

Upcoming Meeting Dates

FPS Enrollment, 9/29/17 (for Oct 1)

Budget Reserve Update, 2017-2018

Fairfield Warde Alumni Report

9/29/17 Commissioner Memo re Racial Imbalance



Upcoming Board of Education Meeting Dates

October 10	7:30 PM	Regular Meeting 501 Kings Hwy East 2 nd Floor Board Conference Room
October 12	7:00 PM	Adhoc Committee – Operational Effectiveness 501 Kings Hwy East 2 nd Floor Board Conference Room
October 16	4:30 PM	Policy Committee 501 Kings Hwy East Superintendent's Conference Room
October 24	6:30 PM	<i>Special Meeting/Executive Session</i> 501 Kings Hwy East 2 nd Floor Board Conference Room
October 24	7:30 PM	Regular Meeting 501 Kings Hwy East 2 nd Floor Board Conference Room

9/29/2017 - (For October 1)

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Burr		19	23	23	19	24	21	
		19	21	23	19	24	22	
	18	19	20	19	20	24	21	
	18							
	36	57	64	65	58	72	64	416
Dwight		19	18	19	19	19	18	
		18	17	19	19	19	17	
			17	17	21	20	18	
		37	52	55	59	58	53	314
Holland Hill		21	15	23	23	21	24	
		21	16	23	23	21	23	
		20	17	22	21	21	24	
		62	48	68	67	63	71	379
Jennings		19	21	16	19	20	21	
		20	22	16	20	19	21	
				16	19	20		
		39	43	48	58	59	42	289
McKinley		19	18	17	19	19	19	
		18	17	17	17	19	19	
		19	17	17	18	19	17	
			18	16	19	19	18	
		56	87	67	73	76	73	432
Mill Hill		18	19	21	21	17	21	
		18	20	21	20	16	21	
		17	20	20	20	17	20	
		53	59	62	61	50	62	347
No. Stratfield		22	18	18	24	25	22	
		22	18	17	22	24	22	
		21	18	18	23	24	22	
		65	54	53	69	73	66	380
Osborn Hill		18	21	19	21	21	21	
		18	21	20	22	20	21	
		16	20	20	21	20	21	
		19				22	21	
		71	62	59	64	83	84	423
Riverfield		18	19	18	24	22	23	
		18	19	17	24	25	24	
		18	20	18	24	23	23	
		18		18				
		72	58	71	72	70	70	413

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Sherman		20	20	22	22	23	21	
		19	21	22	22	23	20	
		20	20	22	22	24	22	
			21	20		23	21	
		59	82	86	66	93	84	470
Stratfield	14	19	21	20	23	24	25	
	8	21	22	21	25	25	24	
ECC PK Program	4	20	22	21	24	24	25	
ECC PK Program	5							
	31	60	65	62	72	73	74	437
ECC	111							111
TOTAL PRE-K-5	178	631	674	696	719	770	743	4,411

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - SECONDARY

	6	7	8	9	10	11	12	TOTAL
Fairfield Woods	343	304	294					941
Ludlowe	326	246	285					857
Tomlinson	223	227	206					656
TOTAL 6-8	892	777	785					2,454
FWHS				376	349	388	389	1,502
Walter Fitzgerald Campus				3	1	4	6	14
FLHS				379	368	375	396	1,518
Walter Fitzgerald Campus				2	1	6	8	17
TOTAL 9-12				760	719	773	799	3,051

SUMMARY	Pre-K - 5	6 - 8	9 - 12	TOTAL
Current:	4,411	2,454	3,051	9,916
Difference: Current - September 30, 2016	(178)	103	7	(68)
Sept 30, 2016 (For Oct 1)	4,589	2,351	3,044	9,984

FPS Students in FPS Schools:	9,916
FPS Students in Outplaced Schools:	TBD
FPS Students in Magnet Schools*:	TBD
Total Including OP and Magnet:	TBD

*Excludes Students that are dual-enrolled in Fairfield Public Schools and RCA or Aqua half-day magnet programs. These students are included in the FPS Schools count (not the magnet count).

Please inform the Supt. Office of any discrepancies at 255-8371.

FAIRFIELD PUBLIC SCHOOLS
BUDGET RESERVE UPDATE - OCTOBER 5, 2017
2017 - 2018

DESCRIPTION	2017 - 2018 BUDGET RESERVE	2017 - 2018 UPDATED RESERVE AMOUNTS	CHANGES
2017 - 2018 BUDGET FUNDS IN RESERVE			
FLHS Tennis Court Project	\$ 41,750	\$ 41,750	\$ -
FWHS Tennis Court Project	\$ 90,780	\$ 90,780	\$ -
FWMS Music Suite Flooring	\$ 127,500	\$ 127,500	\$ -
FWMS Admin Carpet	\$ 28,700	\$ 28,700	\$ -
Maint. Preventative / Maint Systems / Painting	\$ 285,000	\$ 285,000	\$ -
Paving / Curbs	\$ 100,000	\$ 100,000	\$ -
Playground Maintenance / ECC Project	\$ 100,000	\$ 100,000	\$ -
Project - Mill Hill	\$ 24,965	\$ 24,965	\$ -
Pre-K Playground Stratfield	\$ 43,000	\$ 43,000	\$ -
Maint. Technical Consultants	\$ 75,000	\$ 75,000	\$ -
Total Maintenance Funds in Reserve	\$ 916,695	\$ 916,695	\$ -
Homebound Instruction	\$ 50,000	\$ 50,000	\$ -
One bus reduction	\$ 72,000	\$ 72,000	\$ -
2.0 FTE HS Positions (1.0 PE and 1.0 Other)	\$ 150,000	\$ 150,000	\$ -
Program Implementation Supplies	\$ 200,000	\$ 235,475	\$ 35,475
Summer Curriculum Work	\$ 148,748	\$ 167,776	\$ 19,028
District Professional Development	\$ 50,000	\$ 61,846	\$ 11,846
10 % School Allocation for Supplies	\$ 241,123	\$ 241,123	\$ -
District Improvement Plan Program Implementations	\$ 147,890	\$ 81,541	\$ (66,349)
Freeze Secondary Central Office Admin Position	\$ 167,401	\$ 167,401	\$ -
TOTAL OTHER FUNDS IN RESERVE	\$ 1,227,162	\$ 1,227,162	\$ -
Technology Capital	\$ 235,460	\$ 235,460	\$ -
TOTAL RESERVED FUNDS FOR BEGINNING OF 17-18 FISCAL YEAR	\$ 2,379,317	\$ 2,379,317	\$ -
INSTRUCTIONAL BUDGET RESERVE CHANGES	\$ 546,638	\$ 546,638	\$ -

PROFESSIONAL WRITTEN PRESENTATION

ALUMNI OPINION STUDY

FAIRFIELD WARDE HIGH SCHOOL

Date: September 26, 2017

Prepared For: Mr. David Ebling
Headmaster
Fairfield Warde High School
Fairfield, Connecticut

Prepared By: Futuristics Research, Inc.
Reading, Pennsylvania

RATING GUIDELINES

Based on our experience with similar studies, the following rating guidelines can be used to interpret the ratings given by your respondents. These rating guidelines are provided to help you to interpret more effectively the data in your study and should not be the sole determinant in the relative strength or relative weakness of a rating.

Rating	Interpretation
4.00 and Above	Extremely Favorable
3.85-3.99	Very Favorable
3.70-3.84	Favorable
3.40-3.69	Neutral
3.00-3.39	Less Favorable
Below 3.00	Unfavorable

I. PROGRAM OVERVIEW

During the past several years, educational administrators have recognized the increased importance of evaluating high school level programs and services from several different perspectives. With changing societal expectations and the increased demands from colleges and industry, it is critical to obtain the most accurate and most current information on exactly how well current high school programs are serving the needs of high school students.

One of the most valuable sources of information available to evaluate the effectiveness of your high school programs is the actual high school graduates themselves. These alumni members, being the direct consumers of the high school's programs and services, are best able to comment on each program's individual strengths and weaknesses. These graduates also possess the unique ability to clearly remember their general high school experiences and have the maturity to evaluate these experiences more equitably than can current students.

During the 2016-2017 school year, Fairfield Public Schools continued an important evaluation of the current Fairfield Warde High School (FWHS) programs and services. This project represents a major priority for future administrative planning and strives to develop a comprehensive and accurate perspective of how these programs and services are perceived.

An important segment of this project involves obtaining the opinions of recent Fairfield Warde High School alumni members. To develop, administer, and analyze a study which obtains this key information in the most accurate and unbiased manner, the district retains the services of Futuristics Research, Inc., an educational research firm in Reading, Pennsylvania.

STUDY GOALS

An extensive research study, designed jointly by Futuristics Research and the Fairfield Public Schools and Fairfield Warde High School administration seeks to accomplish five major goals:

- 1) To obtain important and meaningful information from recent Fairfield Warde High School graduates regarding the quality of high school programs.
- 2) To provide Fairfield Public Schools and Fairfield Warde High School administrators with a clear perspective of the high school's strengths and weaknesses, thus enabling them to effectively focus their efforts on those areas that most need improvement.
- 3) To provide alumni members with an effective forum from which to mention specific accolades, air specific grievances, or make important suggestions.
- 4) To enhance public relations through indicating to all Fairfield Warde High School alumni members that their opinions are valued.
- 5) To provide an accurate record of alumni members' progress. Important tracking information such as specific alumni member's occupation, attitudes toward specific colleges or trades, and percentage still enrolled in college can be effectively obtained.

STUDY BENEFICIARIES

The results of this study directly benefit four major groups:

- 1) Fairfield Public Schools Administrators and Board Members
- 2) Pertinent Fairfield Warde High School Staff Members (e.g. Counselors, Department Heads, etc.)
- 3) Current Fairfield Warde High School Students
- 4) Parents of Current Fairfield Public Schools Students

STUDY OVERVIEW

The study is designed to accomplish these goals through a nine-phase approach. Each of these major phases is described in detail below.

Phase 1 - Survey Design

The survey design phase is perhaps the most important within the study. Within this phase a specific survey instrument is developed which addresses the critical issues that are important in meeting the study's overall goals. Failure to develop a clear, concise survey will result in a low response rate and inconclusive results.

The task of designing the actual survey instrument is directed by Futuristics Research with the important assistance of several key individuals affiliated with the Fairfield Public Schools. The contributions of a cross-section of individuals insure that the final survey instrument will address all critical issues in the best possible manner.

Phase 2 - Pilot Study

Once a preliminary survey is developed the survey is field tested using individuals similar to the Fairfield Warde High School alumni in age, education, and economic status. This pilot study presents the survey to several selected individuals to ensure that these recent graduates completely understand the survey. If segments of the survey are unclear, changes can be made before the final survey is printed and mailed to the entire sample group.

Phase 3 - Sample Group Determination

To conduct an effective study, a group of individuals must be selected to provide their opinions. In this study, the Fairfield Warde High School graduating class of 2016 is selected. Each member of this graduating class receives a questionnaire and is asked to participate.

Phase 4 - Survey Printing and Website Preparation

An important element in any study involves projecting an image of sincerity. If it is hoped that these recent graduates will be willing to provide their time to complete the alumni survey, it is imperative that the survey appear professional. To ensure that the efforts placed in the survey design phase are fully taken advantage of, the final survey instrument is professionally printed. Respondents are also given the option of completing his/her survey online via Futuristics Research's website.

Phase 5 - Survey Mailing

This phase involves mailing a survey instrument to each member of the sample group.

Phase 6 - Survey Follow-up

A key element in any successful study is effective survey follow-up. This program consists of two separate follow-up phases.

These contacts serve as both a reminder and assist in convincing sample group members of the importance of their individual responses. The end result is a significantly higher response rate.

Phase 7 - Survey Tabulation

The returned surveys are entered and tabulated by computer. These tabulated results are then statistically analyzed and used to make conclusions about the quality of educational services be provided.

Phase 8 - Statistical Analysis

The tabulated results are analyzed statistically to reveal additional information about the results. The goal within this phase is to utilize statistical techniques to better explain certain relationships and to add credibility and certainty to the tabulated results.

Phase 9 - Formal Written Presentation

This final phase summarizes the entire study in report form. Detailed information is provided concerning each specific element of the study. The survey results are presented and analyzed. The result of this presentation provides you with an excellent overview of the study as well as indicates the areas in which the recent graduates believe the high school's greatest strengths and weaknesses currently exist.

II. STUDY

SURVEY DESIGN

The final survey instrument is a product of contributions from a variety of individuals and groups. These participants represent both the Fairfield Public Schools and Futuristics Research. This combined input enables a greater range of opinions to be expressed, thereby improving the overall quality of the survey instrument.

The survey instrument strives to address the major pertinent issues through a professional five step approach. These steps permit the final survey instrument to provide important information about the recent graduates' sentiments toward their Fairfield Warde High School education. These five important steps are described below.

- 1) Determine the important issues to be addressed
- 2) Determine the best approach to address these issues
- 3) Determine the specific questions to be asked
- 4) Test the effectiveness of the questions involved
- 5) Approve the final survey instrument

Determine the important issues to be addressed

The process of determining the important issues and how best to address them is a joint effort consisting of the Fairfield Public Schools and Fairfield Warde High School administration and Futuristics Research.

The administration indicates the general type of information that will best help to improve the quality of the educational programs at Fairfield Warde High School. The administration also states any additional specific issues they believe should be addressed in conjunction with the study.

Futuristics Research provides professional assistance in five major areas. Initially, suggesting issues that may of interest to the administration; secondly, clarifying the issues; thirdly, determining whether these issues can effectively be addressed within the survey. Fourthly, formulating the specific questions to be asked and lastly, testing the effectiveness of each question.

Through a series of discussions, it is determined that the following general issues are of greatest importance and should be included within the final survey instrument. These important issues are classified into two major categories: 1) background information, and 2) evaluation of Fairfield Warde High School's curriculum and services. This initial category obtains generalized information about each respondent. The remaining issues deal with the quality of specific services provided at Fairfield Warde High School.

Background Information

- 1) General Demographic Information
 - Gender
- 2) High School Related Background Information
 - Majority of Courses
- 3) Career Related Background Information
 - Current Occupation, College/Employment Training, etc.

Evaluation of Fairfield Warde High School's Curriculum and Services

- 1) Assessing Issues Related to College/Technical School Preparation Level
 - Preparation During First Year of College, Preparation for Reading Level, Written Assignments, etc.
- 2) Rating the Quality of Preparation for Future Responsibilities
 - Participation in Citizenship Responsibilities, Make Informed Career Choices, etc.
- 3) Rating the Quality of Preparation in Learning Skills
 - Appreciation of Arts/Music, Computer/Technology Skills, Listening Skills, etc.
- 4) Rating the General Academic Areas of Study
 - Art, Business Education, English, etc.
- 5) Rating the Quality of the Teachers
 - Availability to Provide Extra Help When Needed, etc.
- 6) Rating the Quality of the School Counseling and Support Services
 - Course Planning, Schedule Adjustments, Help with Academic Problems, etc.
- 7) Rating the Quality of the College and Career Center
- 8) Rating the Quality of the Library/Media Center
- 9) Rating the Quality of Extracurricular Activities
- 10) Assessing Treatment with Respect at Fairfield Warde High School
- 11) Rating the Overall Quality of Fairfield Warde High School

Determine the best approach to address these issues

The best approach to addressing the issues specific to Fairfield Warde High School involves developing a series of questions which obtains the desired information in an accurate and unbiased manner. It is again imperative that each question be clearly worded.

Determine the specific questions to be asked

Preliminary questions are formulated by Futuristics Research after initial discussions with the Fairfield Public Schools and Fairfield Warde High School administration. Further discussion between Futuristics and the administration results in a series of satisfactory questions. These questions are then prepared for field testing to insure each question's effectiveness.

Test the effectiveness of the questions involved

Each question is tested with several individuals possessing similar characteristics as the selected group of Fairfield Warde High School alumni. These individuals are requested to complete the entire questionnaire while a Futuristics Research representative is present. The respondent is also requested to ask any questions he/she might have about the wording of any question or about the survey's general directions.

This pilot test insures that the entire survey instrument is completely understood.

Approve the final survey instrument

After the survey instrument has been successfully pilot tested, the final survey instrument is approved. This survey instrument can then be professionally printed and mailed.

SAMPLE GROUP DETERMINATION

The sample group selected for this study consists of 387 alumni members representing every member of Fairfield Warde High School's graduating class of 2016 who had an address that was determined to be accurate by the United States Postal Service's CASS Certification program.

Because of address changes or incorrect telephone numbers, 7 alumni members could not be reached to participate in this study. This results in a net sample group of 380 alumni members. The breakdown of the net sample group is presented in Exhibit 2-1.

EXHIBIT 2-1

ADJUSTED GRADUATION CLASS SIZE

Graduation Class	Gross Class Size	# Undeliverable	Net Class Size
Class of 2016	387	7	380
Total	387	7	380

RESPONSE RATE FOR STUDY

Over the course of the entire study, 85 questionnaires were completed, representing 22.4% of the total net sample group. The response rate classified by graduation class is presented in Exhibit 2-2.

EXHIBIT 2-2

RESPONSE RATE BY GRADUATION CLASS

Graduation Class	Net Class Size	# Returned	Response Rate
Class of 2016	380	85	22.4%
Total	380	85	22.4%

III. TABULATION AND ANALYSIS OF RESPONSES

Within this chapter each major issue addressed within the questionnaire is individually examined. The emphasis in this chapter is focused upon presenting the tabulated summarized results and providing a brief explanation of these results.

All the major issues in this study are classified into two primary groups:
Background information of the respondent and issues pertinent to the evaluation of Fairfield Warde High School's curriculum and services.

The first part of this chapter deals with the background information of the Fairfield Warde High School alumni members who responded to the questionnaire. This summary provides an excellent perspective of the specific profile of the individuals whose opinions comprise the more important evaluation segment of the study.

In second part of the chapter the evaluation of each of the high school's major programs and services is examined in detail. These evaluation issues are divided into the following major classifications:

- 1) Assessing Issues Related to College/Technical School Preparation Level
- 2) Rating the Quality of Preparation for Future Responsibilities
- 3) Rating the Quality of Preparation in Learning Skills
- 4) Rating the General Academic Areas of Study
- 5) Rating the Quality of the Teachers
- 6) Rating the Quality of the School Counseling and Support Services
- 7) Rating the Quality of the College and Career Center
- 8) Rating the Quality of the Library/Media Center
- 9) Rating the Quality of Extracurricular Activities
- 10) Assessing Treatment with Respect at Fairfield Warde High School
- 11) Rating the Overall Quality of Fairfield Warde High School

The majority of these evaluation issues are analyzed through presenting the following six statistics. These statistics, together with their associated explanation, clearly identify the perceived strengths and weaknesses of FWHS as stated by responding alumni members.

- 1) Number of alumni members responding to the question
- 2) Percentage responding to the question
- 3) Average rating for the individual issue
- 4) Average rating for all issues within the classification
- 5) Difference between the overall average within the classification and the individual issue's average
- 6) Average rating for respondent's sub classified depending on the respondent's majority of courses taken while attending FWHS

Background Information

The Fairfield Warde High School alumni members who responded to the questionnaire represent a diverse sample group. Their past high school involvement, current career choices, and future aspirations provide these respondents with an important perspective from which to accurately evaluate the high school's programs and services.

Within Exhibit 3-1 the tabulated results for all background questions are presented. For each item both the frequency and associated percentage are shown for increased clarity.

Examining the general background information more closely it is evident that the following significant relationships are present. There exists greater representation from female alumni members than from their male counterparts. The greatest percentage of respondents described the majority of courses at FWHS as Honors/Level 1.

The career related background questions provide important information about each respondent's current occupation, career direction, and past employment training. This information is valuable in presenting a more complete picture of a respondent's background. The employment/educational status most frequently mentioned is attending a four-year college.

Of the six individuals who did not attend college or technical school, the main reasons were other reasons (50.0%), no interest in attending college (33.3%), and career did not require college (16.7%).

Additionally, 15.3% of respondents have transferred or are in the process of transferring from the original college that he/she attended with the major reasons for transferring being other reasons (41.7%), didn't enjoy chosen college (33.3%), changed majors (8.3%), financial reasons (8.3%), and original college is only a two-year college (8.3%).

Additionally, one respondent reports having dropped out of college with the reason for dropping out of college being changed career plans.

EXHIBIT 3-1

BACKGROUND INFORMATION

	#	%
Gender of Respondents:		
Male	35	41.2%
Female	50	58.8%
Majority of Courses at FWHS:		
AP (4 or more courses)	33	39.3%
Honors/Level 1	36	42.9%
Level 2	15	17.9%
Employment/Educational Status:		
Employed full-time	0	
Employed part-time	5	
Enlisted in military service	0	
Dropped out of college	1	
Graduated from college/technical school	0	
Attending a technical school	3	
Attending a two-year college	5	
Attending a four-year college	68	
Other	0	
Main Reason for Not Attending College or Technical School:		
Career did not require college	1	16.7%
Entered military	0	0.0%
Financial reasons	0	0.0%
No interest in attending college	2	33.3%
Travel	0	0.0%
Uncertain of future career	0	0.0%
Other	3	50.0%

EXHIBIT 3-1 (CONTINUED)

BACKGROUND INFORMATION

Major Reason for Dropping Out of College:		
Changed career plans	1	100.0%
Difficulty managing college social life	0	0.0%
Family situation	0	0.0%
Lack of finances for college education	0	0.0%
Lack of study skills for college courses	0	0.0%
Poor grades in college	0	0.0%
Relocation	0	0.0%
Wrong choice of college	0	0.0%
Other	0	0.0%
Transferred or are in the process of transferring from original college attended:		
Yes	11	15.3%
No	61	84.7%
Major reason for transferring colleges:		
Changed majors	1	8.3%
Didn't enjoy chosen college	4	33.3%
Dropped out of college	0	0.0%
Financial reasons	1	8.3%
Family or friends	0	0.0%
More convenient location	0	0.0%
Original college is only a two-year college	1	8.3%
Other	5	41.7%

Evaluation of Fairfield Warde High School's Curriculum and Services

A critical segment of this formal report involves accurately determining the specific strengths and weaknesses of the high school programs as perceived by recent graduates. These perceptions are an excellent starting point for the improvement of Fairfield Warde High School's overall curriculum and services.

Within the remainder of this report, the following topic areas are discussed in detail.

