

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023-24



Fairfield Ludlowe High School Fairfield School District

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

School Information

Grade Range	9-12
Enrollment	1,489
Per Pupil Expenditures ¹	\$18,799
Total Expenditures ¹	\$28,160,456

¹ Expenditure data reflect the 2022-23 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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

Notes

Unless otherwise noted, all data are for 2023-24 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, 2023 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	813	54.6	49.1
Male	*	*	50.8
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	*
Asian	93	6.2	6.3
Black or African American	*	*	3.3
Hispanic or Latino of any race	145	9.7	14.0
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	67	4.5	5.5
White	1,147	77.0	70.8
English Learners/Multilingual Learners	*	*	3.7
Eligible for Free or Reduced-Price Meals	198	13.3	16.8
Students with Disabilities ²	243	16.3	19.0

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	91	11.4	19	2.3
Male	*	*	48	7.1
Non-Binary	*	*	0	*
Black or African American	10	29.4	6	15.8
Hispanic or Latino of any race	29	20.4	11	7.4
White	111	9.8	44	3.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	50	27.0	26	12.1
Students with Disabilities	42	18.8	25	9.7
School	156	10.7	67	4.5
District		8.3		2.4

Number of students qualified as truant under state statute: 58

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 2023-24

Fairfield Ludlowe High School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	108.6
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	13.5
Paraprofessional Instructional Assistants	15.6
Administrators, Coordinators and Department Chairs	
School Level	10.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.8
Counselors, Social Workers and School Psychologists	15.2
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	36.9

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	0.9
Hispanic or Latino of any race	3	1.8	2.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	1.0
White	162	97.0	95.8

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.7	13.5

School Profile and Performance Report for School Year 2023-24

Fairfield Ludlowe High School

Fairfield School District

Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$17,353,924	\$11,585
Support Services - Students	\$2,430,073	\$1,622
Improvement of Instruction	\$661,232	\$441
Library and Media Services	\$438,075	\$292
Support Services - Instruction	\$683,941	\$457
Support Services - School-Based Administration	\$2,821,449	\$1,883
Operation and Maintenance of Plant	\$2,424,765	\$1,619
Transportation Other Than to/From Home	\$110,600	\$74
Enterprise Operations	\$1,236,397	\$825
Total	\$28,160,456	\$18,799

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,965.

¹ 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 Peers²

	Count	Rate (%)
Autism	9	*
Emotional Disability	9	*
Intellectual Disability	0	0.0
Learning Disability	57	63.3
Other Health Impairment	74	75.5
Other Disabilities	0	0.0
Speech/Language Impairment	9	*
School	158	65.3
District		69.5

² 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 School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	11	*
Hispanic or Latino of any race	35	100.0	40	100.0
White	265	99.3	316	99.7
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	44	97.8	57	100.0
Students with Disabilities	52	98.1	50	98.0
School	338	99.1	407	99.8
District		98.5		98.5

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1020
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:30 AM
End Time	02:10 PM

³ 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 2023-24

Fairfield Ludlowe High School

Fairfield School District

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	25	80.7	25	80.0	26	82.6
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	35	64.8	35	59.0	35	64.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	263	70.4	263	65.2	257	66.5
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	335	70.6	335	65.7	331	67.6
Eligible for Free or Reduced-Price Meals	43	62.8	43	57.6	44	63.1
Not Eligible for Free or Reduced-Price Meals	292	71.8	292	66.8	287	68.3
Students with Disabilities	51	52.1	51	46.9	47	52.6
Students without Disabilities	284	74.0	284	69.0	284	70.1
High Needs	89	57.4	89	52.0	86	58.2
Non-High Needs	246	75.4	246	70.6	245	70.9
School	335	70.6	335	65.7	331	67.6

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	70.6	330	70.6
Curl Up	N/A	N/A	N/A	74.5	325	74.5
Push Up	N/A	N/A	N/A	65.5	319	65.5
Mile Run/PACER	N/A	N/A	N/A	67.3	306	67.3
All Tests - School	N/A	N/A	N/A	34.9	289	34.9
All Tests - District	68.5	54.9	52.9	50.1		56.7

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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Fairfield Ludlowe High School

Fairfield School District

Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	30	90.0
White	304	96.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62	90.3
Students with Disabilities	71	84.5
School	363	95.3
District		94.8

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	304	77.9
Male	243	68.3
Non-Binary	0	*
Black or African American	6	*
Hispanic or Latino	49	65.3
White	429	73.5
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	53	52.0
Students with Disabilities	24	23.1
School	547	73.0
District		64.4

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.

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 2023	Class of 2022
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	90.5	97.1
Male	88.0	98.1
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	88.0	92.9
White	90.0	97.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	88.2	93.5
Students with Disabilities	80.0	94.1
School	89.4	97.6
District	86.4	95.7

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 2023-24

Fairfield Ludlowe 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	70.6	75	141.3	150	94.2	63.9
	High Needs Students	57.4	75	114.8	150	76.6	54.1
Math Performance Index	All Students	65.7	75	131.3	150	87.6	60.2
	High Needs Students	52.0	75	104.0	150	69.4	49.5
Science Performance Index	All Students	67.6	75	90.1	100	90.1	61.8
	High Needs Students	58.2	75	77.6	100	77.6	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	10.7%	<=5%	38.7	50	77.4	17.7%
	High Needs Students	20.1%	<=5%	19.8	50	39.6	25.5%
Preparation for CCR	% Taking Courses	99.5%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	73.0%	75%	48.7	50	97.4	44.3%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		95.3%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		98.7%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		89.4%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		83.3% 34.9%	75%	11.6	50	23.3	93.6% 47.2%
Arts Access		40.6%	60%	33.9	50	67.7	55.0%
Accountability Index				1211.9	1450	83.6	

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	75.0	57.4	17.6	17.3	
Math Performance Index Gap	70.6	52.0	18.6	18.5	
Science Performance Index Gap	70.9	58.2	12.7	18.4	
Graduation Rate Gap	94.0%	98.7%	0.0%	6.0%	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	98.0
	High Needs Students	97.8
Math	All Students	98.0
	High Needs Students	97.8
Science	All Students	96.8
	High Needs Students	93.5

³Minimum participation standard is 95%.

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