



**Fairfield Ludlowe High School
Fairfield School District**

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

School Information

Grade Range **9-12**
Enrollment **1,533**

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 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 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.

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

Students

October 1, 2018 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	782	51.0	48.5
Male	751	49.0	51.5
American Indian or Alaska Native	*	*	0.1
Asian	94	6.1	6.0
Black or African American	*	*	2.3
Hispanic or Latino of any race	130	8.5	11.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	45	2.9	4.5
White	1,243	81.1	75.6
English Learners	10	0.7	2.6
Eligible for Free or Reduced-Price Meals	189	12.3	16.1
Students with Disabilities ¹	171	11.2	13.6

¹Students 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.
NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the school identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	47	6.1	12	1.5
Male	39	5.3	42	5.5
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	6.0	10	7.4
White	71	5.8	36	2.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	12.5	23	10.7
Students with Disabilities	26	14.3	17	8.6
School	86	5.7	54	3.5
District		5.6		1.8

Number of students in 2017-18 qualified as truant under state statute: 57

Number of school-based arrests: 0

²A 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.

³This 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 2018-19

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	109.2
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	22.6
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	2.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.3
Counselors, Social Workers and School Psychologists	15.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	37.0

¹In 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	0.4
Black or African American	0	0.0	0.3
Hispanic or Latino of any race	2	1.2	1.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	1.0
White	166	97.6	96.6

Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	5.6	6.3

Instruction and Resources

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1016
Half/Extended Day Kindergarten	N/A

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

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	31	96.9	32	97.0
White	291	98.0	298	98.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	52	98.1	42	97.7
Students with Disabilities	41	97.6	34	91.9
School	363	98.1	359	98.6
District		96.9		96.7

²College-and-Career-Readiness Courses include Advanced Placement[®](AP), International Baccalaureate[®](IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	10	*
Emotional Disturbance	12	*
Intellectual Disability	0	0.0
Learning Disability	62	98.4
Other Health Impairment	49	94.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	143	83.6
District		78.4

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

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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	*	*	*	*	*	*
Asian	21	80.0	21	89.6	21	85.7
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	31	60.9	31	63.1	30	57.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	14	*
White	295	69.3	295	70.8	297	72.0
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	62.0	46	65.0	47	61.2
Not Eligible for Free or Reduced-Price Meals	320	70.4	320	72.3	320	73.7
Students with Disabilities	41	47.9	41	47.9	42	48.4
Students without Disabilities	325	72.1	325	74.4	325	75.2
High Needs	78	56.4	78	57.9	79	56.5
Non-High Needs	288	72.9	288	75.1	288	76.4
School	366	69.4	366	71.4	367	72.1

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	32	
National Public	40	33	25	

¹NAEP 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, [click here](#).

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	83.8	334	83.8
Curl Up	N/A	N/A	N/A	75.1	334	75.1
Push Up	N/A	N/A	N/A	64.4	334	64.4
Mile Run/PACER	N/A	N/A	N/A	77.5	334	77.5
All Tests - School	N/A	N/A	N/A	47.6	334	47.6
All Tests - District	65.5	65.3	64.0	54.0		62.3

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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	22	100.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57	93.0
Students with Disabilities	43	90.7
School	374	98.4
District		93.0

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	316	83.2
Male	98.3	275	77.7
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	36	55.4
White	98.3	495	82.6
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	99.0	59	61.5
Students with Disabilities	88.6	18	22.8
School	98.5	591	80.5
District	96.8		68.1

³College readiness exams and benchmark scores are as follows:

- 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

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	90.2	98.0
Male	81.5	93.4
Black or African American	*	*
Hispanic or Latino of any race	72.7	*
White	86.6	95.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	74.2	95.0
Students with Disabilities	79.5	76.5
School	86.3	95.7
District	84.6	95.2

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	69.4	75	138.7	150	92.5	67.7
	High Needs Students	56.4	75	112.9	150	75.3	58.1
Math Performance Index	All Students	71.4	75	142.8	150	95.2	63.1
	High Needs Students	57.9	75	115.9	150	77.3	52.7
Science Performance Index	All Students	72.1	75	96.2	100	96.2	63.8
	High Needs Students	56.5	75	75.3	100	75.3	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.7%	<=5%	48.7	50	97.3	10.4%
	High Needs Students	12.5%	<=5%	35.0	50	70.0	16.1%
Preparation for CCR	% Taking Courses	98.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	80.5%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		96.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.4%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		98.4%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		86.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.0% 47.6%	75%	31.7	50	63.5	96.4% 52.9%
Arts Access		47.8%	60%	39.8	50	79.6	51.9%
Accountability Index				1287.0	1450	88.8	

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	72.9	56.4	16.4	15.3	
Math Performance Index Gap	75.0	57.9	17.1	17.4	
Science Performance Index Gap	75.0	56.5	18.5	16.3	
Graduation Rate Gap	94.0%	98.4%	-4.4%	8.0%	N

¹If 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.

²If 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.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	99.5
	High Needs Students	98.7
Math	All Students	99.5
	High Needs Students	98.7
Science	All Students	99.7
	High Needs Students	98.8

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

³Minimum participation standard is 95%.