- 1) Assessing Issues Related to College/Technical School Preparation Level
- 2) Rating the Quality of Preparation for Future Responsibilities
- 3) Rating the Quality of Preparation in Learning Skills
- 4) Rating the General Academic Areas of Study
- 5) Rating the Quality of the Teachers
- 6) Rating the Quality of the Counseling Services
- 7) Rating the Quality of the College and Career Center
- 8) Rating the Quality of the Library/Media Center
- 9) Rating the Quality of Extracurricular Activities
- 10) Assessing Treatment with Respect at Fairfield Warde High School
- 11) Rating the Overall Quality of Fairfield Warde High School

The evaluation of topics 3, 4, 6, 7, and 8 consists of the following seven steps:

- 1) Each of the specific items addressed are rated by alumni members using a five-point rating scale where 1=Unsatisfactory, 2=Poor, 3=Average, 4=Good, and 5=Excellent.
- 2) The average rating is then calculated for each item. It is understood that each average rating is assumed to be obtained separately and independently from all other subject areas or services. In other words, it cannot be assumed that if a respondent rates one subject area high or low, he/she rates all other subject areas similarly.
- 3) The average overall rating per topic area is then calculated. This average rating is calculated as the average of all items rated by that individual respondent within each classification or the average as asked directly within the questionnaire.
- 4) Each average rating per subject or service is then compared against the average overall value given by that respondent for each classification (e.g. academics, counseling, library/media center, etc.).
- 5) The difference is then calculated as the difference between the actual average rating of a given subject or service and the overall average for that entire classification. This figure is an indicator of the relative strength or weakness of each specific item addressed within each general topic area.

6) The t-test is employed to determine whether this difference demonstrates statistical significant or not. In other words, with 95% certainty, this test determines whether a given subject or service can be proven to be better or worse than the average within the classification. This further validates the perceived strength or weakness of a subject or service by the alumni members responding.

7) The average rating is then calculated for alumni members in each course level. The average ratings for each of these classes can then be further compared both against the overall average and the average of other classes for additional insight.

Issues Related to College/Technical School Preparation Level

Within this series of issues, alumni members who have attended college or technical school address twelve major topics related to their college or technical school experience:

- 1) Overall preparation for college versus other first year students
- 2) Adequate preparation for college/technical school reading level
- 3) Adequate preparation for college/technical school study load
- 4) Adequate preparation for college/technical school written assignments
- 5) Adequate preparation for college/technical school world language level
- 6) Adequate preparation for college/technical school mathematics level
- 7) Adequate preparation for college/technical school science level
- 8) Adequate preparation for college/technical school lab experimentation
- 9) Adequate preparation for college/technical school oral presentations
- 10) Adequate preparation for college/technical school group work
- 11) Adequate preparation for college/technical school test taking skills
- 12) Adequate preparation for college/technical school college social life

For each topic area it is important to note that only those respondents who believe that they are qualified to respond are providing their opinions. More specifically, those alumni members who have never attended college or technical school are not addressing any of these topics.

Each of these items is discussed in greater detail within the next segment.

PREPARATION LEVEL VERSUS OTHER STUDENTS AT YOUR COLLEGE/TECHNICAL SCHOOL

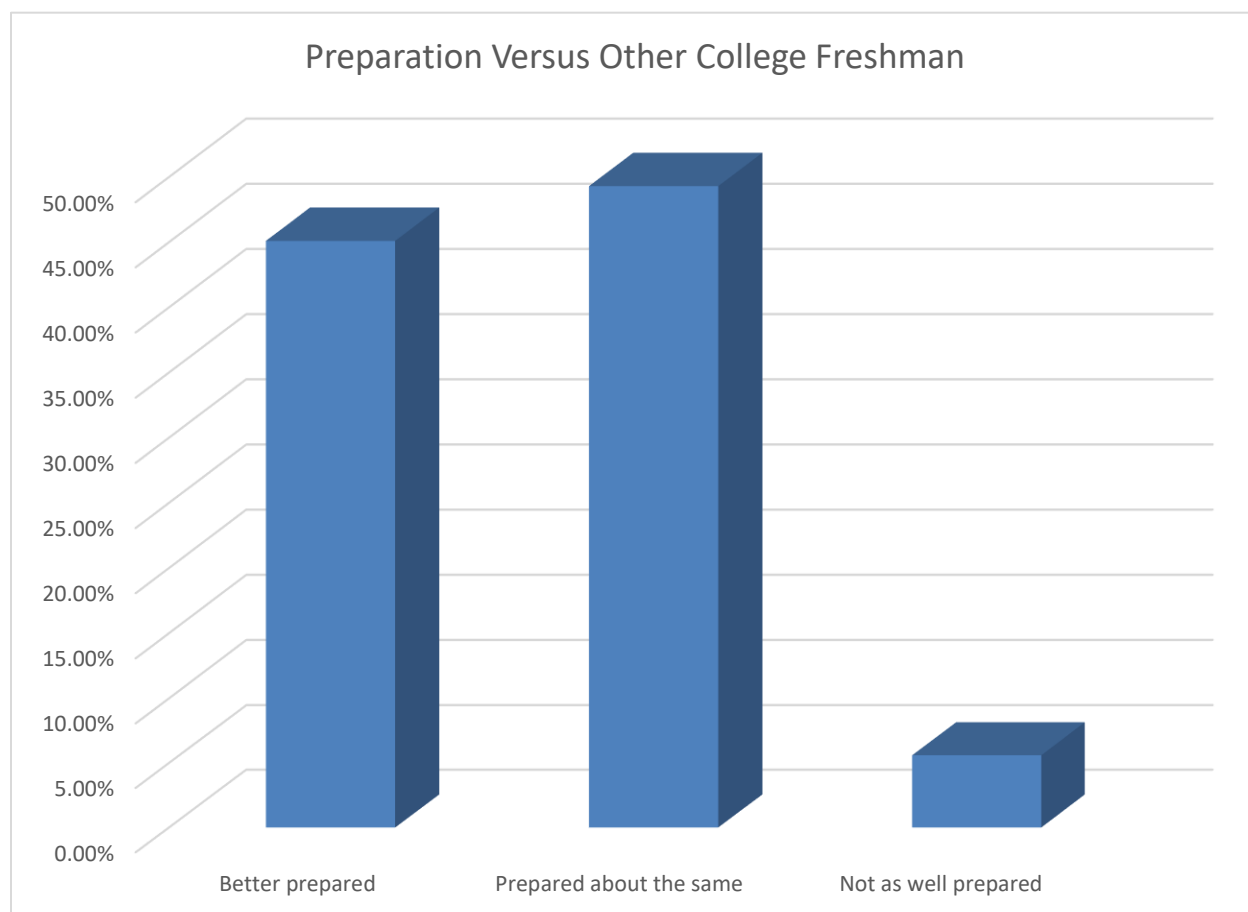
Number of Respondents: 71

Percentage Responding: 83.5%

	Better Prepared	Prepared About the Same	Not as Well Prepared
Overall:	45.1%	49.3%	5.6%
AP:	64.5%	32.3%	3.2%
Honors/Level 1:	36.7%	63.3%	0.0%
Level 2:	10.0%	60.0%	30.0%
Previous Study #1:	32.1%	64.2%	3.8%
Previous Study #2:	42.3%	50.0%	7.7%

Among respondents who have attended college/technical school, the greatest percentage believe they were prepared about the same as a first-year college/technical school student as most of his/her fellow students. Specifically, 49.3% indicate this opinion, compared with 45.1% who believe they were better prepared, and 5.6% who believe they were not as well prepared.

Among the course levels, AP respondents felt best prepared.



ADEQUATE PREPARATION FOR COLLEGE/T.S. READING LEVEL

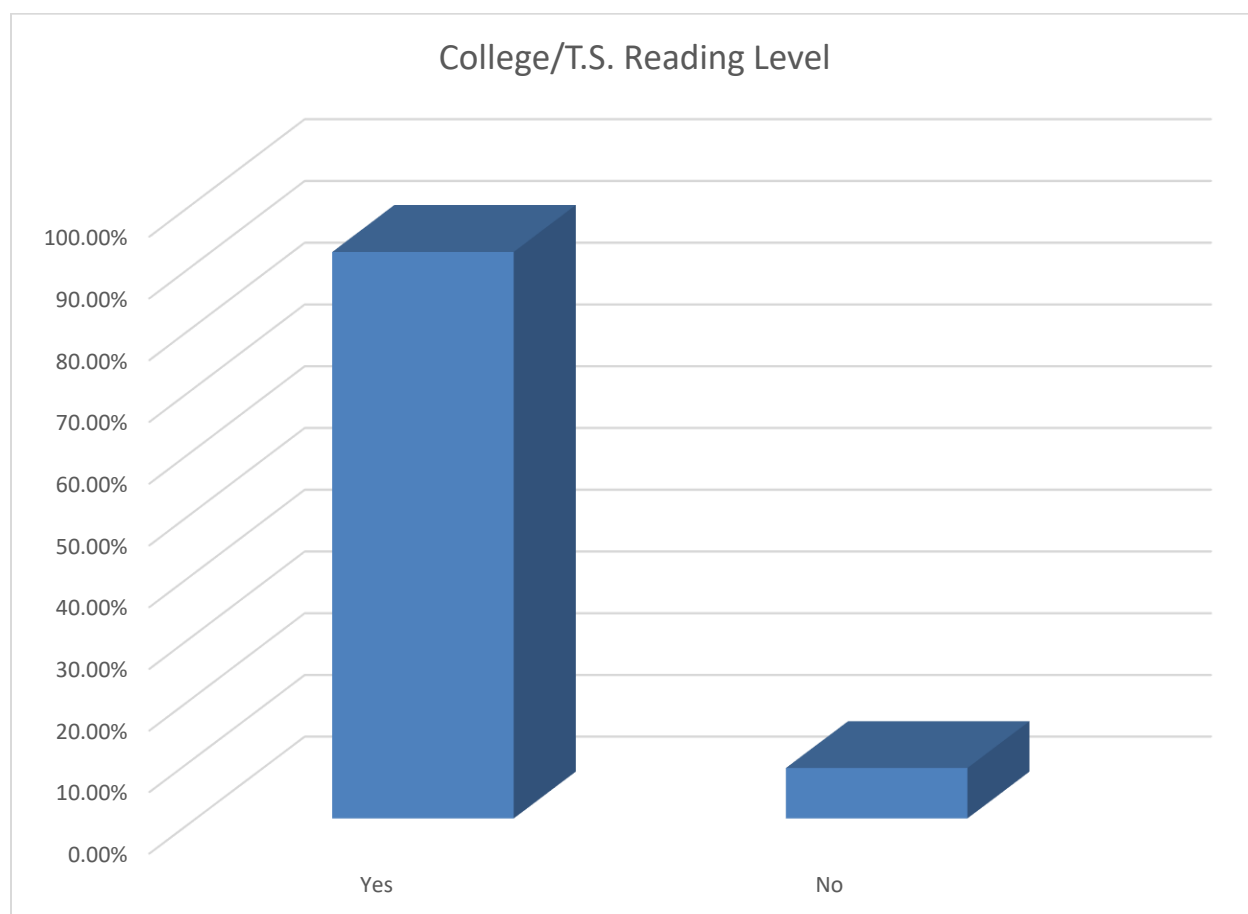
Number of Respondents: 73

Percentage Responding: 85.9%

	Yes	No
Overall:	91.8%	8.2%
AP:	96.8%	3.2%
Honors/Level 1:	90.3%	9.7%
Level 2:	81.8%	18.2%
Previous Study #1:	90.6%	9.4%
Previous Study #2:	92.2%	7.8%

Among respondents who have ever attended college/technical school, a clear majority believe they were adequately prepared for their reading level in college/technical school. Specifically, 91.8% indicate this opinion, compared with 8.2% who do not believe they were adequately prepared in this area.

AP respondents responded most favorably in this area.



ADEQUATE PREPARATION FOR COLLEGE/T.S. STUDY LOAD

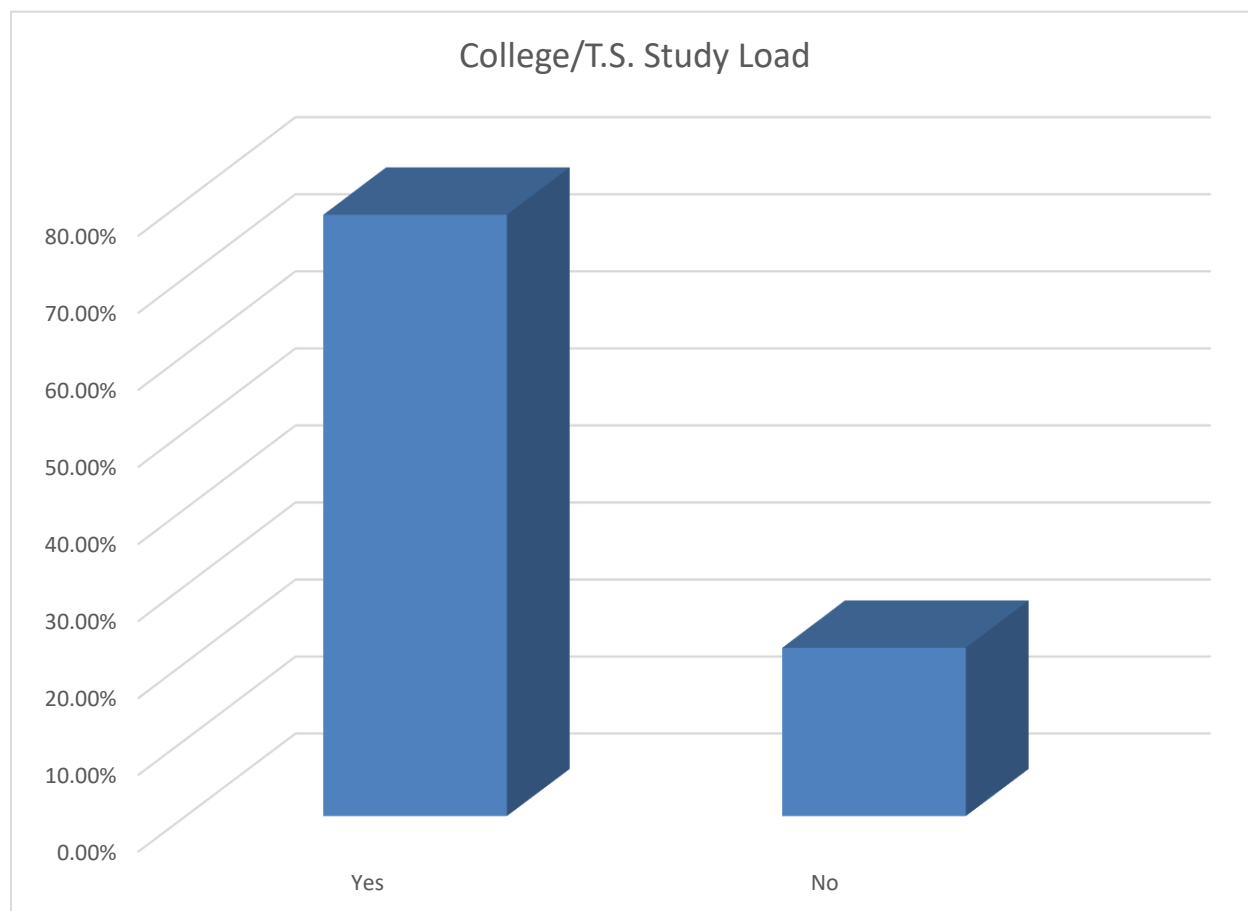
Number of Respondents: 73

Percentage Responding: 85.9%

	Yes	No
Overall:	78.1%	21.9%
AP:	83.9%	16.1%
Honors/Level 1:	80.6%	19.4%
Level 2:	54.5%	45.5%
Previous Study #1:	77.4%	22.6%
Previous Study #2:	72.5%	27.5%

Overall, 78.1% of all respondents assert their opinion that they were adequately prepared for their college/technical school study load compared with 21.9% who do not believe they were prepared adequately in this area.

AP respondents viewed this issue most favorably.



ADEQUATE PREPARATION FOR COLLEGE/T.S. WRITTEN ASSIGNMENTS

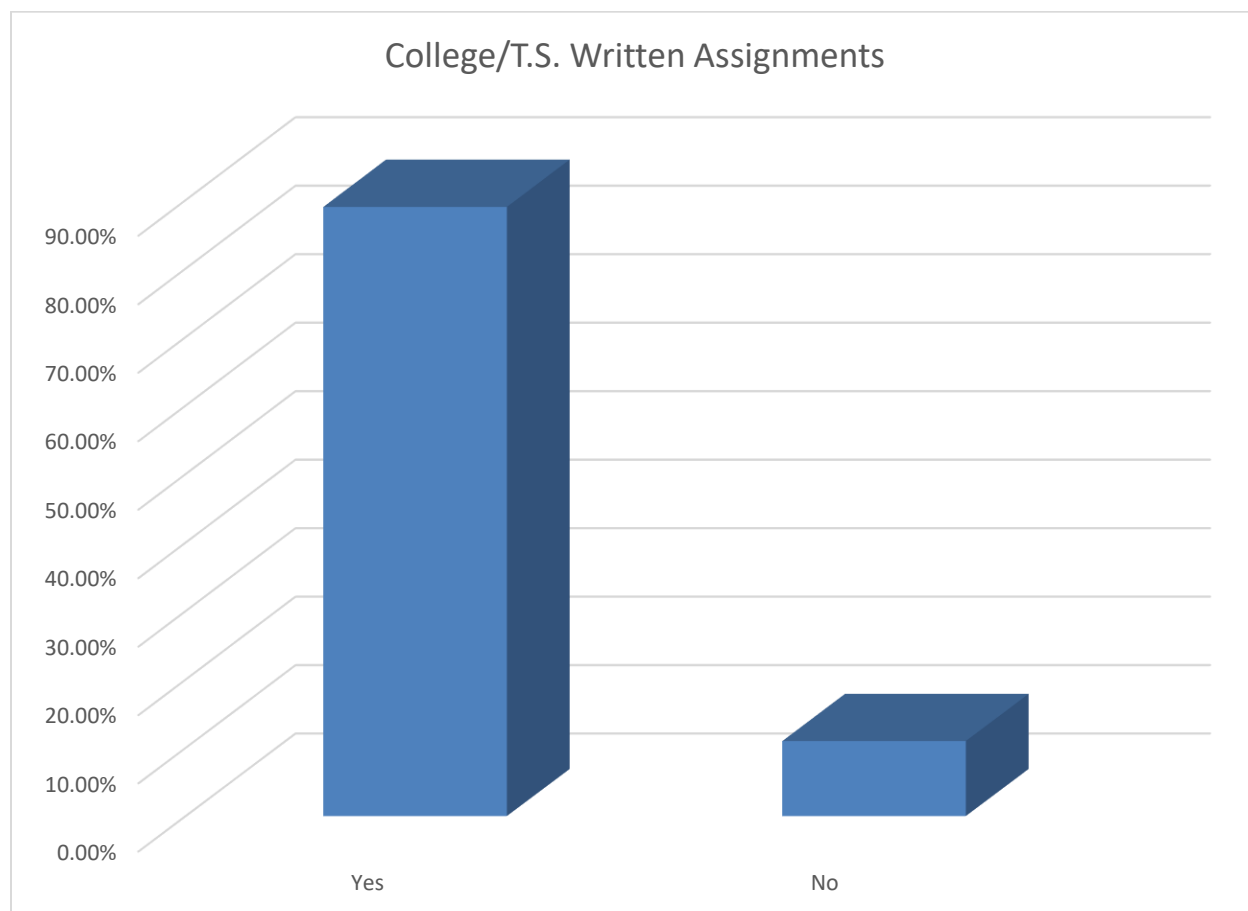
Number of Respondents: 73

Percentage Responding: 85.9%

	Yes	No
Overall:	89.0%	11.0%
AP:	96.8%	3.2%
Honors/Level 1:	93.5%	6.5%
Level 2:	54.5%	45.5%
Previous Study #1:	88.7%	11.3%
Previous Study #2:	80.4%	19.6%

Among respondents who have ever attended college/technical school, a clear majority believe they were adequately prepared for their written assignments in college/technical school. Specifically, 89.0% indicate this opinion, compared with 11.0% who do not believe they were adequately prepared in this area.

AP respondents believe most strongly that they were adequately prepared in this area.



ADEQUATE PREPARATION FOR COLLEGE/T.S. WORLD LANGUAGE LEVEL

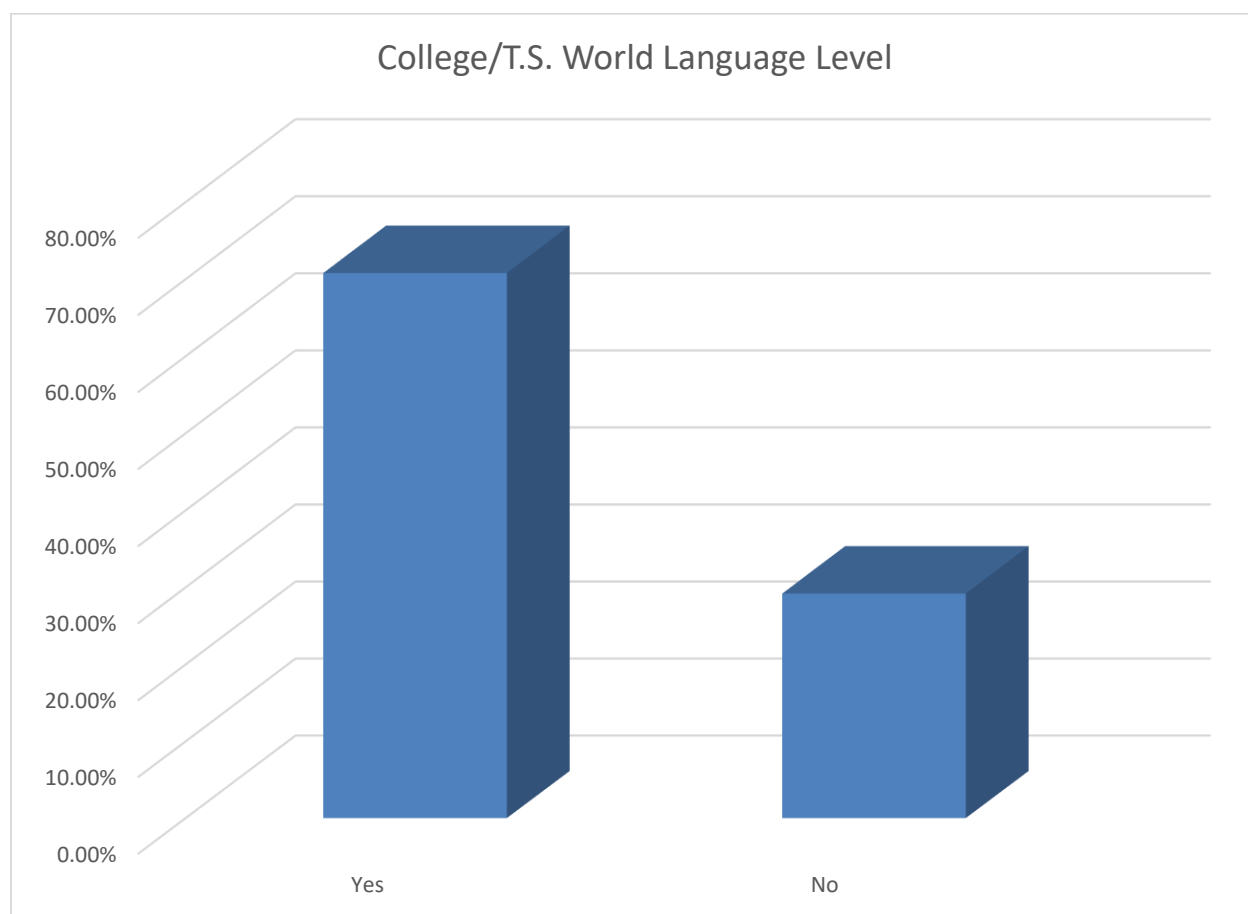
Number of Respondents: 72

Percentage Responding: 84.7%

	Yes	No
Overall:	70.8%	29.2%
AP:	67.7%	32.3%
Honors/Level 1:	83.3%	16.7%
Level 2:	45.5%	54.5%
Previous Study #1:	85.7%	14.3%
Previous Study #2:	76.0%	24.0%

Among respondents who have ever attended college/technical school, a clear majority believe they were adequately prepared for their world language level in college/technical school. Specifically, 70.8% indicate this opinion, compared with 29.2% who do not believe they were adequately prepared in this area.

