Asian	102	7.2	6.1
Black or African American	49	3.5	2.9
Hispanic or Latino of any race	243	17.1	13.2
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	62	4.4	5.2
White	962	67.8	72.6
English Learners/Multilingual Learners	40	2.8	2.8
Eligible for Free or Reduced-Price Meals	349	24.6	17.5
Students with Disabilities ²	244	17.2	17.7

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	86	13.1	21	3.1
Male	*	*	30	3.9
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	38	15.4	19	7.4
White	101	10.5	25	2.6
English Learners/Multilingual Learners	12	26.7	*	*
Eligible for Free or Reduced-Price Meals	72	23.8	29	7.6
Students with Disabilities	51	21.4	26	10.3
School	167	11.8	51	3.5
District		10.8		2.5

Number of students qualified as truant under state statute: 48

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.

School Profile and Performance Report for School Year 2022-23

Fairfield Warde High School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	111.3
Paraprofessional Instructional Assistants	3.1
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	14.0
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.5
Counselors, Social Workers and School Psychologists	13.5
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	36.5

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	0.3
Black or African American	3	1.8	1.0
Hispanic or Latino of any race	3	1.8	1.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	3	1.8	1.0
White	158	94.6	96.1

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.8	13.5

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$16,146,291	\$11,550
Support Services - Students	\$2,534,406	\$1,813
Improvement of Instruction	\$343,698	\$246
Library and Media Services	\$464,752	\$332
Support Services - Instruction	\$505,316	\$361
Support Services - School-Based	\$2,704,410	\$1,934
Operation and Maintenance of Plant	\$1,752,138	\$1,253
Transportation Other Than to/From	\$75,798	\$54
Enterprise Operations	\$1,239,575	\$887
Total	\$25,766,385	\$18,431

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,674.

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

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	11	55.0
Emotional Disability	12	*
Intellectual Disability	0	0.0
Learning Disability	93	86.9
Other Health Impairment	67	84.8
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	194	80.5
District		71.3

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	15	*	11	*
Hispanic or Latino of any race	63	92.6	56	100.0
White	246	100.0	255	100.0
English Learners/Multilingual Learners	10	*	10	*
Eligible for Free or Reduced-Price Meals	82	97.6	80	100.0
Students with Disabilities	56	100.0	57	100.0
School	371	98.4	357	100.0
District		98.1		99.2

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
School Hours for Students	
Start Time	07:30 AM
End Time	02:10 PM

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 2022-23

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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	27	75.2	27	76.7	28	74.0
Black or African American	14	*	14	*	14	*
Hispanic or Latino of any race	58	52.6	58	52.7	60	62.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	19	*	19	*	18	*
White	238	64.6	238	63.2	243	69.6
English Learners/Multilingual Learners	14	*	14	*	14	*
Non-English Learners/Non-Multilingual Learners	342	63.9	342	62.5	349	69.5
Eligible for Free or Reduced-Price Meals	75	51.1	75	48.7	77	57.3
Not Eligible for Free or Reduced-Price Meals	281	65.7	281	65.0	286	71.0
Students with Disabilities	47	45.6	47	43.9	53	52.6
Students without Disabilities	309	65.2	309	64.2	310	70.8
High Needs	108	50.0	108	48.3	113	57.4
Non-High Needs	248	68.2	248	67.3	250	73.0
School	356	62.7	356	61.5	363	68.1

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	86.8	318	86.8
Curl Up	N/A	N/A	N/A	89.6	318	89.6
Push Up	N/A	N/A	N/A	84.3	318	84.3
Mile Run/PACER	N/A	N/A	N/A	78.6	318	78.6
All Tests - School	N/A	N/A	N/A	66.7	318	66.7
All Tests - District	66.7	58.7	60.0	53.6		59.8

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

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	17	*
Hispanic or Latino of any race	61	86.9
White	224	97.8
English Learners/Multilingual Learners	12	*
Eligible for Free or Reduced-Price Meals	98	89.8
Students with Disabilities	57	73.7
School	339	95.0
District		95.7

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	99.7	232	61.2
Non-Binary	*	*	*
Black or African American	96.2	7	26.9
Hispanic or Latino	98.4	45	36.3
White	100.0	343	68.5
English Learners/Multilingual Learners	91.7	*	*
Eligible for Free or Reduced-Price Meals	99.4	56	34.1
Students with Disabilities	98.2	16	14.2
School	99.6	455	62.0
District	97.9		63.7

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 2022	Class of 2021
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.2	93.5
Male	76.5	94.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	77.8	75.0
White	85.2	96.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	69.8	86.2
Students with Disabilities	52.9	87.8
School	81.6	94.1
District	84.3	94.3

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 2022-23

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	62.7	75	125.3	150	83.5	63.9
	High Needs Students	50.0	75	100.0	150	66.6	54.1
Math Performance Index	All Students	61.5	75	123.1	150	82.0	59.7
	High Needs Students	48.3	75	96.7	150	64.4	48.9
Science Performance Index	All Students	68.1	75	90.8	100	90.8	61.6
	High Needs Students	57.4	75	76.6	100	76.6	51.1
ELA Academic Growth	All Students	.	100%	.	.	.	57.2%
	High Needs Students	.	100%	.	.	.	52.5%
Math Academic Growth	All Students	.	100%	.	.	.	61.8%
	High Needs Students	.	100%	.	.	.	55.5%
Progress Toward English Proficiency	Literacy	49.1%	100%	24.6	50	49.1	55.3%
	Oral	61.8%	100%	30.9	50	61.8	56.1%
Chronic Absenteeism	All Students	11.8%	<=5%	36.5	50	72.9	20.0%
	High Needs Students	20.6%	<=5%	18.7	50	37.5	28.5%
Preparation for CCR	% Taking Courses	99.2%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	62.0%	75%	41.3	50	82.7	44.3%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		95.0%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		97.6%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		81.6%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		99.4% 66.7%	75%	44.4	50	88.9	93.0% 45.5%
Arts Access		42.6%	60%	35.5	50	71.1	54.5%
Accountability Index				1244.3	1550	80.3	

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	68.2	50.0	18.2	17.0	
Math Performance Index Gap	67.3	48.3	19.0	18.6	
Science Performance Index Gap	73.0	57.4	15.5	18.6	
Graduation Rate Gap	94.0%	97.6%	0.0%	5.4%	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	97.1
	High Needs Students	95.0
Math	All Students	97.1
	High Needs Students	95.0
Science	All Students	98.4
	High Needs Students	96.7

³Minimum participation standard is 95%.

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