

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



Fairfield Ludlowe High School Fairfield School District

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

School Information

Grade Range	9-12
Enrollment	1,498
Per Pupil Expenditures ¹	\$17,259
Total Expenditures ¹	\$26,389,332

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	805	53.7	49.1
Male	*	*	50.8
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	*
Asian	90	6.0	6.1
Black or African American	*	*	2.9
Hispanic or Latino of any race	138	9.2	13.2
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	61	4.1	5.2
White	1,177	78.6	72.6
English Learners/Multilingual Learners	*	*	2.8
Eligible for Free or Reduced-Price Meals	218	14.6	17.5
Students with Disabilities ²	245	16.4	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	111	13.8	16	2.0
Male	*	*	42	6.0
Non-Binary	*	*	0	*
Black or African American	9	30.0	9	25.7
Hispanic or Latino of any race	29	20.7	12	8.5
White	134	11.4	34	2.9
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	43	23.9	25	10.6
Students with Disabilities	55	21.9	15	5.7
School	180	12.0	58	3.8
District		10.8		2.5

Number of students qualified as truant under state statute: 85

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	106.9
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	12.6
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	15.2
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	35.5

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	2	1.2	0.3
Black or African American	2	1.2	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	0	0.0	1.0
White	159	95.8	96.1

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.3	13.5

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$16,946,915	\$11,084
Support Services - Students	\$2,446,999	\$1,600
Improvement of Instruction	\$307,388	\$201
Library and Media Services	\$442,344	\$289
Support Services - Instruction	\$554,652	\$363
Support Services - School-Based	\$2,757,295	\$1,803
Operation and Maintenance of Plant	\$1,690,020	\$1,105
Transportation Other Than to/From	\$81,301	\$53
Enterprise Operations	\$1,162,419	\$760
Total	\$26,389,332	\$17,259

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,503.

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	*	*
Emotional Disability	14	70.0
Intellectual Disability	0	0.0
Learning Disability	73	83.9
Other Health Impairment	77	77.8
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	178	72.7
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	12	*	*	*
Hispanic or Latino of any race	41	100.0	25	96.2
White	322	99.1	287	99.7
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	56	98.2	35	100.0
Students with Disabilities	59	98.3	51	98.1
School	415	99.3	339	99.4
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.

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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	19	*	19	*	19	*
Black or African American	12	*	12	*	10	*
Hispanic or Latino of any race	39	63.2	39	62.4	37	61.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	19	*	19	*	20	69.0
White	311	68.8	311	67.1	310	67.4
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	54	61.1	54	57.8	51	59.6
Not Eligible for Free or Reduced-Price Meals	346	69.5	346	68.5	345	68.6
Students with Disabilities	52	52.2	52	50.4	50	51.6
Students without Disabilities	348	70.8	348	69.6	346	69.7
High Needs	97	57.3	97	54.7	93	56.9
Non-High Needs	303	71.9	303	71.0	303	70.6
School	400	68.4	400	67.1	396	67.4

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	68.4	323	68.4
Curl Up	N/A	N/A	N/A	79.1	326	79.1
Push Up	N/A	N/A	N/A	67.2	326	67.2
Mile Run/PACER	N/A	N/A	N/A	69.2	325	69.2
All Tests - School	N/A	N/A	N/A	41.2	323	41.2
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	9	*
Hispanic or Latino of any race	41	95.1
White	316	97.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62	95.2
Students with Disabilities	64	85.9
School	403	96.5
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	99.5	286	70.6
Male	*	259	73.4
Non-Binary	*	0	*
Black or African American	*	7	*
Hispanic or Latino	97.0	37	55.2
White	99.2	448	73.1
English Learners/Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	45	48.9
Students with Disabilities	93.8	25	22.3
School	98.9	545	71.8
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	89.7	96.9
Male	86.6	92.5
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	73.7	*
White	90.1	94.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	82.1	92.3
Students with Disabilities	70.2	93.5
School	88.0	94.8
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

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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	68.4	75	136.7	150	91.1	63.9
	High Needs Students	57.3	75	114.6	150	76.4	54.1
Math Performance Index	All Students	67.1	75	134.1	150	89.4	59.7
	High Needs Students	54.7	75	109.3	150	72.9	48.9
Science Performance Index	All Students	67.4	75	89.9	100	89.9	61.6
	High Needs Students	56.9	75	75.9	100	75.9	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	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	12.0%	<=5%	36.0	50	72.0	20.0%
	High Needs Students	21.2%	<=5%	17.6	50	35.2	28.5%
Preparation for CCR	% Taking Courses	99.3%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	71.8%	75%	47.9	50	95.7	44.3%
On-track to High School Graduation		94.7%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		96.5%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		97.8%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		88.0%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		89.8% 41.2%	75%	13.7	50	27.5	93.0% 45.5%
Arts Access		40.8%	60%	34.0	50	68.0	54.5%
Accountability Index				1209.8	1450	83.4	

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?					N
ELA Performance Index Gap	71.9	57.3	14.6	17.0	
Math Performance Index Gap	71.0	54.7	16.4	18.6	
Science Performance Index Gap	70.6	56.9	13.7	18.6	
Graduation Rate Gap	94.0%	97.8%	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	96.2
	High Needs Students	92.5
Math	All Students	96.2
	High Needs Students	92.5
Science	All Students	95.9
	High Needs Students	90.5

³Minimum participation standard is 95%.

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