Honors/Level 1 respondents believe most strongly that they were adequately prepared in this area.



PREPARATION FOR COLLEGE/T.S. MATHEMATICS LEVEL

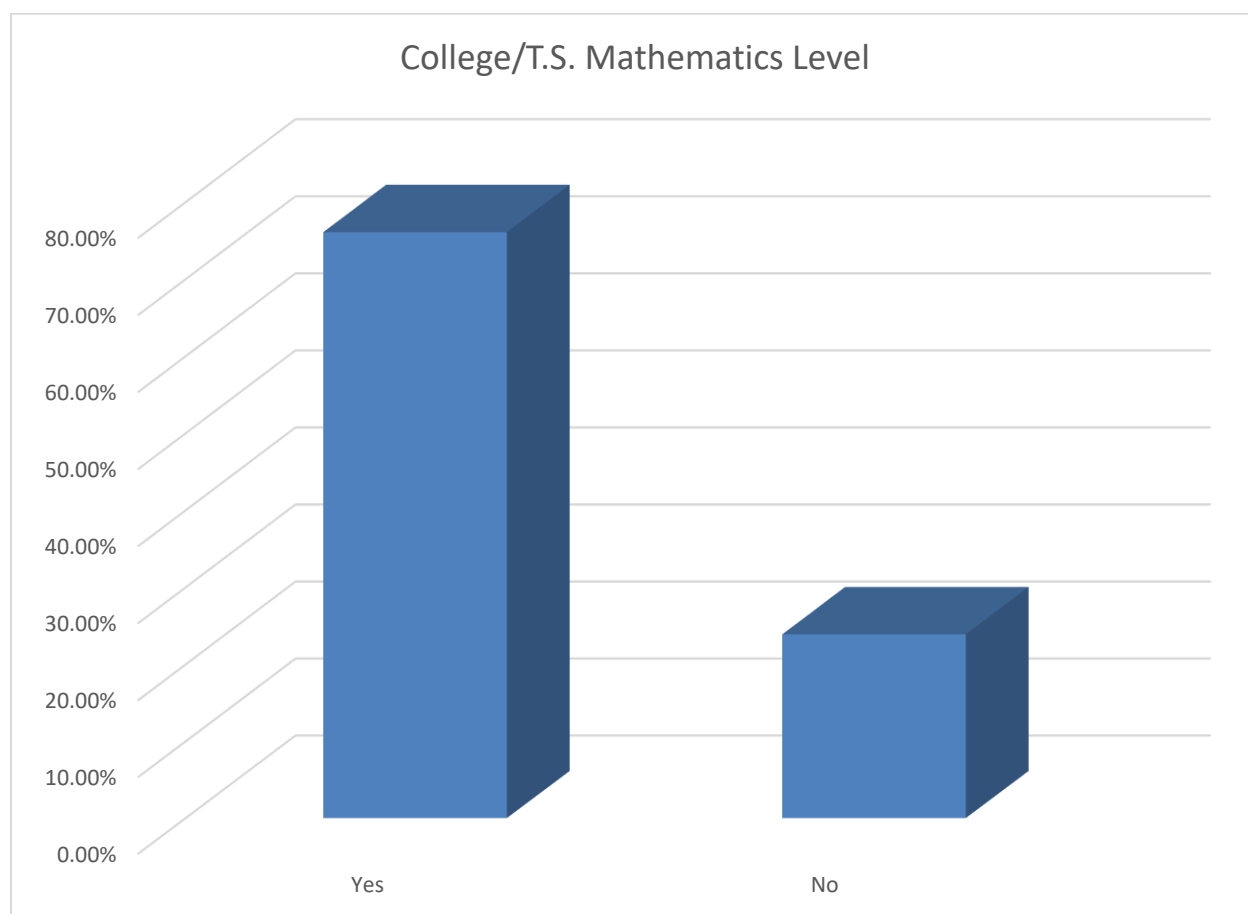
Number of Respondents: 71

Percentage Responding: 83.5%

	Yes	No
Overall:	76.1%	23.9%
AP:	80.0%	20.0%
Honors/Level 1:	74.2%	25.8%
Level 2:	70.0%	30.0%
Previous Study #1:	78.0%	22.0%
Previous Study #2:	81.6%	18.4%

Among those who have ever attended college/technical school, a clear majority believe they were adequately prepared for their college/technical school mathematics level. Specifically, 76.1% indicate this opinion, compared with 23.9% who do not believe they were adequately prepared in this area.

AP respondents felt best prepared in this area.



ADEQUATE PREPARATION FOR COLLEGE/T.S. SCIENCE LEVEL

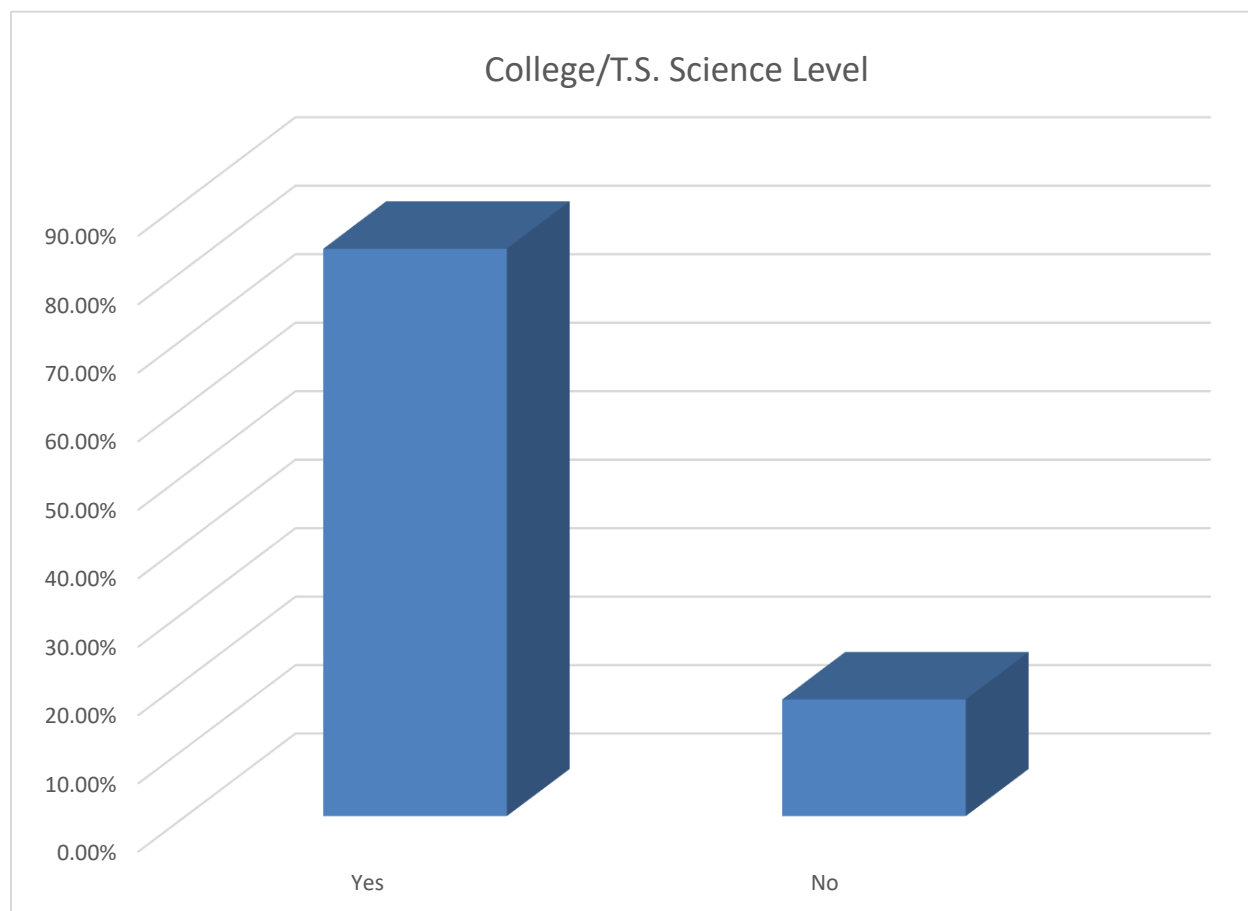
Number of Respondents: 70

Percentage Responding: 82.4%

	Yes	No
Overall:	82.9%	17.1%
AP:	86.7%	13.3%
Honors/Level 1:	86.2%	13.8%
Level 2:	63.6%	36.4%
Previous Study #1:	79.6%	20.4%
Previous Study #2:	75.0%	25.0%

Among respondents who have ever attended college/technical school, a majority believe they were adequately prepared for their college/technical school science level. Specifically, 82.9% indicate this opinion, compared with 17.1% who do not believe they were adequately prepared in this area.

AP respondents are most supportive of this overall contention with 86.7% indicating that adequate preparation did exist.



ADEQUATE PREPARATION FOR COLLEGE/T.S. LAB EXPERIMENTATION

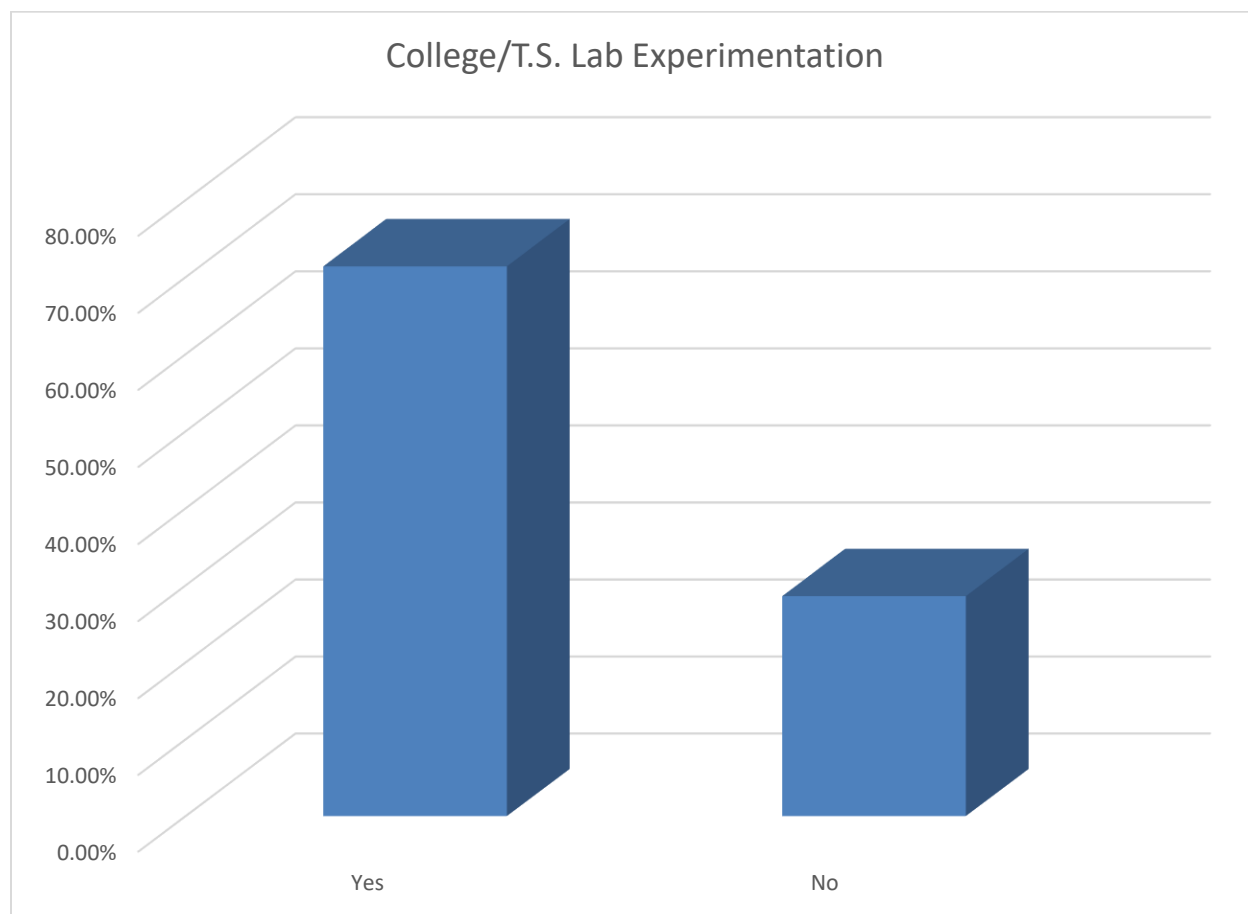
Number of Respondents: 70

Percentage Responding: 82.4%

	Yes	No
Overall:	71.4%	28.6%
AP:	63.3%	36.7%
Honors/Level 1:	79.3%	20.7%
Level 2:	72.7%	27.3%
Previous Study #1:	62.5%	37.5%
Previous Study #2:	78.7%	21.3%

A majority of respondents believe they were adequately prepared for their college/technical school lab experimentation. Specifically, 71.4% felt adequately prepared in this area.

Among the course levels, a majority of all groups of respondents felt adequately prepared in this area.



ADEQUATE PREPARATION FOR COLLEGE/T.S. ORAL PRESENTATIONS

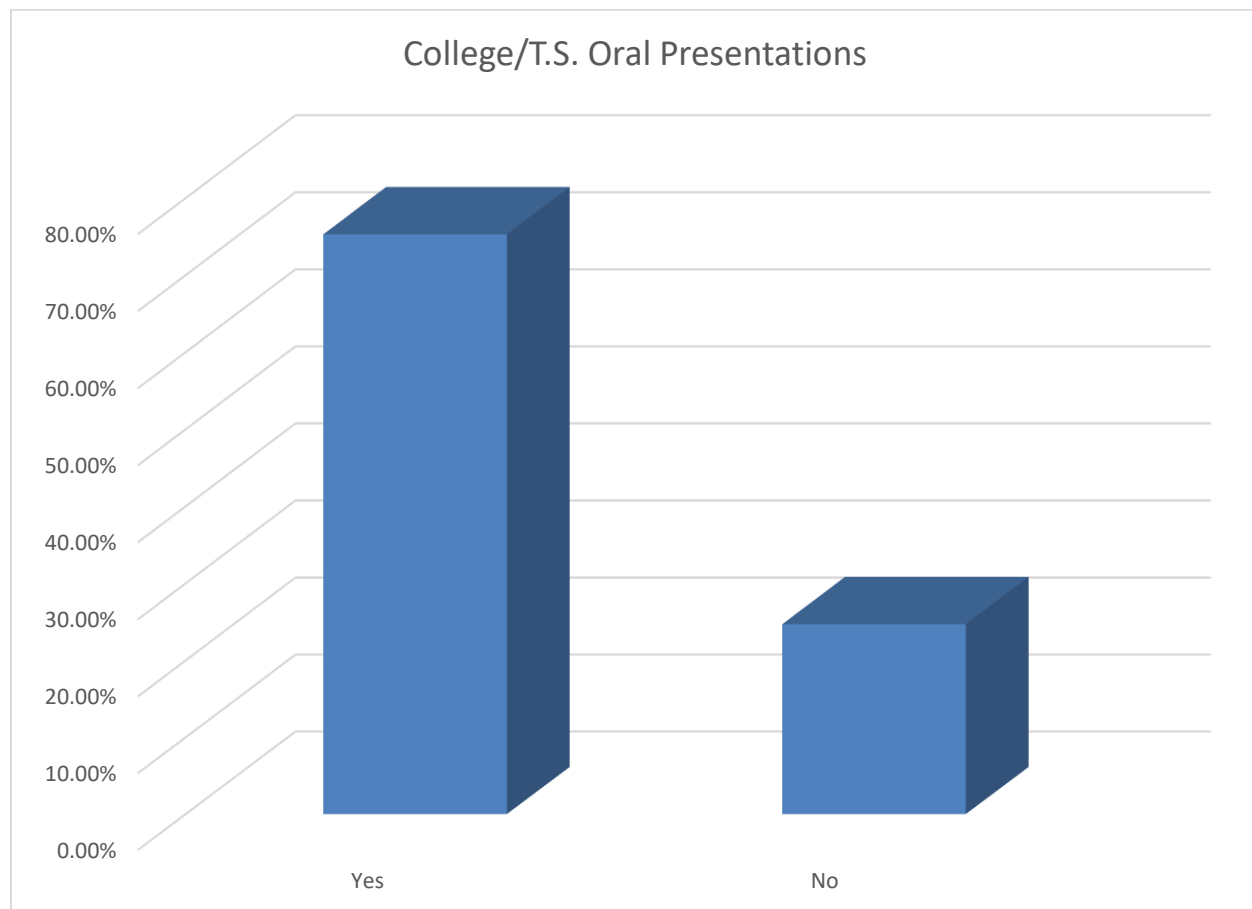
Number of Respondents: 73

Percentage Responding: 85.9%

	Yes	No
Overall:	75.3%	24.7%
AP:	74.2%	25.8%
Honors/Level 1:	80.6%	19.4%
Level 2:	63.6%	36.4%
Previous Study #1:	71.7%	28.3%
Previous Study #2:	74.0%	26.0%

Among respondents who have ever attended college/technical school, a majority believe they were adequately prepared for their college/technical school oral presentations. Specifically, 75.3% indicate this opinion, compared with 24.7% who do not believe they were adequately prepared in this area.

Honors/Level 1 respondents are most supportive of this overall contention with 80.6% indicating that adequate preparation did exist.



ADEQUATE PREPARATION FOR COLLEGE/T.S. GROUP WORK

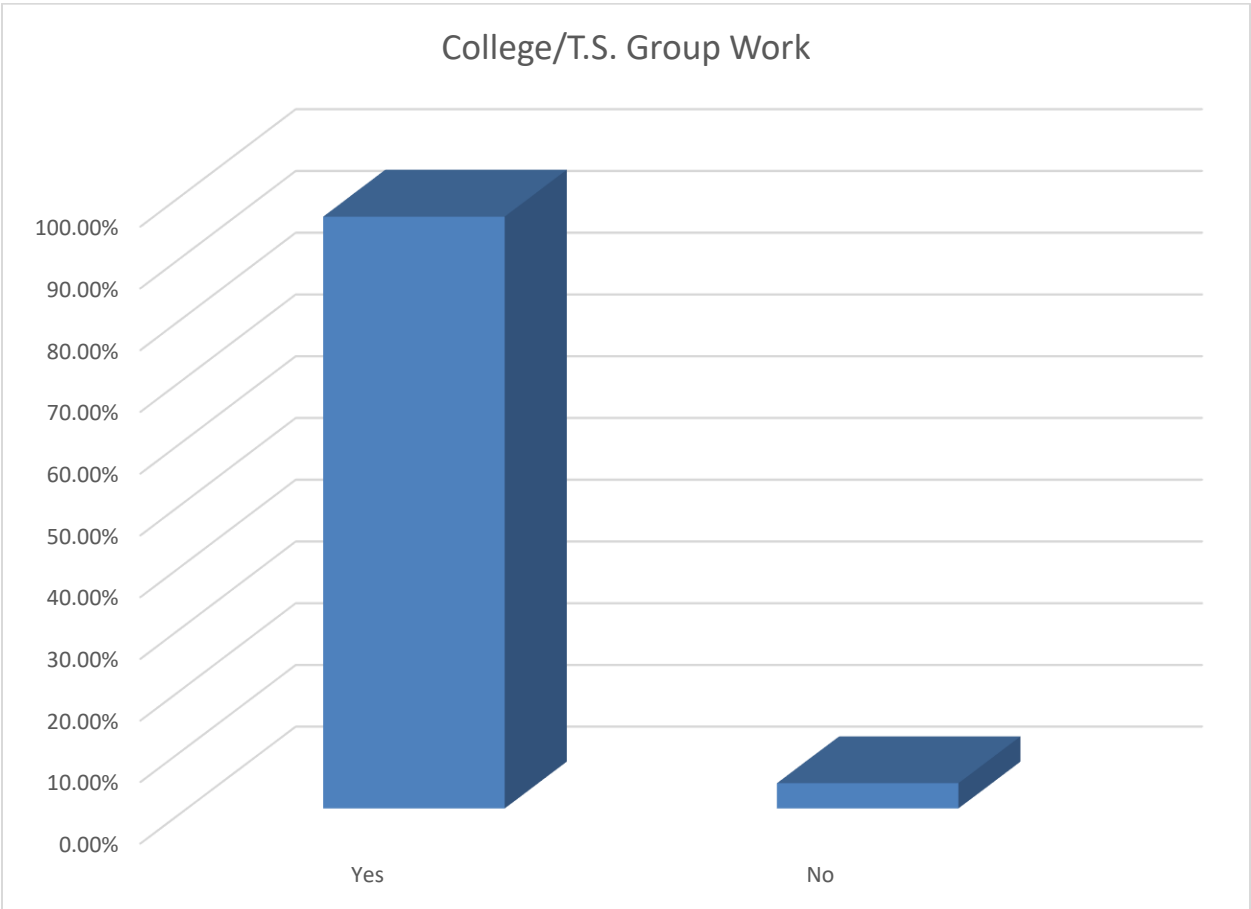
Number of Respondents: 73

Percentage Responding: 85.9%

	Yes	No
Overall:	95.9%	4.1%
AP:	93.5%	6.5%
Honors/Level 1:	100.0%	0.0%
Level 2:	90.9%	9.1%
Previous Study #1:	92.3%	7.7%
Previous Study #2:	90.0%	10.0%

Among respondents who have ever attended college/technical school, a majority believe they were adequately prepared for their college/technical school group work. Specifically, 95.9% indicate this opinion, compared with 4.1% who do not believe they were adequately prepared in this area.

Honors/Level 1 respondents are most supportive of this overall contention with 100.0% indicating that adequate preparation did exist.



ADEQUATE PREPARATION FOR COLLEGE/T.S. TEST TAKING SKILLS

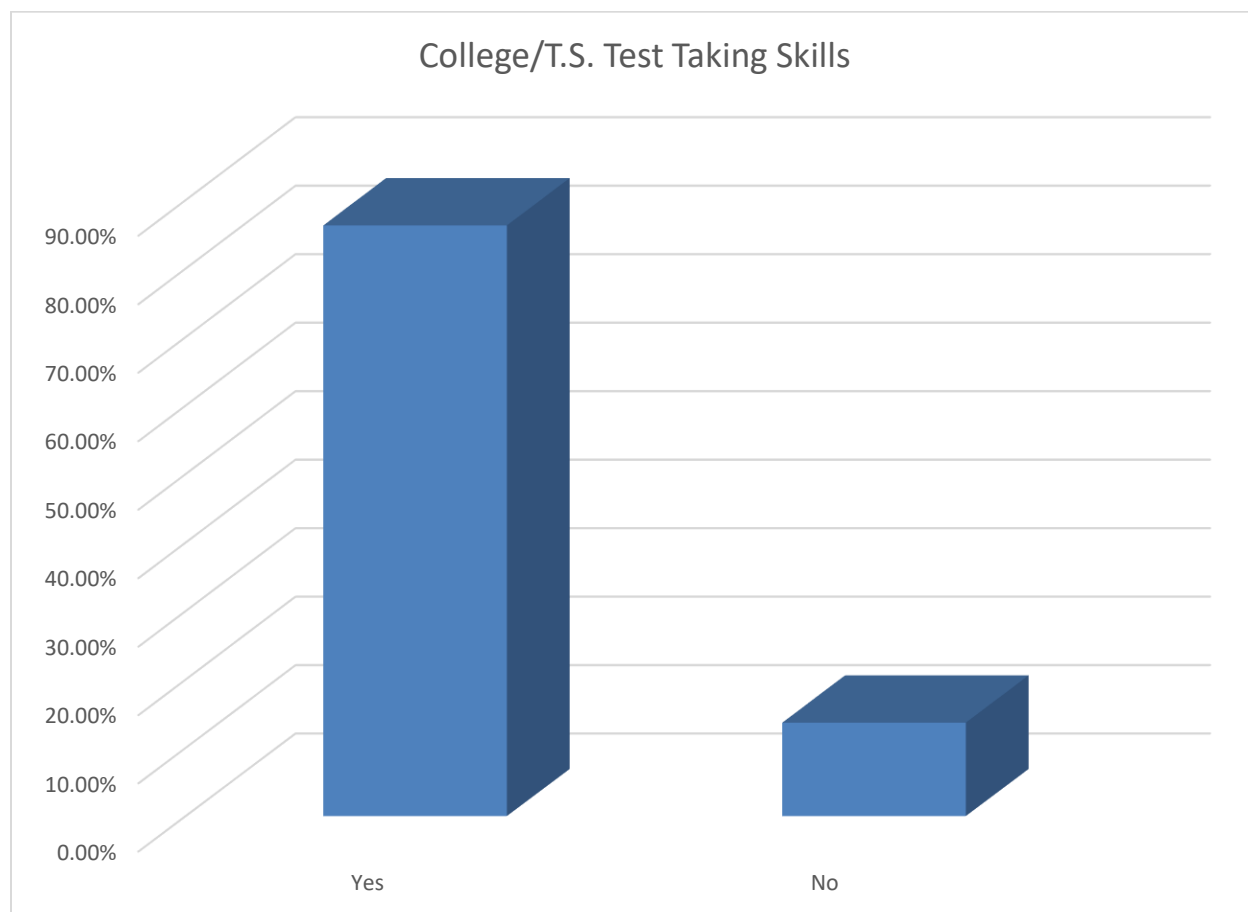
Number of Respondents: 73

Percentage Responding: 85.9%

	Yes	No
Overall:	86.3%	13.7%
AP:	87.1%	12.9%
Honors/Level 1:	90.3%	9.7%
Level 2:	72.7%	27.3%
Previous Study #1:	83.0%	17.0%
Previous Study #2:	78.0%	22.0%

Among respondents who have ever attended college/technical school, a majority believe they were adequately prepared for their college/technical test taking skills. Specifically, 86.3% indicate this opinion, compared with 13.7% who do not believe they were adequately prepared in this area.

Honors/Level 1 respondents are most supportive of this overall contention with 90.3% indicating that adequate preparation did exist.



ADEQUATE PREPARATION FOR COLLEGE/T.S. COLLEGE SOCIAL LIFE

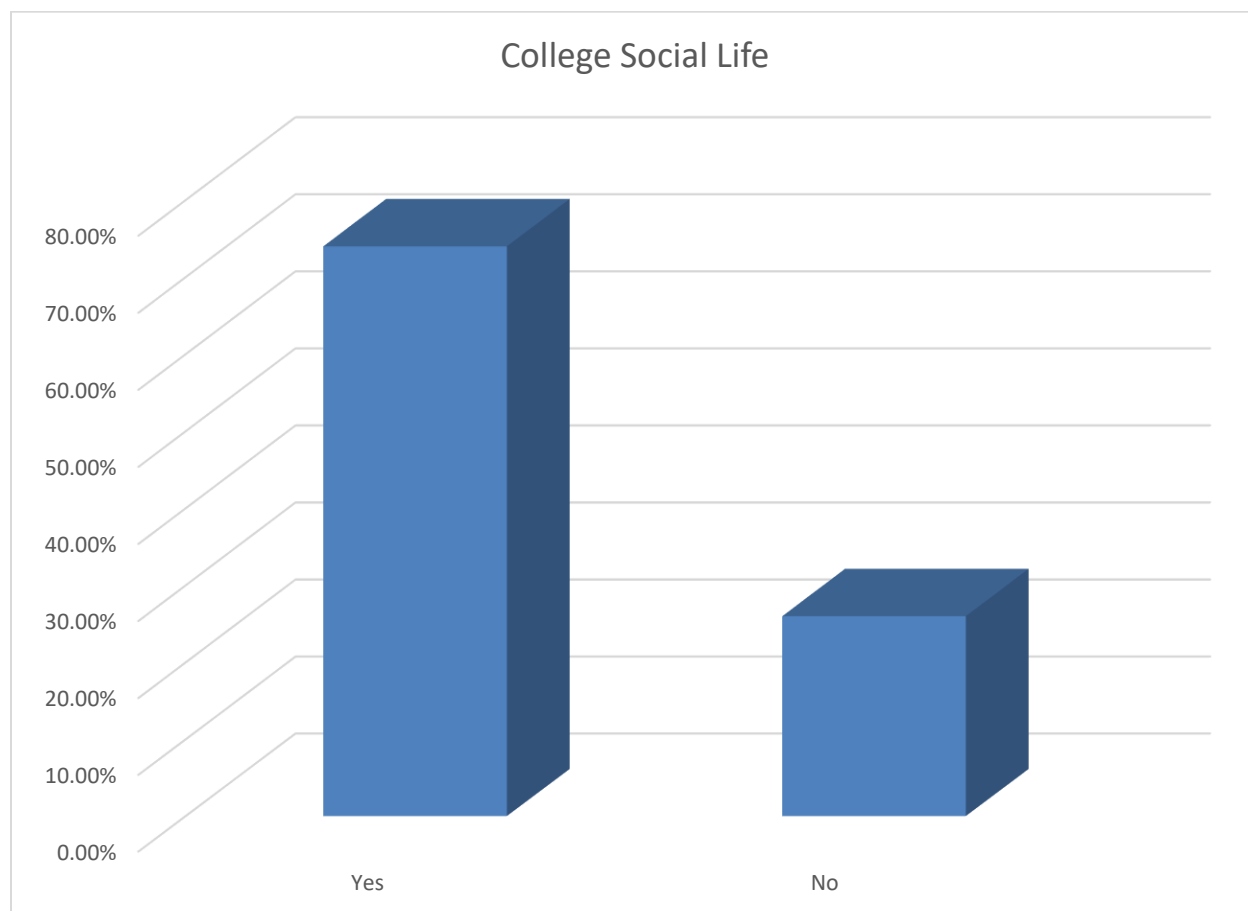
Number of Respondents: 73

Percentage Responding: 85.9%

	Yes	No
Overall:	74.0%	26.0%
AP:	74.2%	25.8%
Honors/Level 1:	74.2%	25.8%
Level 2:	72.7%	27.3%
Previous Study #1:	84.9%	15.1%
Previous Study #2:	84.0%	16.0%

Among respondents who have ever attended college/technical school, a majority believe they were adequately prepared for their college/technical school college social life. Specifically, 74.0% indicate this opinion, compared with 26.0% who do not believe they were adequately prepared in this area.

AP and Honors/Level 1 respondents are most supportive of this overall contention with 74.2% indicating that adequate preparation did exist.



REQUIRED TO TAKE REMEDIAL COURSEWORK IN ENGLISH

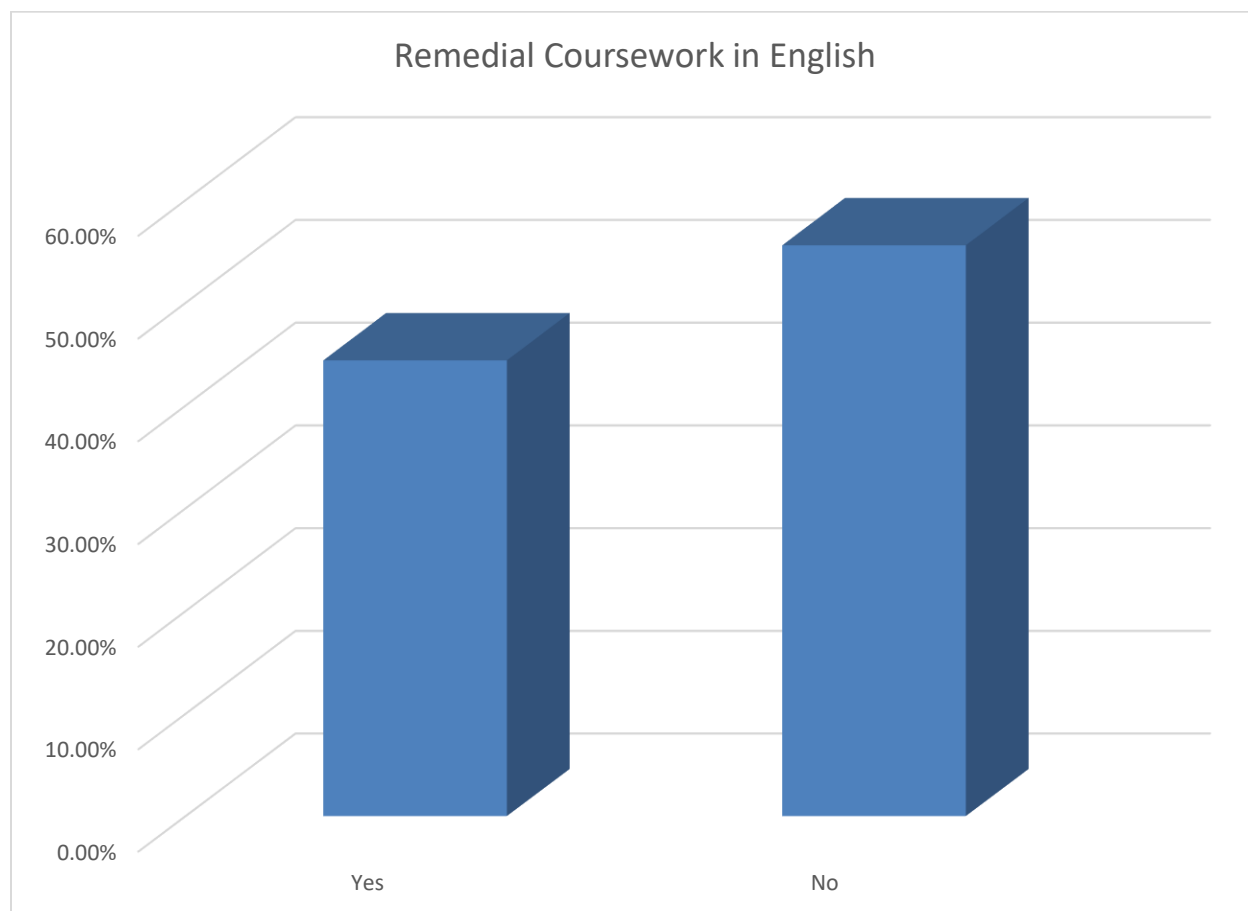
Number of Respondents: 72

Percentage Responding: 84.7%

	Yes	No
Overall:	44.4%	55.6%
AP:	29.0%	71.0%
Honors/Level 1:	56.7%	43.3%
Level 2:	54.5%	45.5%
Previous Study #1:	18.0%	82.0%
Previous Study #2:	37.3%	62.7%

Among respondents who have ever attended college, 44.4% were required to take remedial coursework in English at college. This compares with 55.6% who were not required to take remedial coursework in English.

Honors/Level 1 respondents were most likely to have to take remedial coursework in English.



REQUIRED TO TAKE REMEDIAL COURSEWORK IN MATHEMATICS

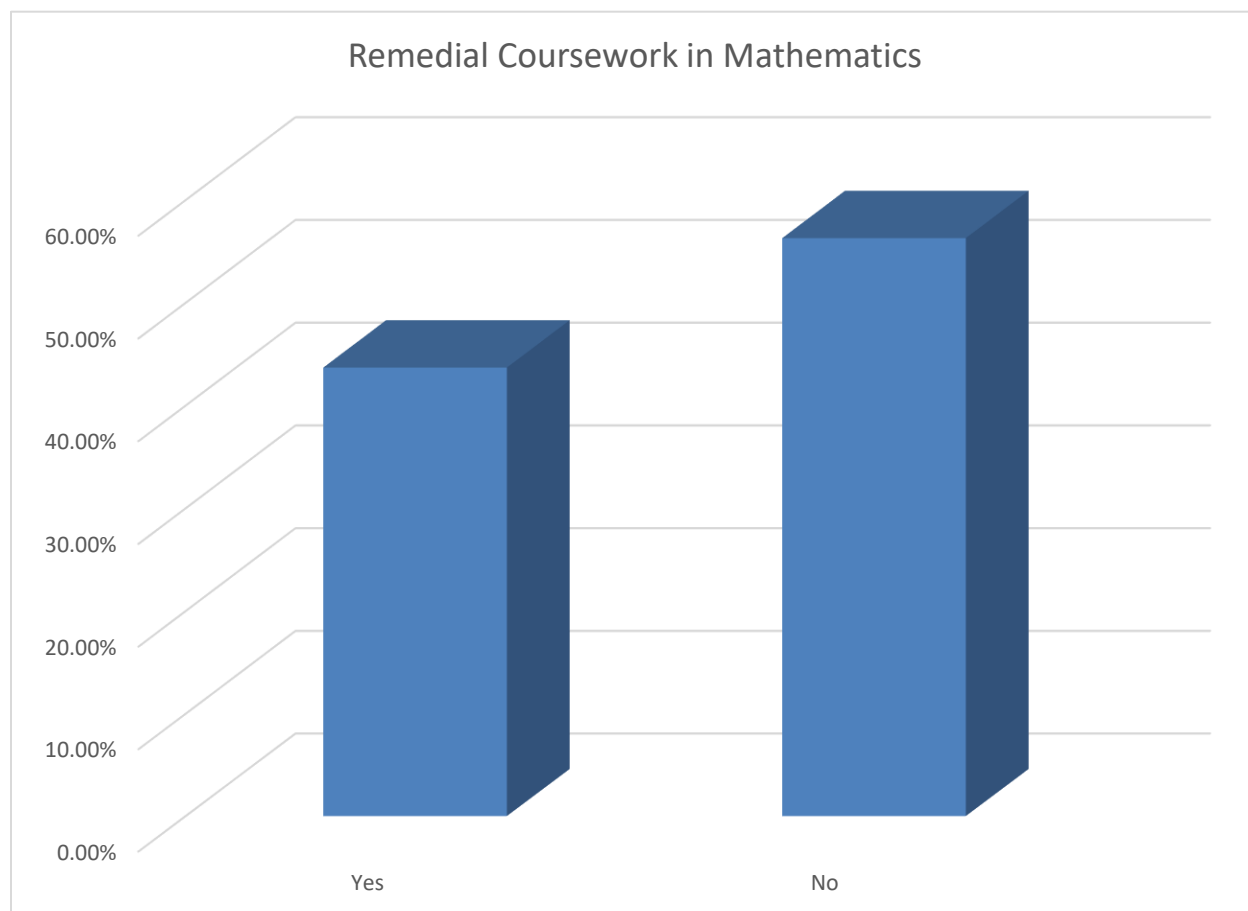
Number of Respondents: 71

Percentage Responding: 83.5%

	Yes	No
Overall:	43.7%	56.3%
AP:	33.3%	66.7%
Honors/Level 1:	50.0%	50.0%
Level 2:	54.5%	45.5%
Previous Study #1:	11.8%	88.2%
Previous Study #2:	28.0%	72.0%

Among respondents who have ever attended college, 43.7% were required to take remedial coursework in mathematics at college. This compares with 56.3% who were not required to take remedial coursework in mathematics.

Level 2 respondents were most likely to have to take remedial coursework in mathematics.



PLACED AT A HIGHER LEVEL OR EXEMPTED OUT OF COURSEWORK

Number of Respondents:

72

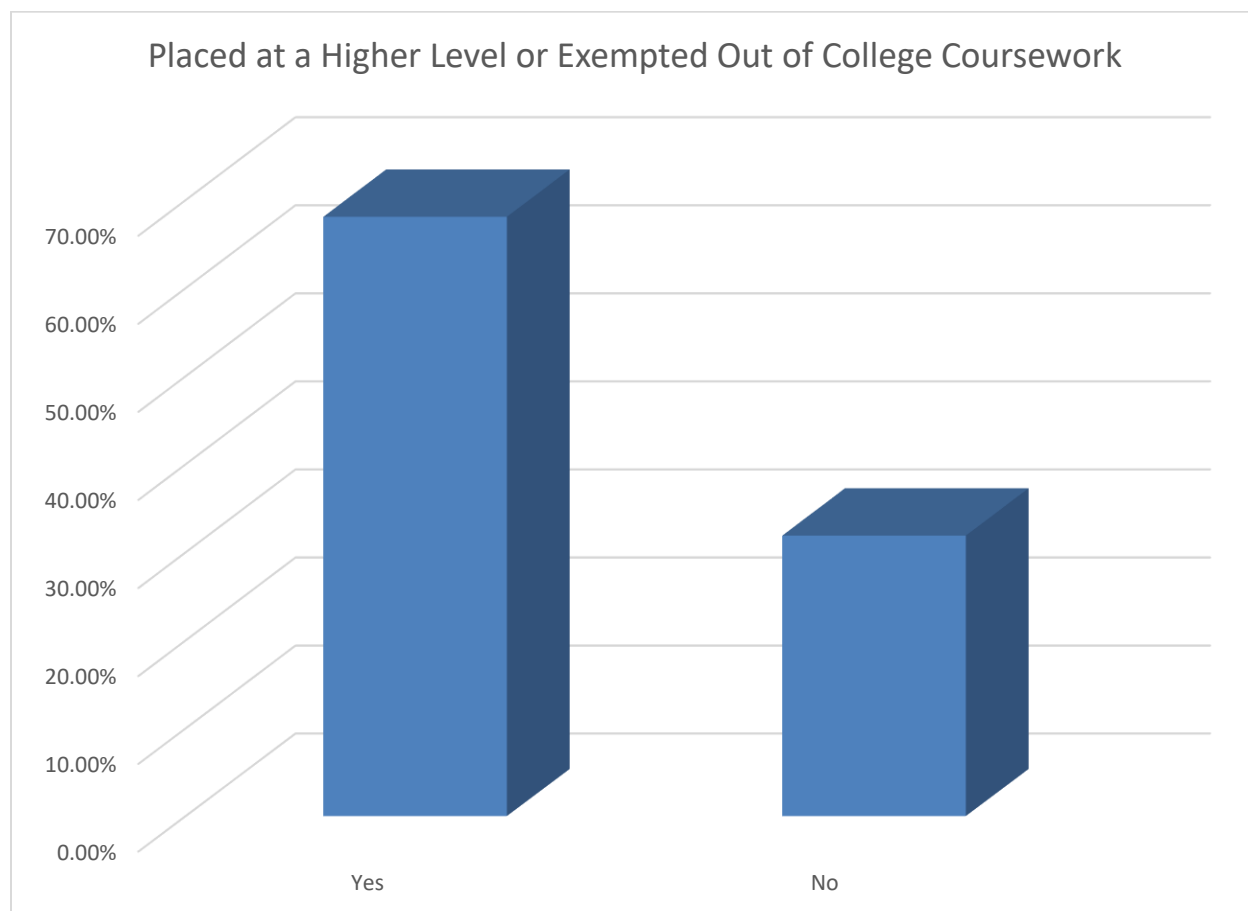
Percentage Responding:

84.7%

	Yes	No
Overall:	68.1%	31.9%
AP:	96.7%	3.3%
Honors/Level 1:	58.1%	41.9%
Level 2:	18.2%	81.8%
Previous Study #1:	71.2%	28.8%
Previous Study #2:	60.8%	39.2%

Among respondents who have ever attended college, 68.1% were placed at a higher level or exempted out of college coursework. This compares with 31.9% who were not placed at a higher level or exempted out of college coursework.

AP respondents were most likely to have been placed at a higher level or exempted out of college coursework.



MAJOR REASON FOR PLACED AT A HIGHER LEVEL OR EXEMPTED OUT OF COURSEWORK

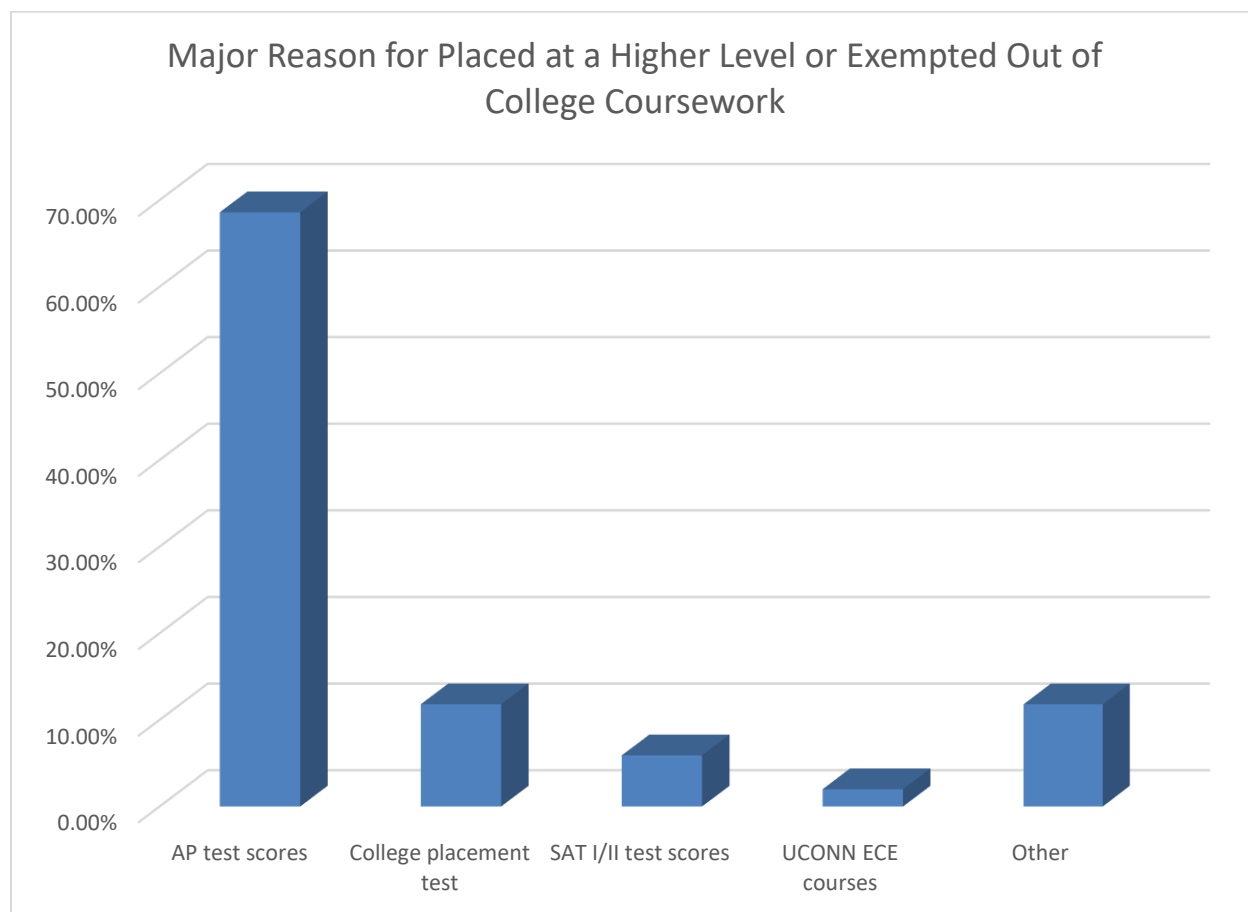
Number of Respondents: 51

Percentage Responding: 60.0%

	AP Test Scores	College Placement Test	SAT I/II Test Scores	UConn ECE Courses	Other
Overall:	68.6%	11.8%	5.9%	2.0%	11.8%
AP:	80.0%	10.0%	0.0%	0.0%	10.0%
Honors/Level 1:	57.9%	10.5%	10.5%	5.3%	15.8%
Level 2:	N/A	N/A	N/A	N/A	N/A
Previous Study #1:	60.5%	26.3%	7.9%	2.6%	2.6%
Previous Study #2:	53.1%	18.8%	3.1%	12.5%	12.5%

N/A – Less than five responses in this category

Responding FWHS alumni members indicate the main reason that he/she was placed at a higher level or exempted out of coursework was AP test scores (68.6%).



Rating the Quality of Preparation for Future Responsibilities

Within this series of questions, alumni members address the quality of FWHS's preparation for future in certain key areas. These key areas focus on eleven major topics:

- 1) Preparation to participate in citizenship responsibilities
- 2) Preparation to make informed career choices
- 3) Preparation to make informed educational choices
- 4) Preparation to make informed healthy life style choices
- 5) Preparation to make informed money management decisions
- 6) Preparation to treat others with respect
- 7) Preparation to accept responsibility for your choices
- 8) Preparation to handle academic pressure effectively
- 9) Preparation to handle social pressure effectively
- 10) Preparation to think creatively
- 11) Preparation to respect diversity

The following overall ratings are obtained for each area.

Preparation to participate in citizenship responsibilities	3.57
Preparation to make informed career choices	3.36
Preparation to make informed educational choices	3.91
Preparation to make informed healthy life style choices	3.49
Preparation to make informed money management decisions	2.47
Preparation to treat others with respect	4.19
Preparation to accept responsibility for your choices	3.89
Preparation to handle academic pressure effectively	3.76
Preparation to handle social pressure effectively	3.51
Preparation to think creatively	3.75
Preparation to respect diversity	4.06

Each of these items is discussed in greater detail within the next segment.

RATING OF PREPARATION TO PARTICIPATE IN CITIZENSHIP RESPONSIBILITIES

Number of Respondents: 79

Percentage Responding: 92.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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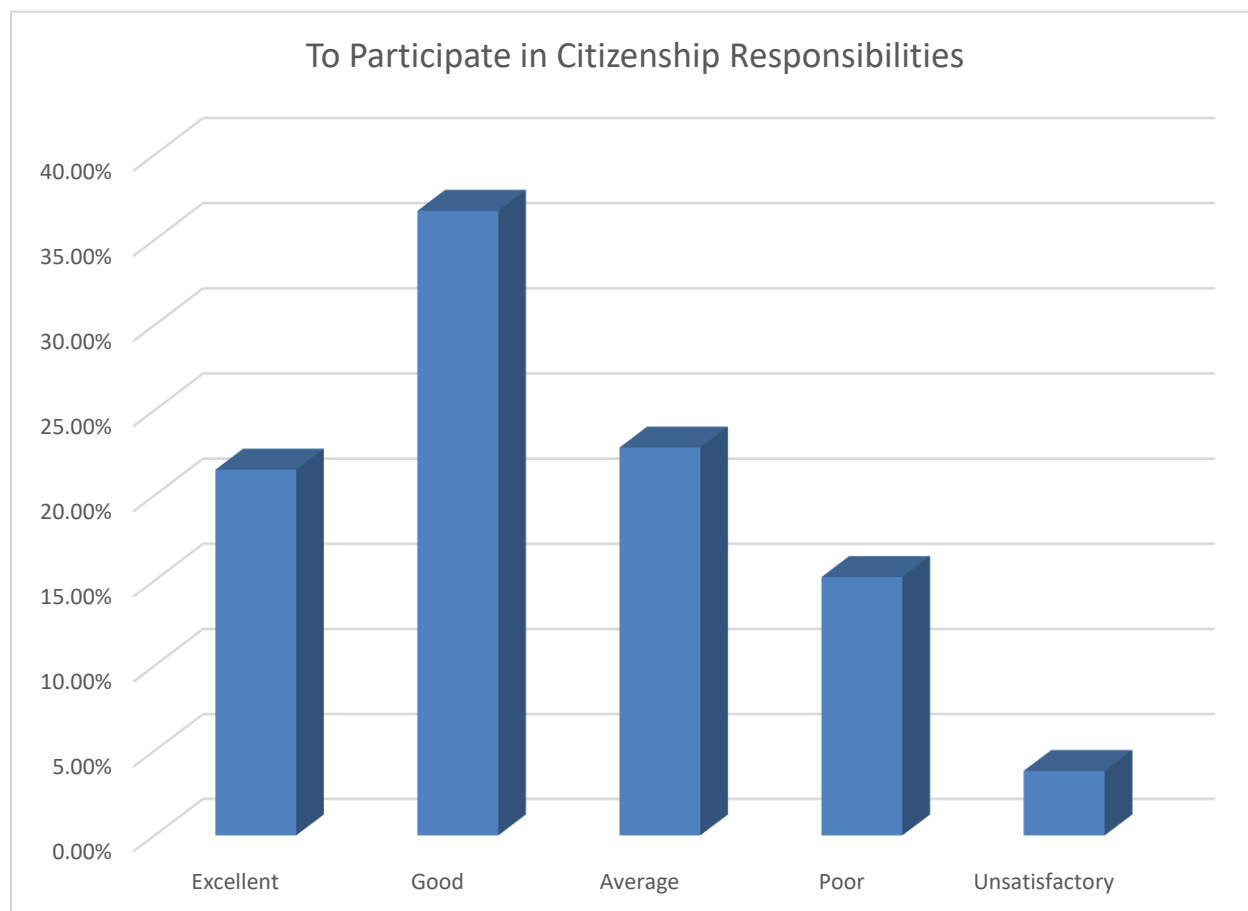
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	21.5%	36.7%	22.8%	15.2%	3.8%

Category:	Rating
Overall:	3.57
AP:	3.71
Honors/Level 1:	3.44
Level 2:	3.53
Previous Study #1:	3.65
Previous Study #2:	4.06

Being prepared to participate in citizenship responsibilities is addressed in this segment of the written presentation.

FWHS alumni members rate the overall quality at 3.57, above the midpoint between the ratings of average and good.

Among the course levels, AP respondents rate the quality in this area highest at 3.71.



RATING OF PREPARATION TO MAKE INFORMED CAREER CHOICES

Number of Respondents: 78

Percentage Responding: 91.8%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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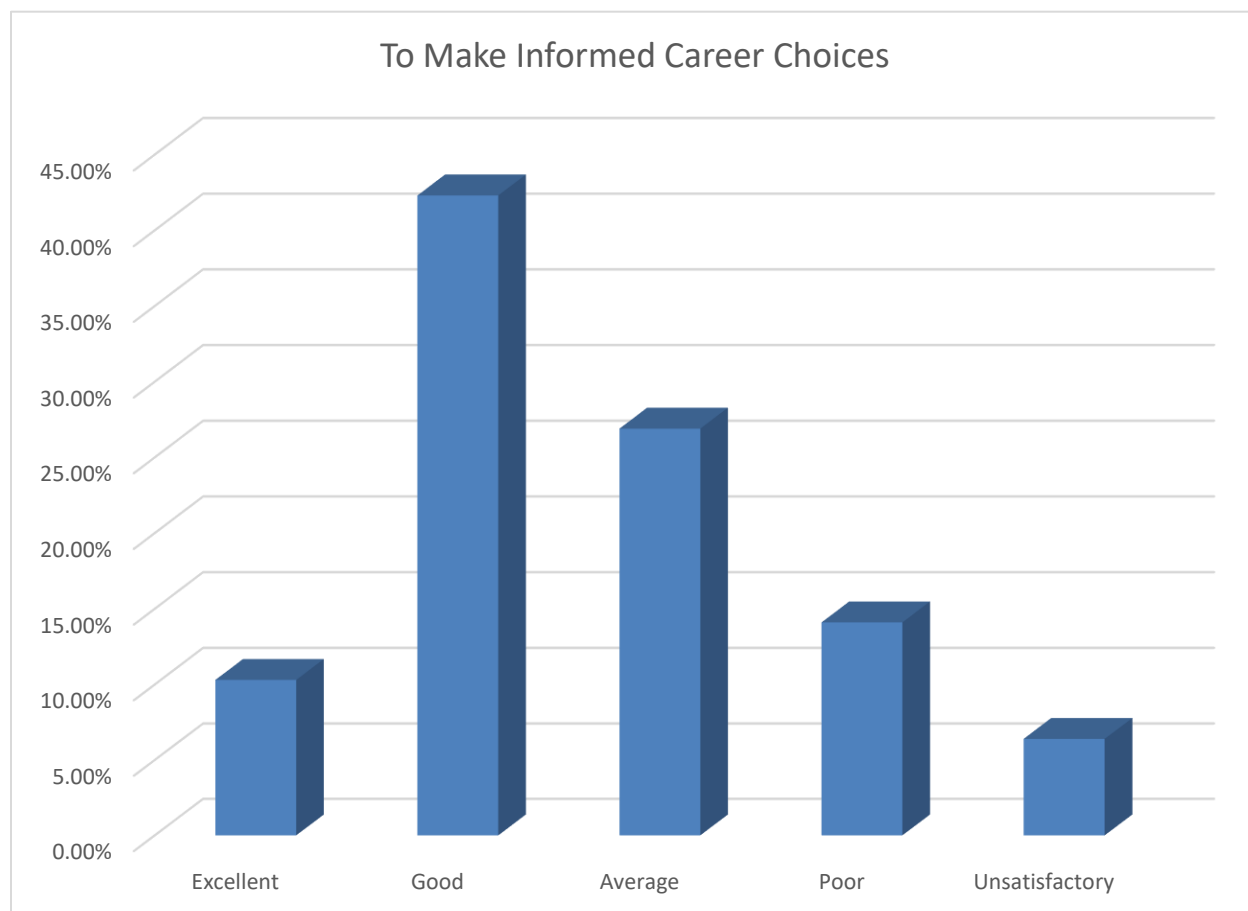
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	10.3%	42.3%	26.9%	14.1%	6.4%

Category:	Rating
Overall:	3.36
AP:	3.53
Honors/Level 1:	3.19
Level 2:	3.33
Previous Study #1:	3.30
Previous Study #2:	3.93

The ability to make informed career choices is an important skill for all students.

This issue is rated less favorably at 3.36, below the midpoint between the ratings of average and good.

Among the course levels the highest rating is awarded by AP respondents at 3.53.



RATING OF PREPARATION TO MAKE INFORMED EDUCATIONAL CHOICES

Number of Respondents: 79

Percentage Responding: 92.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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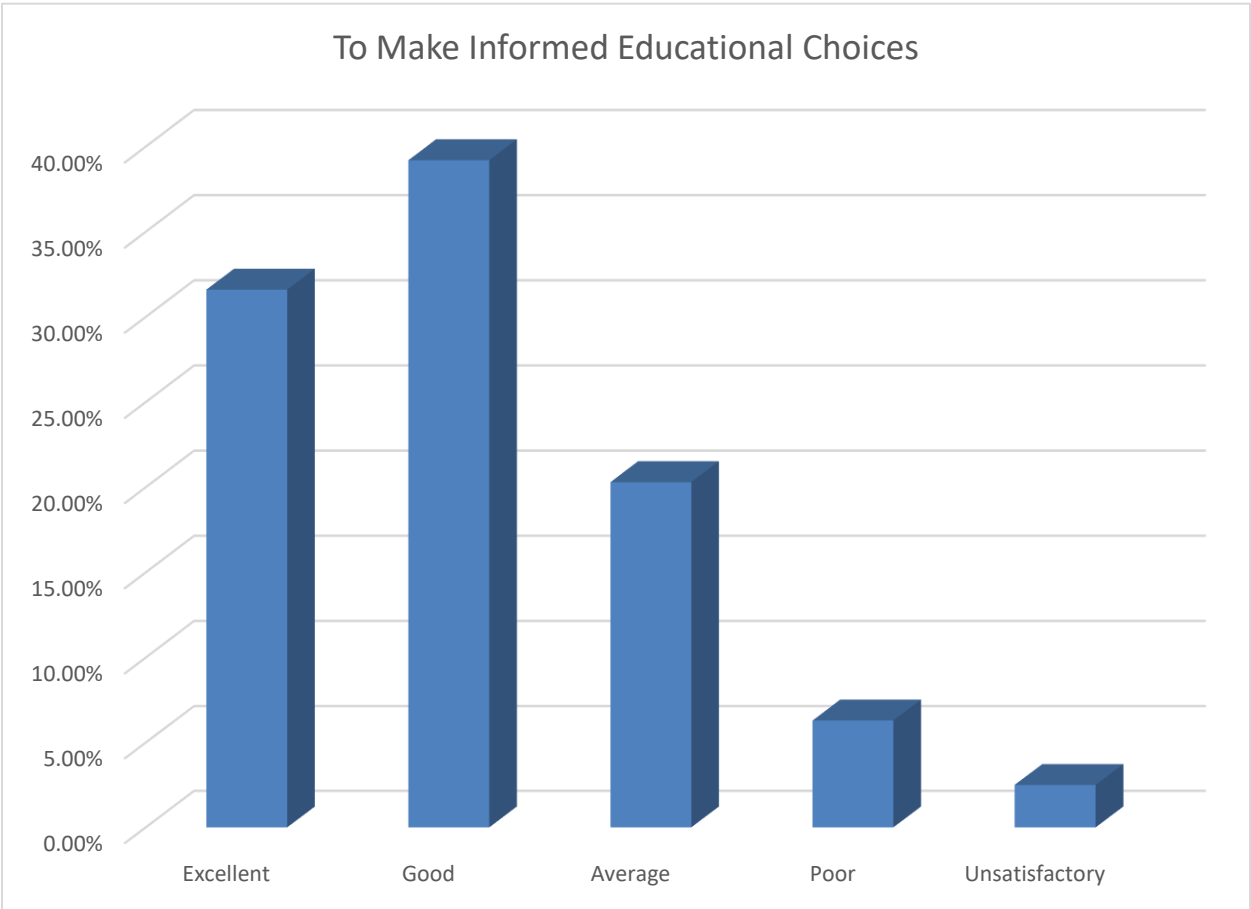
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	31.6%	39.2%	20.3%	6.3%	2.5%

Category:	Rating
Overall:	3.91
AP:	4.19
Honors/Level 1:	3.84
Level 2:	3.47
Previous Study #1:	3.85
Previous Study #2:	4.34

The ability to make informed educational choices is addressed in this segment of the written presentation.

This issue is rated very favorably at 3.91, below the rating of good.

Among the course levels the highest rating is awarded by AP respondents at 4.19.



RATING OF PREPARATION TO MAKE INFORMED HEALTHY LIFE STYLE CHOICES

Number of Respondents: 79

Percentage Responding: 92.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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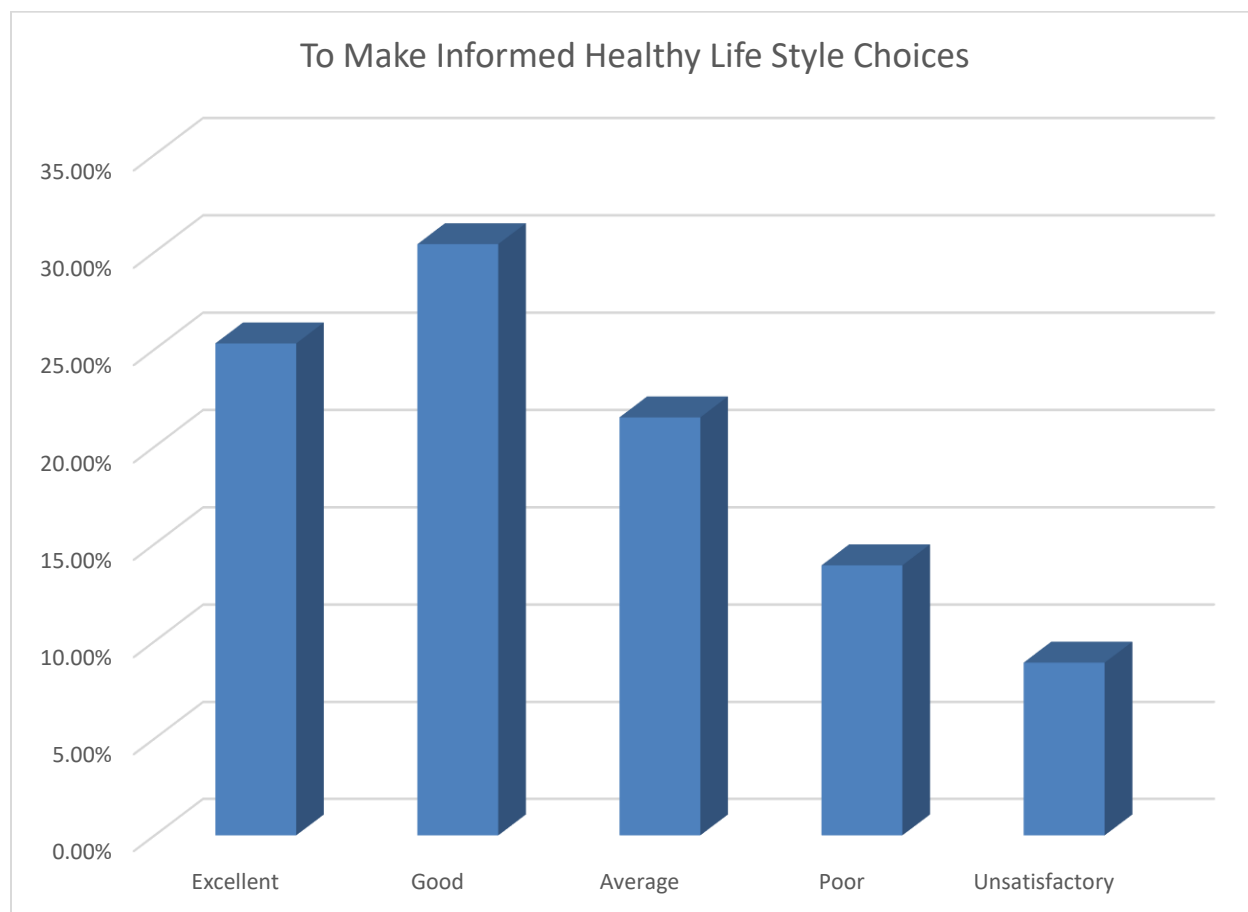
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	25.3%	30.4%	21.5%	13.9%	8.9%

Category:	Rating
Overall:	3.49
AP:	3.65
Honors/Level 1:	3.44
Level 2:	3.20
Previous Study #1:	3.58
Previous Study #2:	4.09

The preparation to make informed healthy life style choices is addressed in this segment of the report.

Responding alumni members rate the overall preparation at 3.49, below the midpoint between the ratings of average and good.

Members of the AP course level rate this area highest at 3.65.



RATING OF PREPARATION TO MAKE INFORMED MONEY MANAGEMENT DECISIONS

Number of Respondents: 78

Percentage Responding: 91.8%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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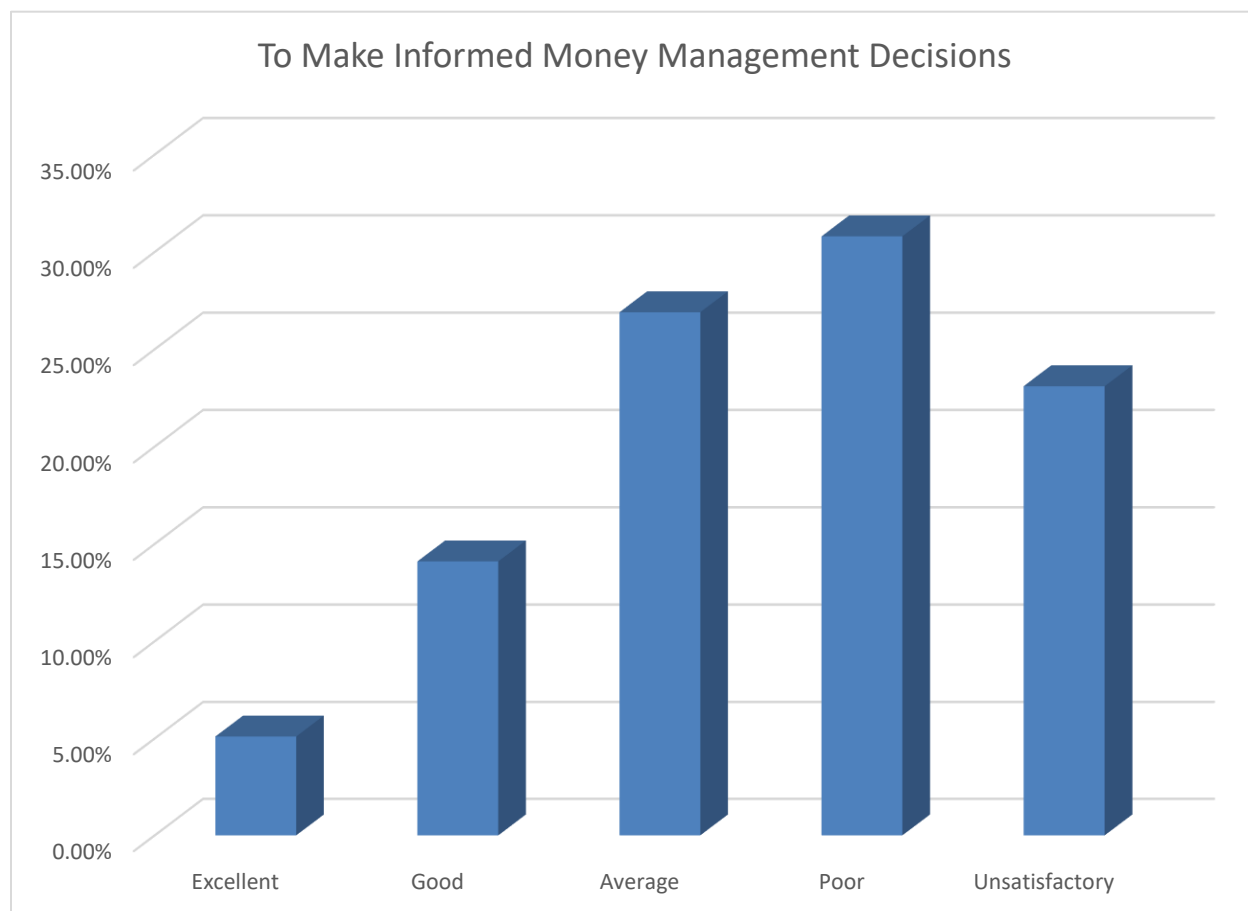
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	5.1%	14.1%	26.9%	30.8%	23.1%

Category:	Rating
Overall:	2.47
AP:	2.55
Honors/Level 1:	2.42
Level 2:	2.33
Previous Study #1:	2.79
Previous Study #2:	3.35

The preparation to make informed money management decisions is addressed in this segment of the written presentation.

Overall, the quality of preparation in this area is rated unfavorably at 2.47, above the midpoint between the ratings of poor and average.

Among the course levels the highest rating is awarded by AP respondents at 2.55.



RATING OF PREPARATION TO TREAT OTHERS WITH RESPECT

Number of Respondents: 79

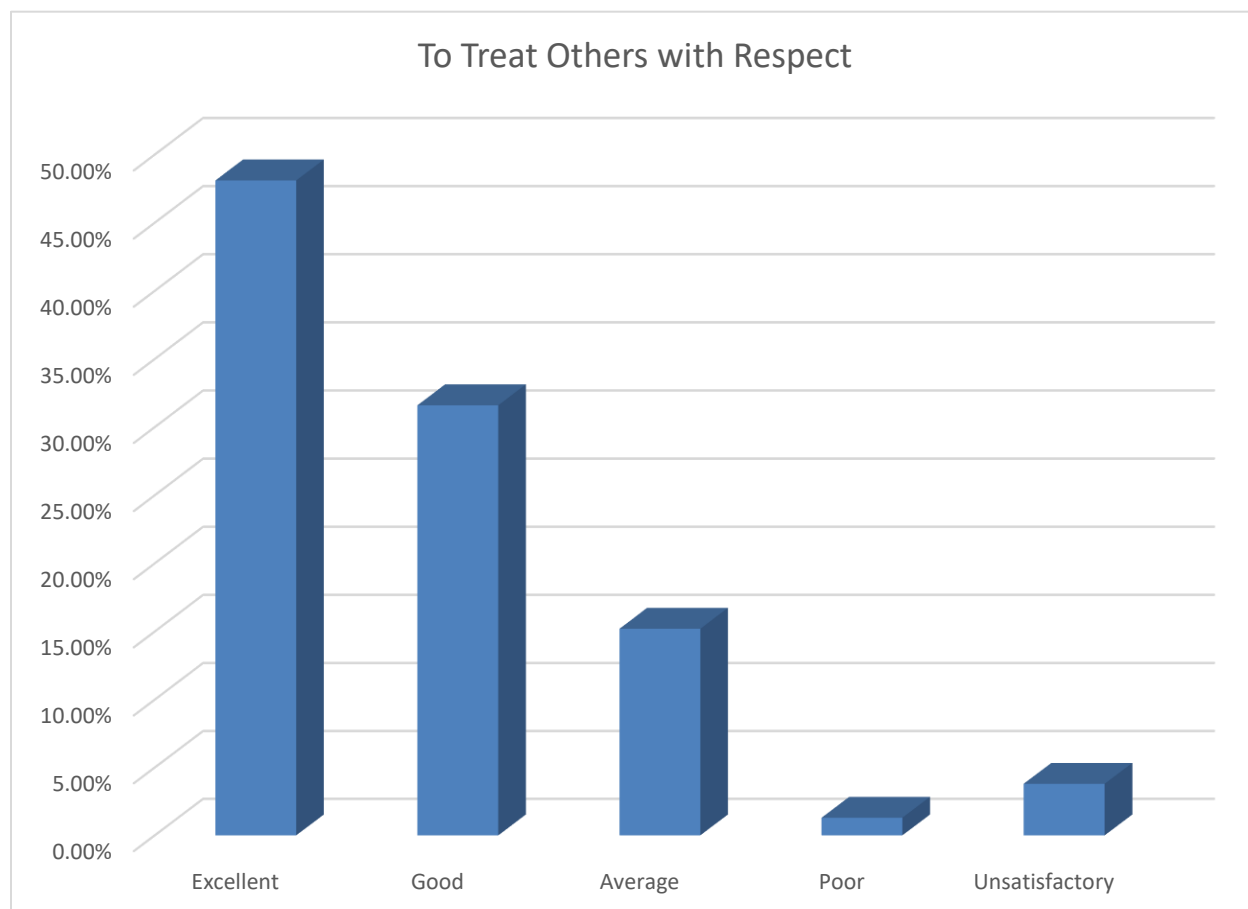
Percentage Responding: 92.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	48.1%	31.6%	15.2%	1.3%	3.8%

Category:	Rating
Overall:	4.19
AP:	4.48
Honors/Level 1:	3.94
Level 2:	4.07
Previous Study #1:	4.38
Previous Study #2:	4.53

The preparation to treat others with respect is addressed in this segment of the report. Responding alumni members rate the overall preparation extremely favorably at 4.19, above the rating of good. AP respondents rate this area highest at 4.48.



RATING OF PREPARATION TO ACCEPT RESPONSIBILITY FOR YOUR CHOICES

Number of Respondents: 79

Percentage Responding: 92.9%

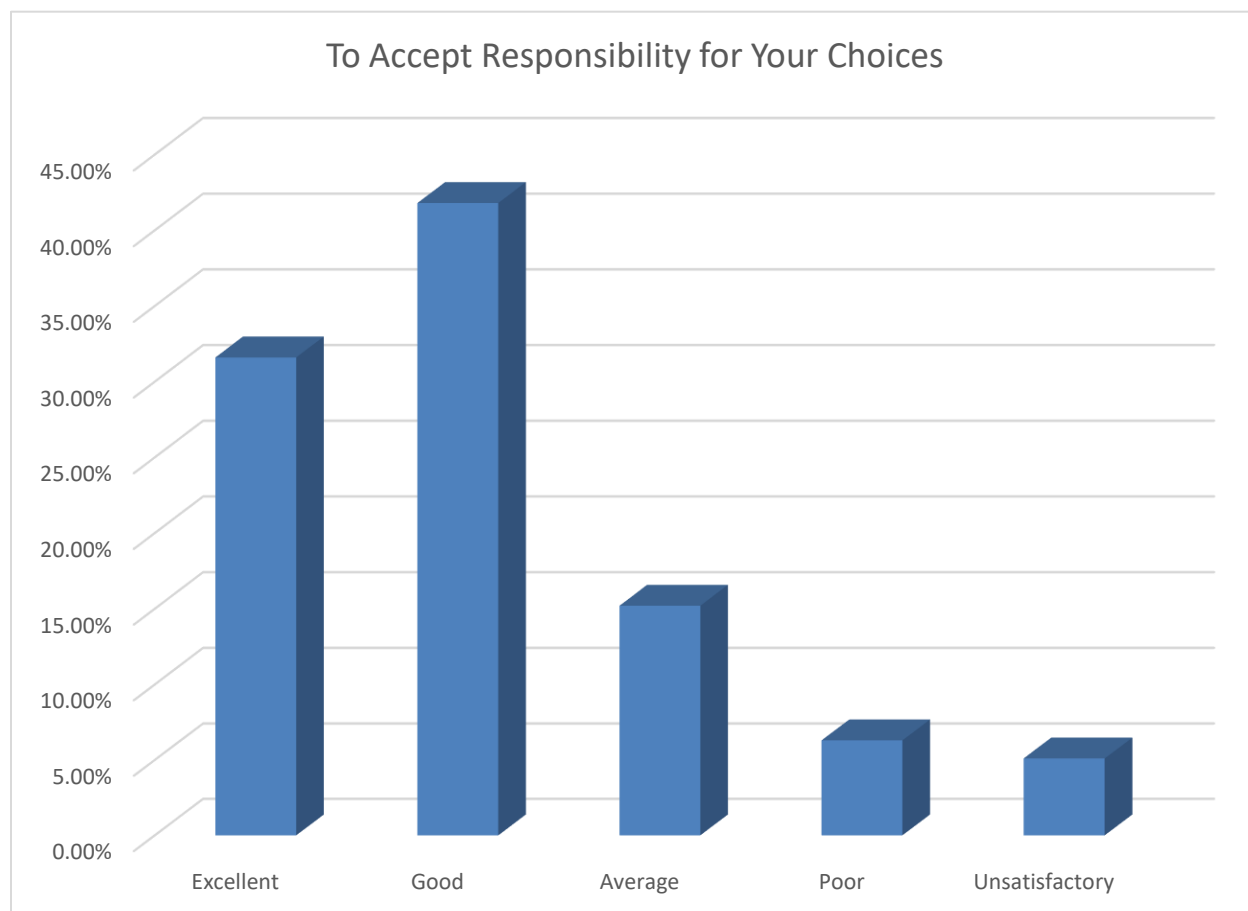
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	31.6%	41.8%	15.2%	6.3%	5.1%

Category:	Rating
Overall:	3.89
AP:	4.19
Honors/Level 1:	3.72
Level 2:	3.60
Previous Study #1:	4.23
Previous Study #2:	4.43

The preparation to accept responsibility for your choices is addressed in this segment of the report. Responding alumni members rate the overall preparation very favorably at 3.89, below the rating of good.

Members of the AP course level rate this area highest at 4.19.



RATING OF PREPARATION TO HANDLE ACADEMIC PRESSURE EFFECTIVELY

Number of Respondents: 79

Percentage Responding: 92.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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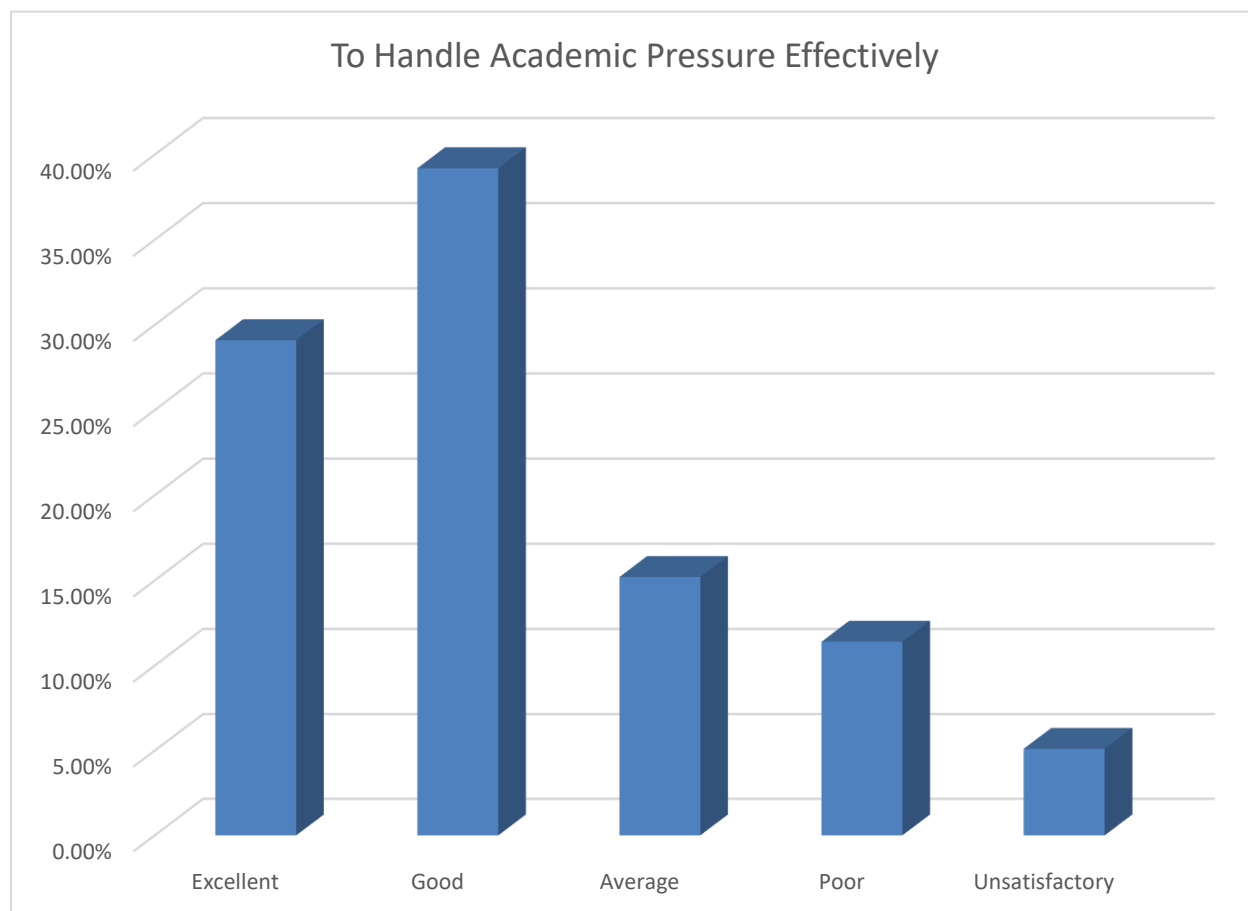
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	29.1%	39.2%	15.2%	11.4%	5.1%

Category:	Rating
Overall:	3.76
AP:	4.10
Honors/Level 1:	3.66
Level 2:	3.27
Previous Study #1:	4.13
Previous Study #2:	4.09

Being prepared to handle academic pressure effectively is addressed in this segment of the written presentation.

FWHS alumni members rate the overall quality favorably at 3.76, below the rating of good.

Among the course levels, AP respondents rate the quality in this area most favorably.



RATING OF PREPARATION TO HANDLE SOCIAL PRESSURE EFFECTIVELY

Number of Respondents: 78

Percentage Responding: 91.8%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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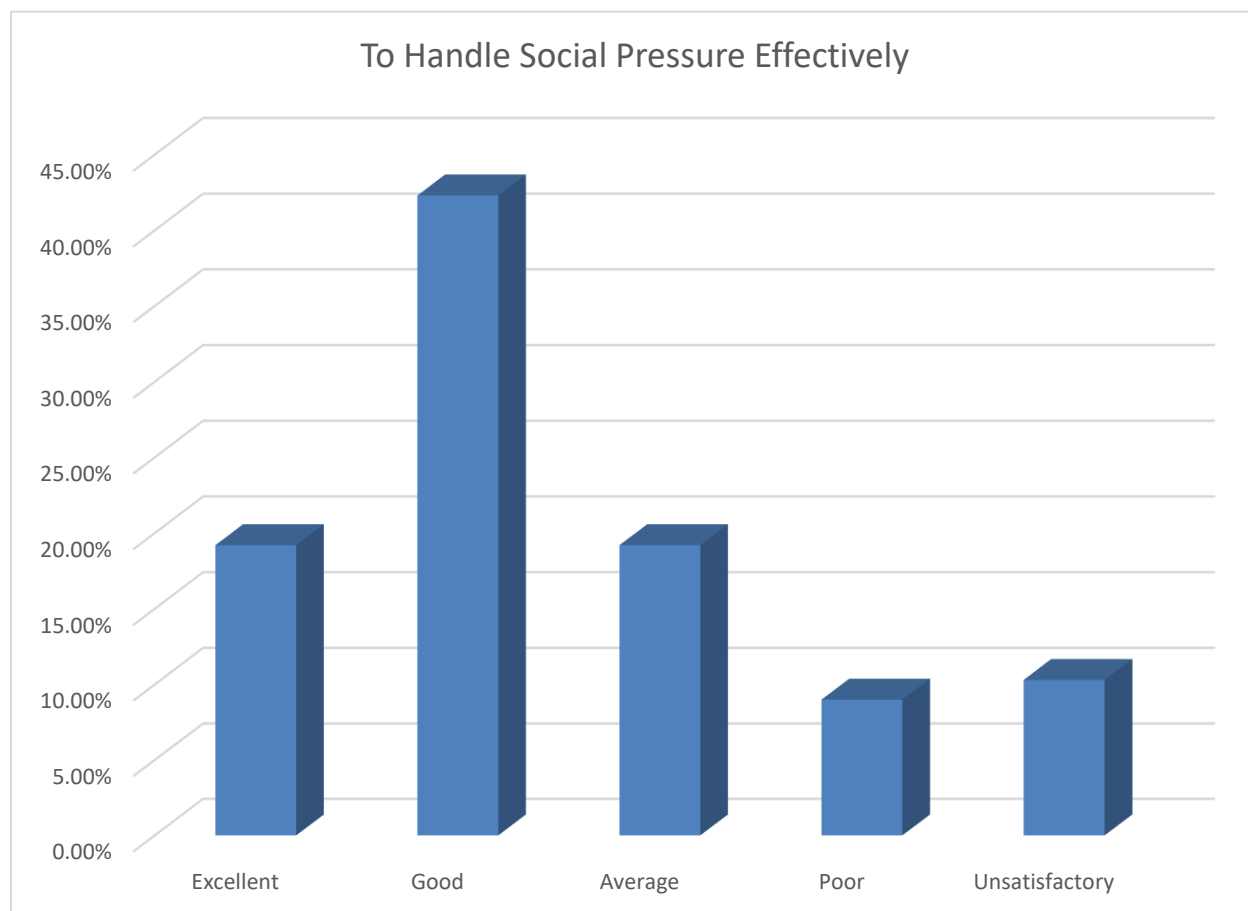
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	19.2%	42.3%	19.2%	9.0%	10.3%

Category:	Rating
Overall:	3.51
AP:	3.94
Honors/Level 1:	3.23
Level 2:	3.13
Previous Study #1:	3.94
Previous Study #2:	4.17

Being prepared to handle social pressure effectively is addressed in this segment of the written presentation.

FWHS alumni members rate the overall quality at 3.51, above the midpoint between the ratings of average and good.

Among the course levels, AP respondents rate the quality in this area most favorably.



RATING OF PREPARATION TO THINK CREATIVELY

Number of Respondents: 79

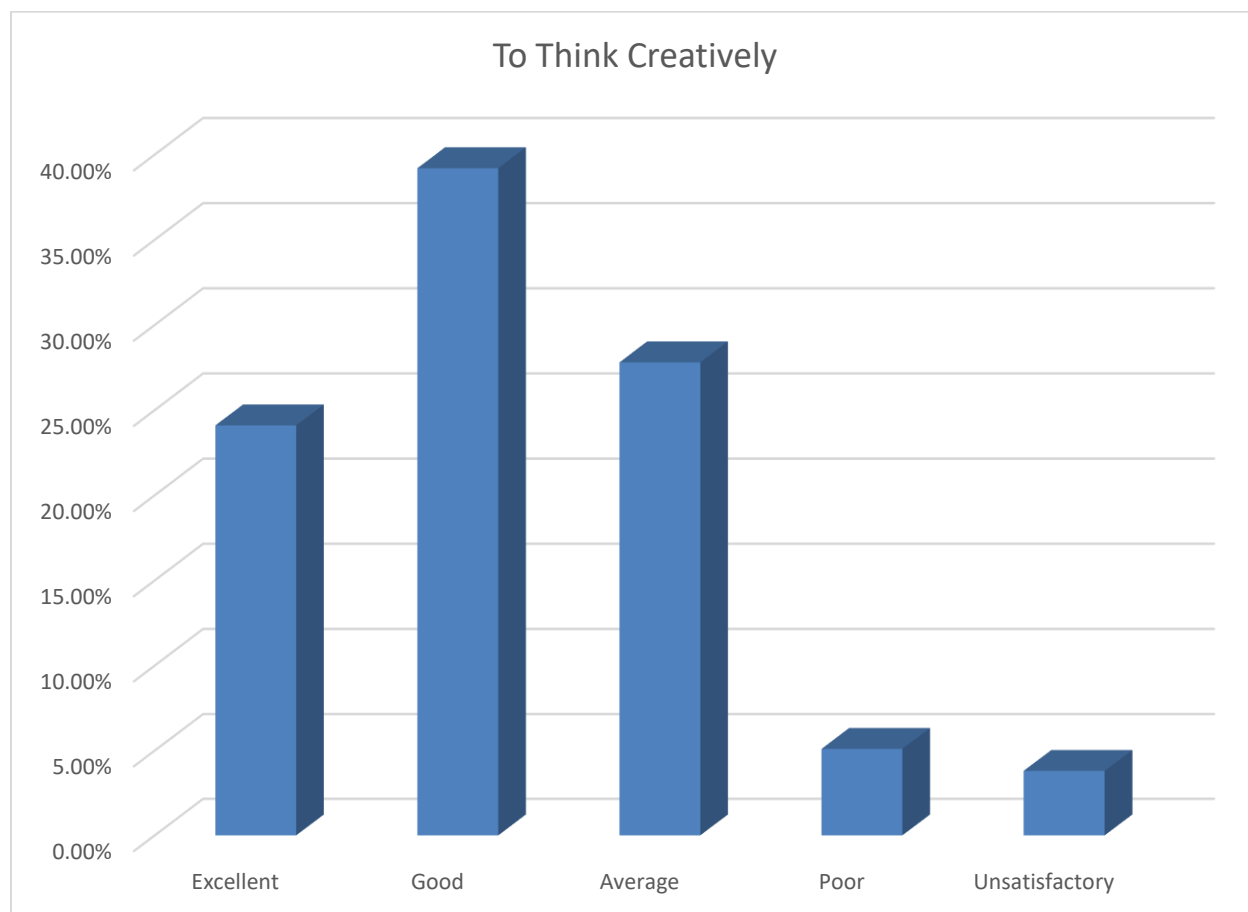
Percentage Responding: 92.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	24.1%	39.2%	27.8%	5.1%	3.8%

Category:	Rating
Overall:	3.75
AP:	4.00
Honors/Level 1:	3.47
Level 2:	3.80
Previous Study #1:	3.77
Previous Study #2:	4.17

The preparation to think creatively is addressed in this segment of the written presentation. Overall, the quality of preparation in this area is rated favorably at 3.75, below the rating of good. Among the course levels the highest rating is awarded by AP respondents at 4.00.



RATING OF PREPARATION TO RESPECT DIVERSITY

Number of Respondents: 78

Percentage Responding: 91.8%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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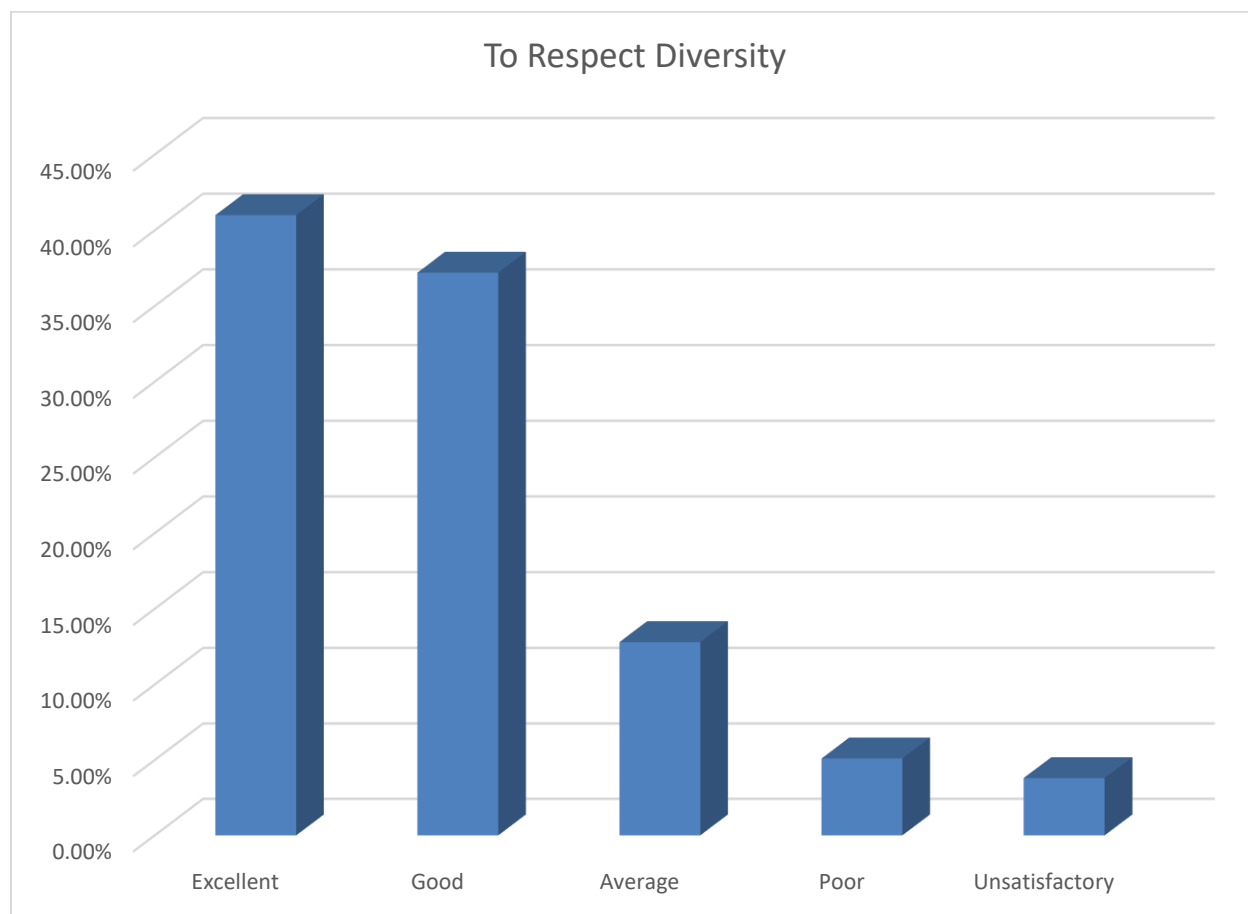
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	41.0%	37.2%	12.8%	5.1%	3.8%

Category:	Rating
Overall:	4.06
AP:	4.27
Honors/Level 1:	3.84
Level 2:	4.07
Previous Study #1:	4.19
Previous Study #2:	4.46

The preparation to respect diversity is addressed in this segment of the written presentation.

Overall, the quality of preparation in this area is rated extremely favorably at 4.06, above the rating of good.

Among the course levels the highest rating is awarded by AP respondents at 4.27.



Rating the Quality of Preparation in Learning Skills

The educational programs offered by the Fairfield Public Schools strive to teach students a series of extremely important learning skills such as reading, grammar, writing, and mathematics. The success of Fairfield Warde High School graduates in college or industry is largely determined by each graduate's competency in these learning skills.

Within this segment of the Alumni Study the following fundamental learning skills are addressed. Respondents are requested to rate the quality of Fairfield Warde High School's preparation in each of the following areas using the five-point scale mentioned previously.

- 1) Quality of Appreciation of Arts/Music
- 2) Quality of Computer/Technology Skills
- 3) Quality of Group Work Skills
- 4) Quality of Listening Skills
- 5) Quality of Mathematics Skills
- 6) Quality of Oral Presentation Skills
- 7) Quality of Problem Solving/Thinking Skills
- 8) Quality of Reading Skills
- 9) Quality of Research Skills
- 10) Quality of Science Skills
- 11) Quality of Study Skills
- 12) Quality of World Language Skills
- 13) Quality of Writing Skills

The assessment of each of these critical learning skills is examined thoroughly over the next several pages.

EXHIBIT 3-2**AVERAGE RATINGS FOR LEARNING SKILLS AT FWHS**

Learning Skill	Average
Appreciation of Arts/Music	3.64
Computer/Technology Skills	3.57
Group Work Skills	3.92
Listening Skills	3.97
Mathematics Skills	3.72
Oral Presentation Skills	3.68
Problem Solving/Thinking Skills	3.86
Reading Skills	4.12
Research Skills	3.75
Science Skills	3.95
Study Skills	3.74
World Language Skills	3.35
Writing Skills	4.05

EXHIBIT 3-2 (CONTINUED)**AVERAGE RATINGS FOR LEARNING SKILLS****RANKED FROM HIGHEST TO LOWEST RATED**

Learning Skill	Average
1. Reading Skills	4.12
2. Writing Skills	4.05
3. Listening Skills	3.97
4. Science Skills	3.95
5. Group Work Skills	3.92
6. Problem Solving/Thinking Skills	3.86
7. Research Skills	3.75
8. Study Skills	3.74
9. Mathematics Skills	3.72
10. Oral Presentation Skills	3.68
11. Appreciation of Arts/Music	3.64
12. Computer/Technology Skills	3.57
13. World Language Skills	3.35

RATING OF PREPARATION FOR FUTURE IN APPRECIATION OF ARTS/MUSIC

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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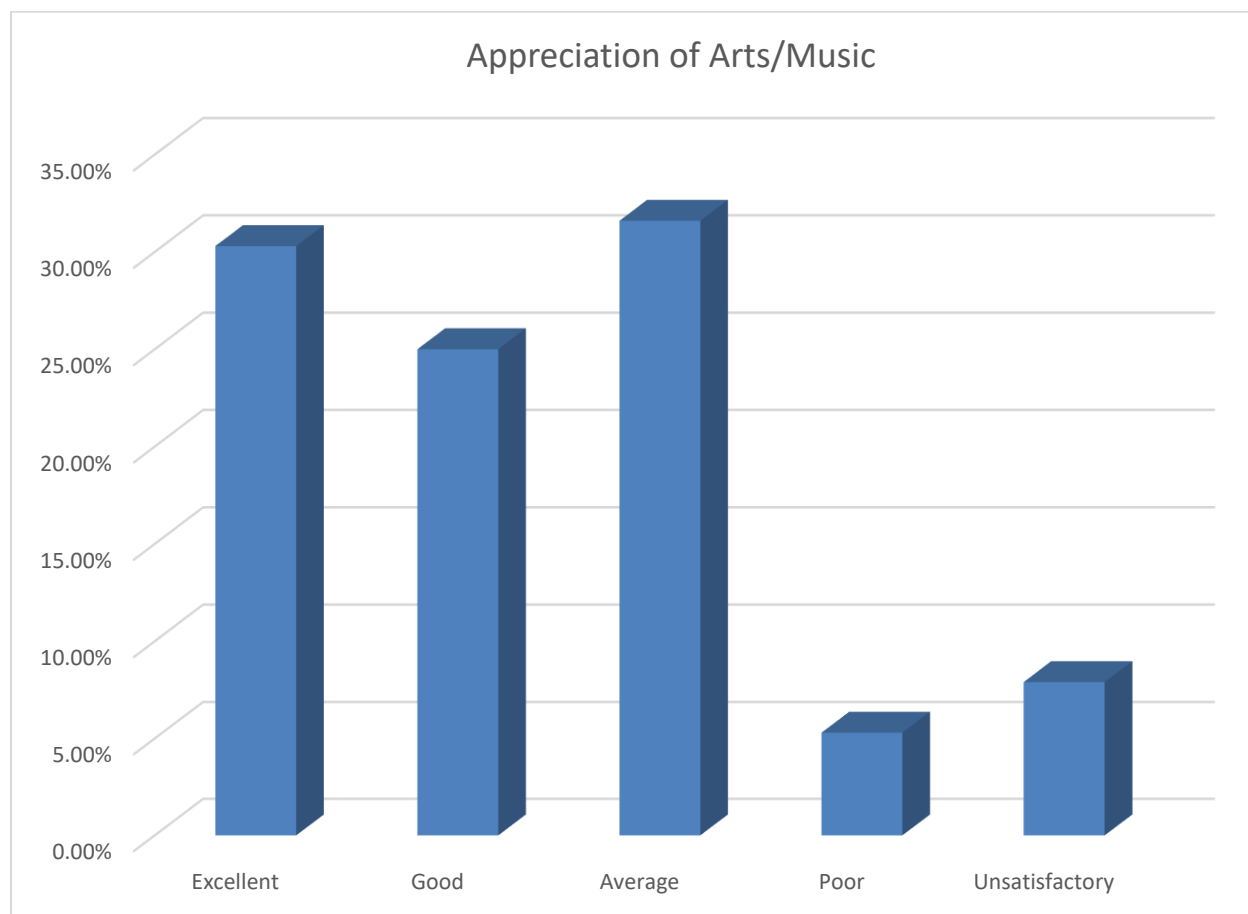
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	30.3%	25.0%	31.6%	5.3%	7.9%

Category:	Rating
Rating for this Learning Skill:	3.64
Average Rating for All Learning Skills:	3.79
Difference:	-0.15
Rank (out of 13 Learning Skills):	11 th
AP:	3.90
Honors/Level 1:	3.58
Level 2:	3.27
Previous Study #1:	3.94
Previous Study #2:	4.02

FWHS graduates rate the quality in appreciation of arts/music at 3.64, above the midpoint between the ratings of average and good. This overall rating is below the average rating for all learning skills and ranks this skill 11th out of 13 learning skills.

AP respondents rate the quality in this area highest at 3.90.

Statistically, it can be concluded with 95% certainty that appreciation of arts/music is rated lower than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN COMPUTER/TECHNOLOGY SKILLS

Number of Respondents: 76

Percentage Responding: 88.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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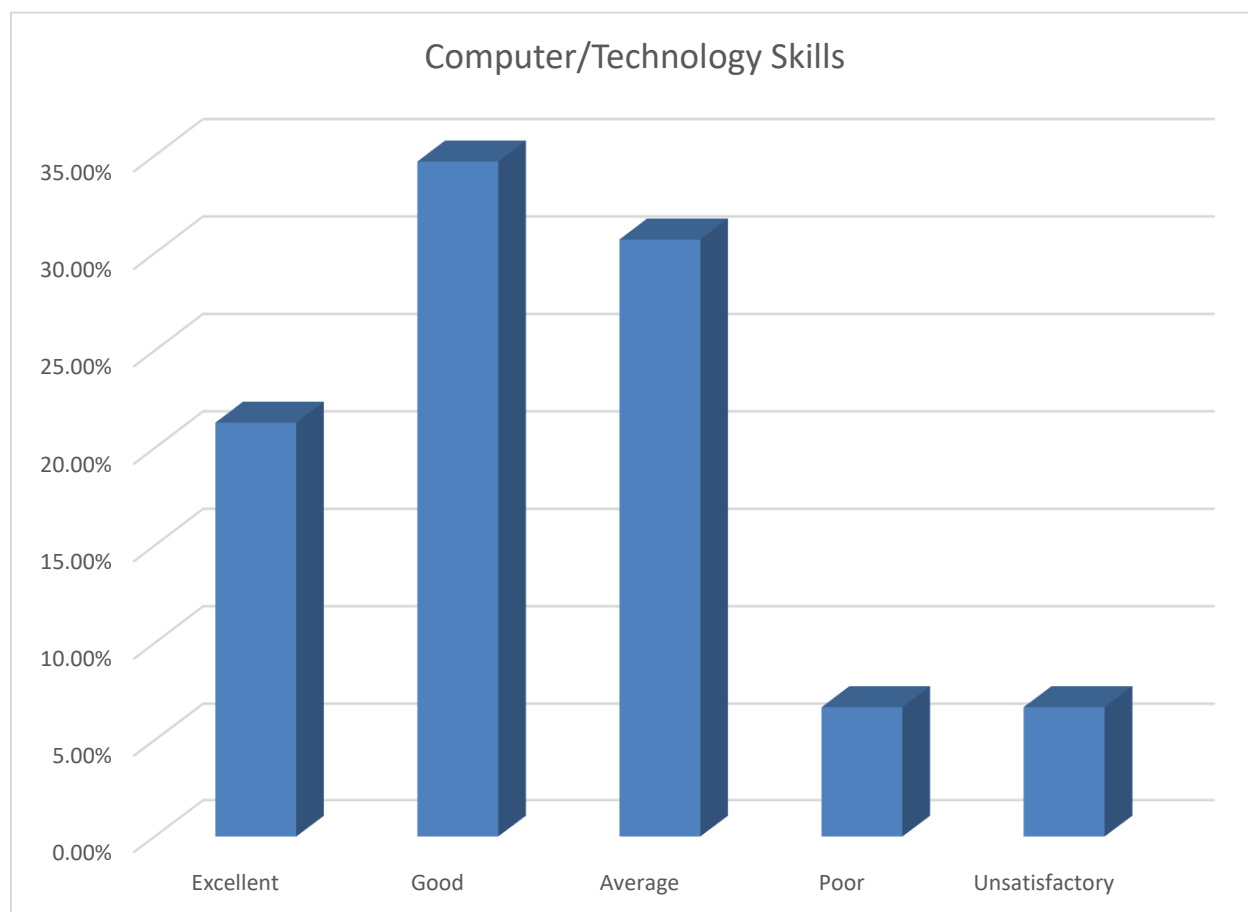
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	21.3%	34.7%	30.7%	6.7%	6.7%

Category:	Rating
Rating for this Learning Skill:	3.57
Average Rating for All Learning Skills:	3.79
Difference:	-0.22
Rank (out of 13 Learning Skills):	12 th
AP:	3.45
Honors/Level 1:	3.65
Level 2:	3.67
Previous Study #1:	3.66
Previous Study #2:	3.76

FWHS graduates rate the quality in computer/technology skills at 3.57, above the midpoint between the ratings of average and good. This overall rating is below the average rating for all learning skills and ranks this skill 12th out of 13 learning skills.

Level 2 respondents rate the quality in this area highest at 3.67.

Statistically, it can be concluded with 95% certainty that computer/technology skills are rated lower than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN GROUP WORK SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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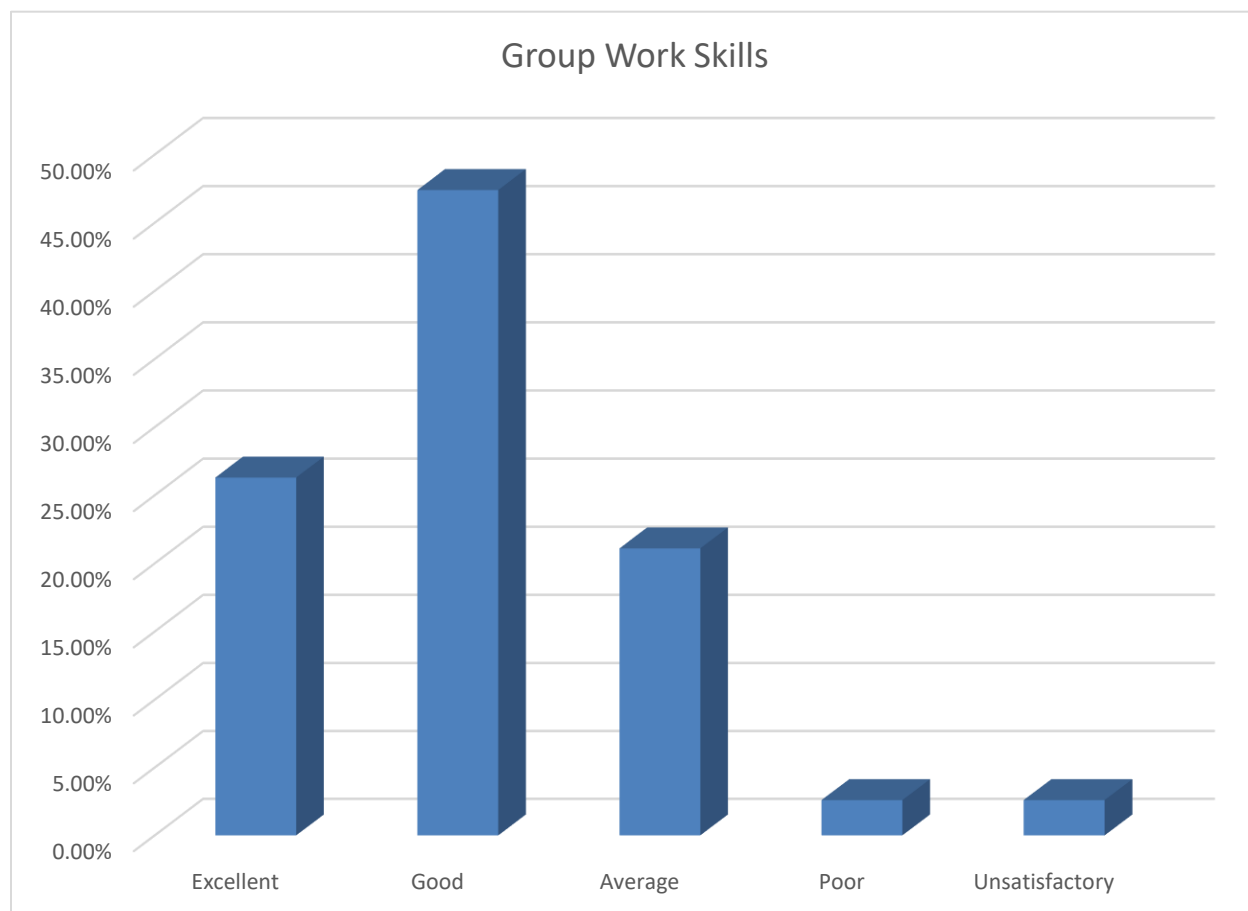
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	26.3%	47.4%	21.1%	2.6%	2.6%

Category:	Rating
Rating for this Learning Skill:	3.92
Average Rating for All Learning Skills:	3.79
Difference:	0.13
Rank (out of 13 Learning Skills):	5th
AP:	4.03
Honors/Level 1:	3.94
Level 2:	3.67
Previous Study #1:	4.00
Previous Study #2:	4.15

Responding alumni members rate the quality of preparation in group work skills very favorably at 3.92, below the rating of good. This overall rating is above the average rating for all learning skills and ranks this skill 5th highest overall.

Examining the specific ratings awarded by the course levels, AP respondents rate the quality highest at 4.03.

Statistically, it can be concluded with 95% certainty that group work skills are rated higher than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN LISTENING SKILLS

Number of Respondents: 75

Percentage Responding: 88.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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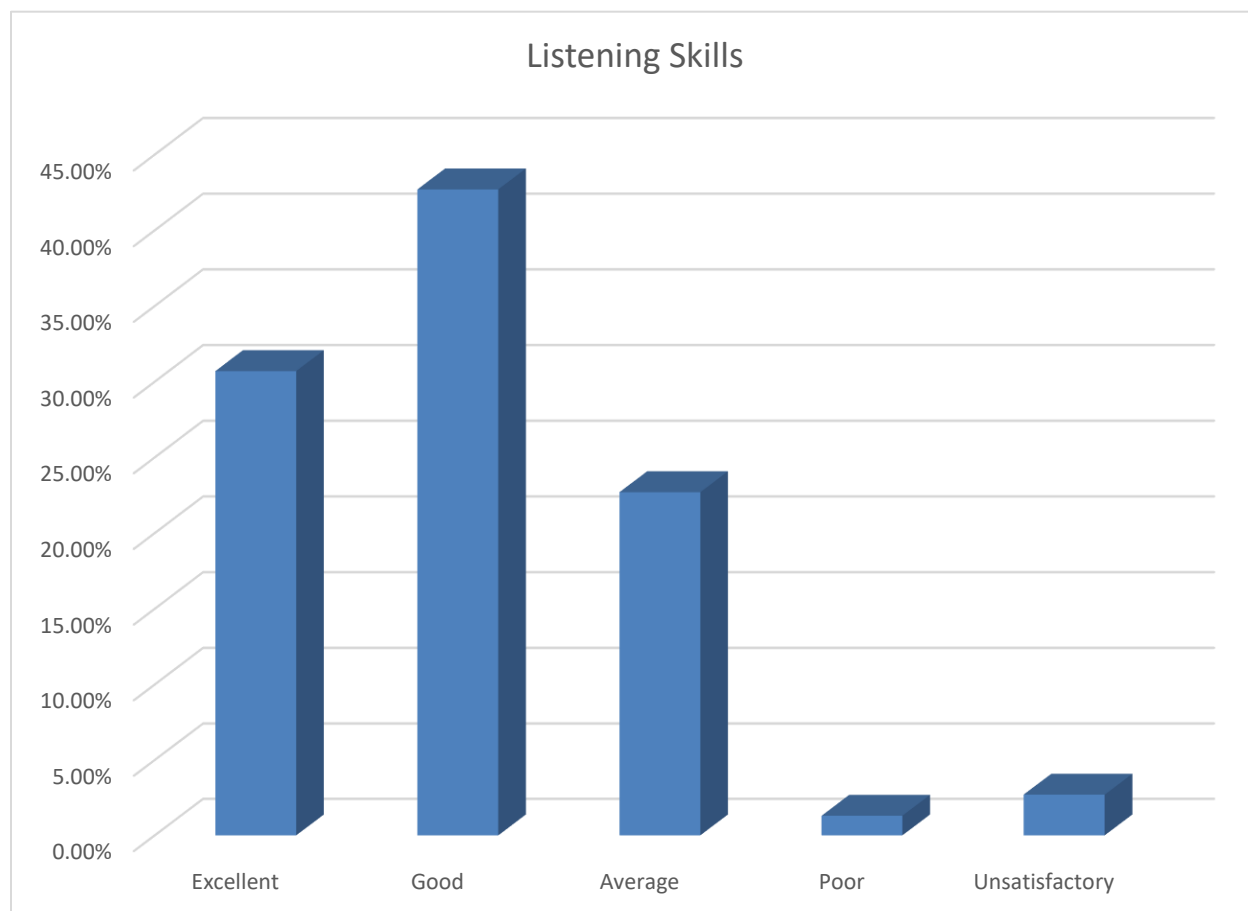
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	30.7%	42.7%	22.7%	1.3%	2.7%

Category:	Rating
Rating for this Learning Skill:	3.97
Average Rating for All Learning Skills:	3.79
Difference:	0.18
Rank (out of 13 Learning Skills):	3 rd
AP:	4.20
Honors/Level 1:	3.90
Level 2:	3.67
Previous Study #1:	4.19
Previous Study #2:	4.37

Listening skills are one of the most overlooked learning skills in many schools, yet these skills are one of the most important in both college and industry. Recent FWHS alumni members assess preparation in this area very favorably at 3.97. This rating is above the average for all learning skills and ranks it 3rd overall.

When examining the responses classified by course level, AP respondents rate the quality most favorably at 4.20.

Statistically, it can be concluded with 95% certainty that listening skills are rated higher than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN MATHEMATICS SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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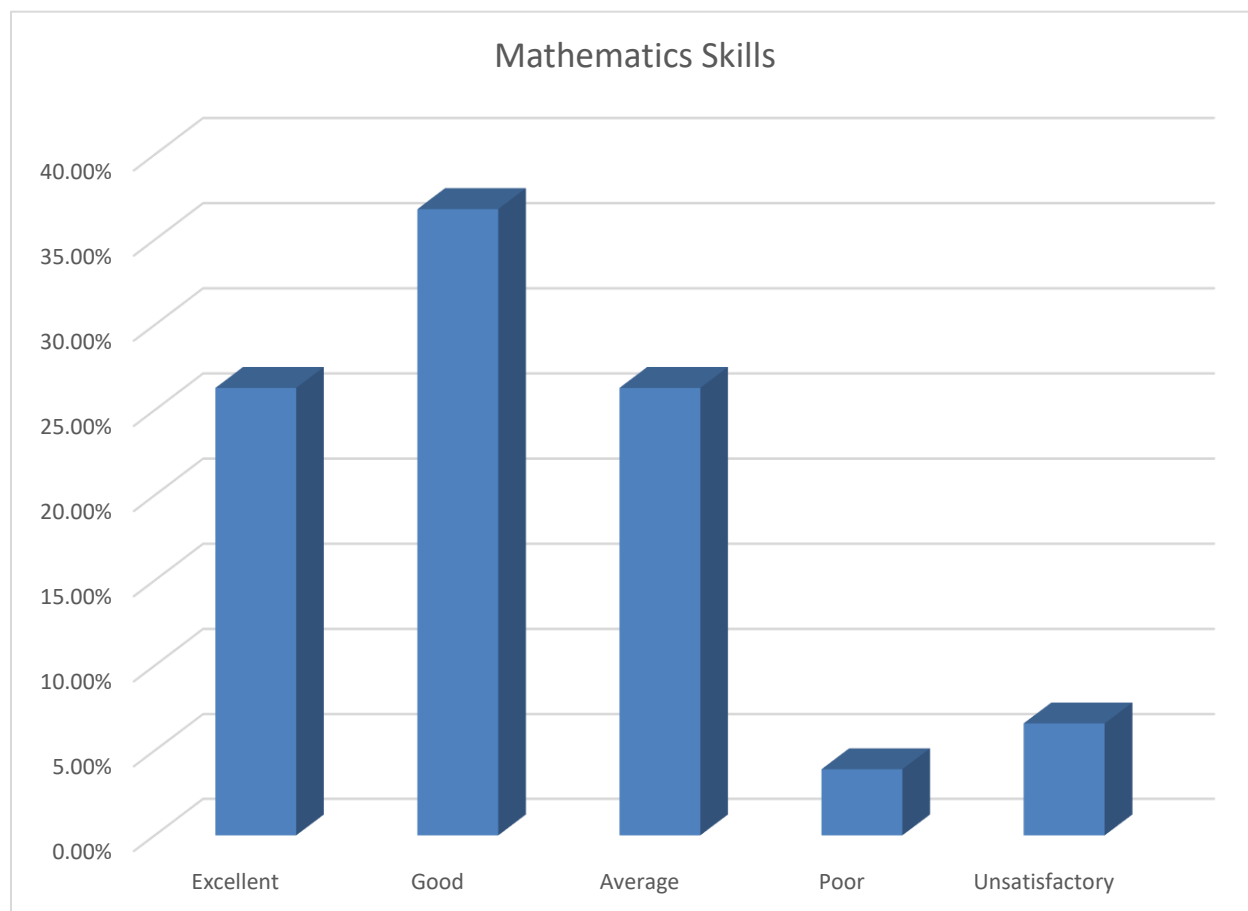
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	26.3%	36.8%	26.3%	3.9%	6.6%

Category:	Rating
Rating for this Learning Skill:	3.72
Average Rating for All Learning Skills:	3.79
Difference:	-0.07
Rank (out of 13 Learning Skills):	9th
AP:	4.23
Honors/Level 1:	3.39
Level 2:	3.40
Previous Study #1:	3.88
Previous Study #2:	4.06

FWHS alumni members rate the quality of preparation in mathematics skills favorably at 3.72, 9th out of 13 learning skills.

Among the course levels, AP respondents rate the quality highest at 4.23.

Statistically, it can be concluded with 95% certainty that mathematics skills are rated lower than the average learning skill.



RATING OF PREPARATION FOR FUTURE IN ORAL PRESENTATION SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
---------------	-------------	--------	-----------	--------	------------------

Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	25.0%	34.2%	30.3%	5.3%	5.3%

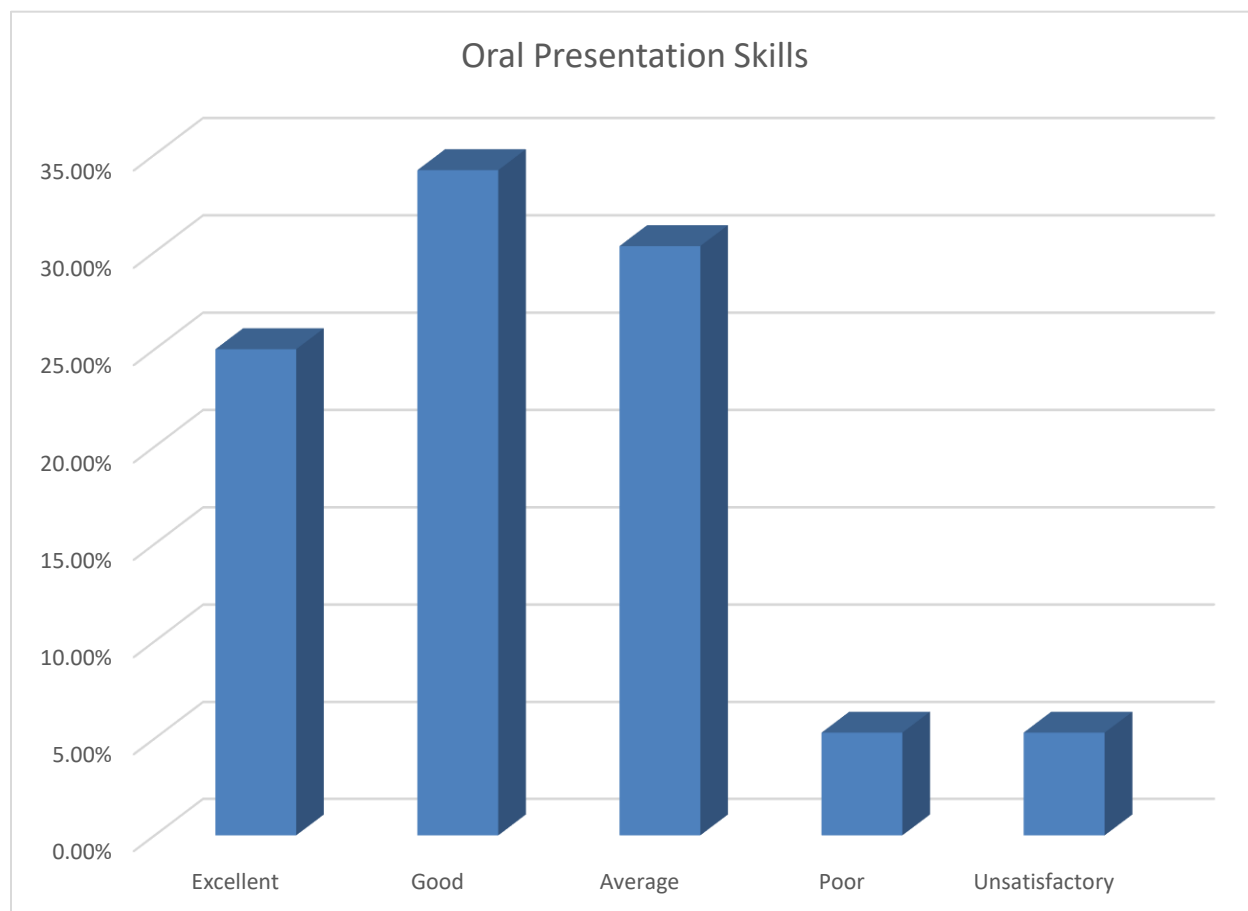
Category:	Rating
Rating for this Learning Skill:	3.68
Average Rating for All Learning Skills:	3.79
Difference:	-0.11
Rank (out of 13 Learning Skills):	10 th
AP:	4.00
Honors/Level 1:	3.55
Level 2:	3.33
Previous Study #1:	3.68
Previous Study #2:	3.85

The ability to convey one's thoughts orally is a vital skill area in many professions. In many school districts, however, oral presentation skills are not given the emphasis that reading, writing, and grammar skills are given.

FWHS alumni members rate oral presentation skills at 3.68, above the midpoint between the ratings of average and good. This ranks these skills 10th out of 13 learning skills.

Among the course levels, AP respondents rate this area highest.

Statistically, it can be concluded with 95% certainty that oral presentation skills are rated lower than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN PROBLEM SOLVING/THINKING SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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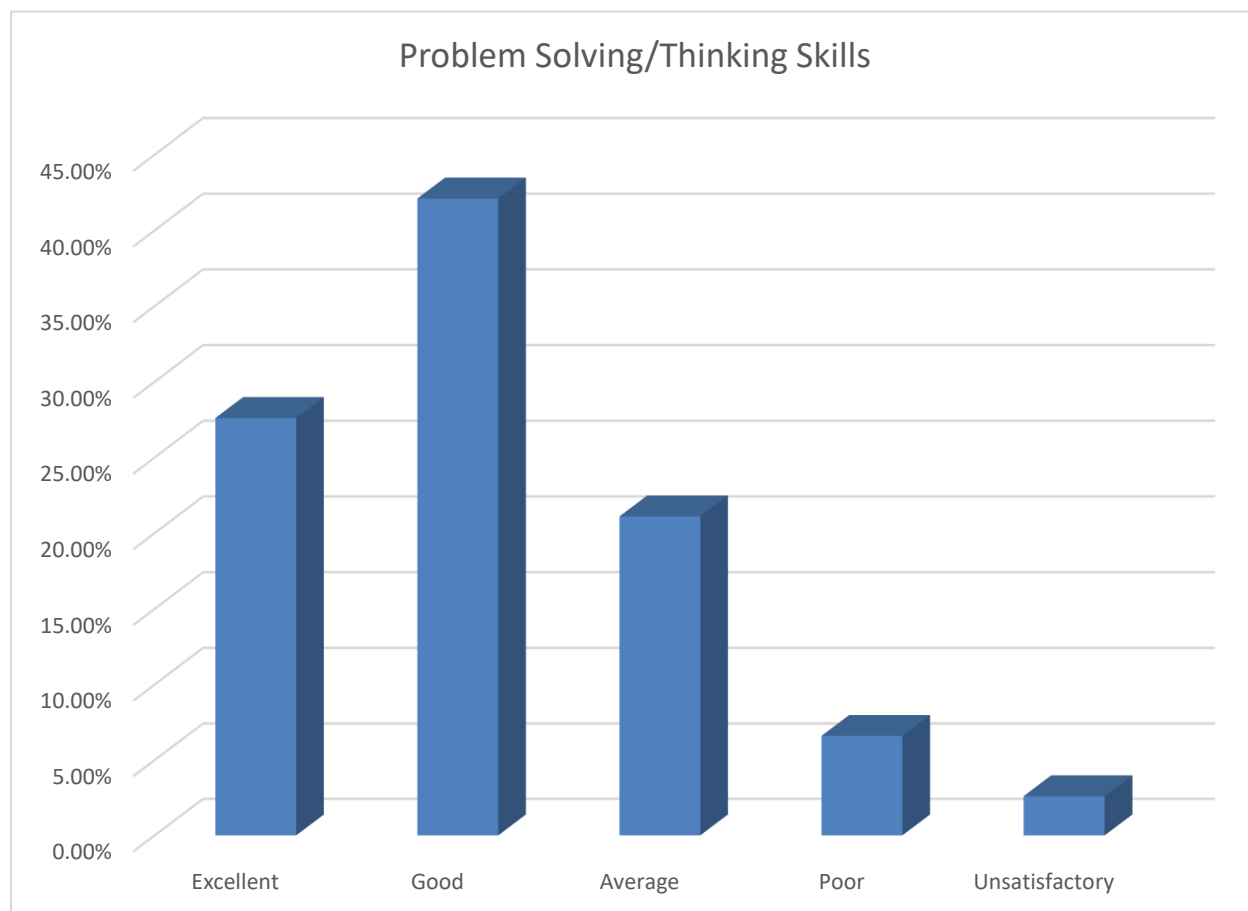
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	27.6%	42.1%	21.1%	6.6%	2.6%

Category:	Rating
Rating for this Learning Skill:	3.86
Average Rating for All Learning Skills:	3.79
Difference:	0.07
Rank (out of 13 Learning Skills):	6 th
AP:	4.23
Honors/Level 1:	3.68
Level 2:	3.47
Previous Study #1:	3.98
Previous Study #2:	4.13

Alumni members rate the quality of preparation in problem solving/thinking skills very favorably at 3.86. This ranks problem solving/thinking skills 6th highest out of 13 learning skill areas and above the average learning skill.

Among the course levels surveyed, AP respondents rate the quality highest at 4.23.

Statistically, it can be concluded that problem solving/thinking skills are rated higher than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN READING SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	40.8%	35.5%	19.7%	2.6%	1.3%

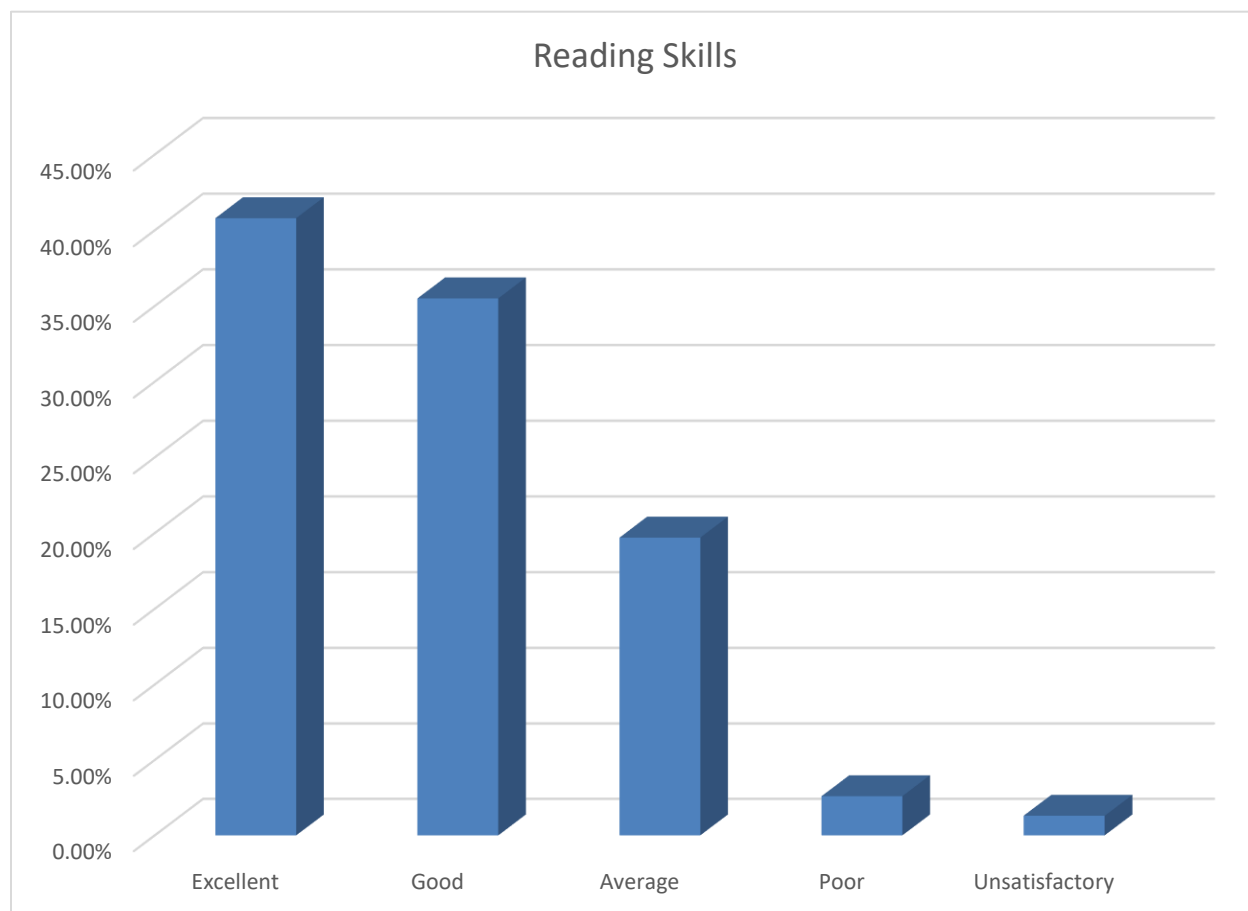
Category:	Rating
Rating for this Learning Skill:	4.12
Average Rating for All Learning Skills:	3.79
Difference:	0.33
Rank (out of 13 Learning Skills):	1 st
AP:	4.40
Honors/Level 1:	4.03
Level 2:	3.73
Previous Study #1:	4.17
Previous Study #2:	4.41

The ability to read effectively is a critical skill area for all students. Although a basic skill, ineffective reading skills can decrease the chances for every student's success.

FWHS alumni members rate the quality of reading skills extremely favorably at 4.12, above the rating of good. This ranks this learning skill highest of all learning skills.

Among the course levels, AP respondents rate the quality highest at 4.40.

Statistically, it can be concluded with 95% certainty that reading skills are rated higher than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN RESEARCH SKILLS

Number of Respondents: 75

Percentage Responding: 88.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
---------------	-------------	--------	-----------	--------	------------------

Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	21.3%	44.0%	25.3%	6.7%	2.7%

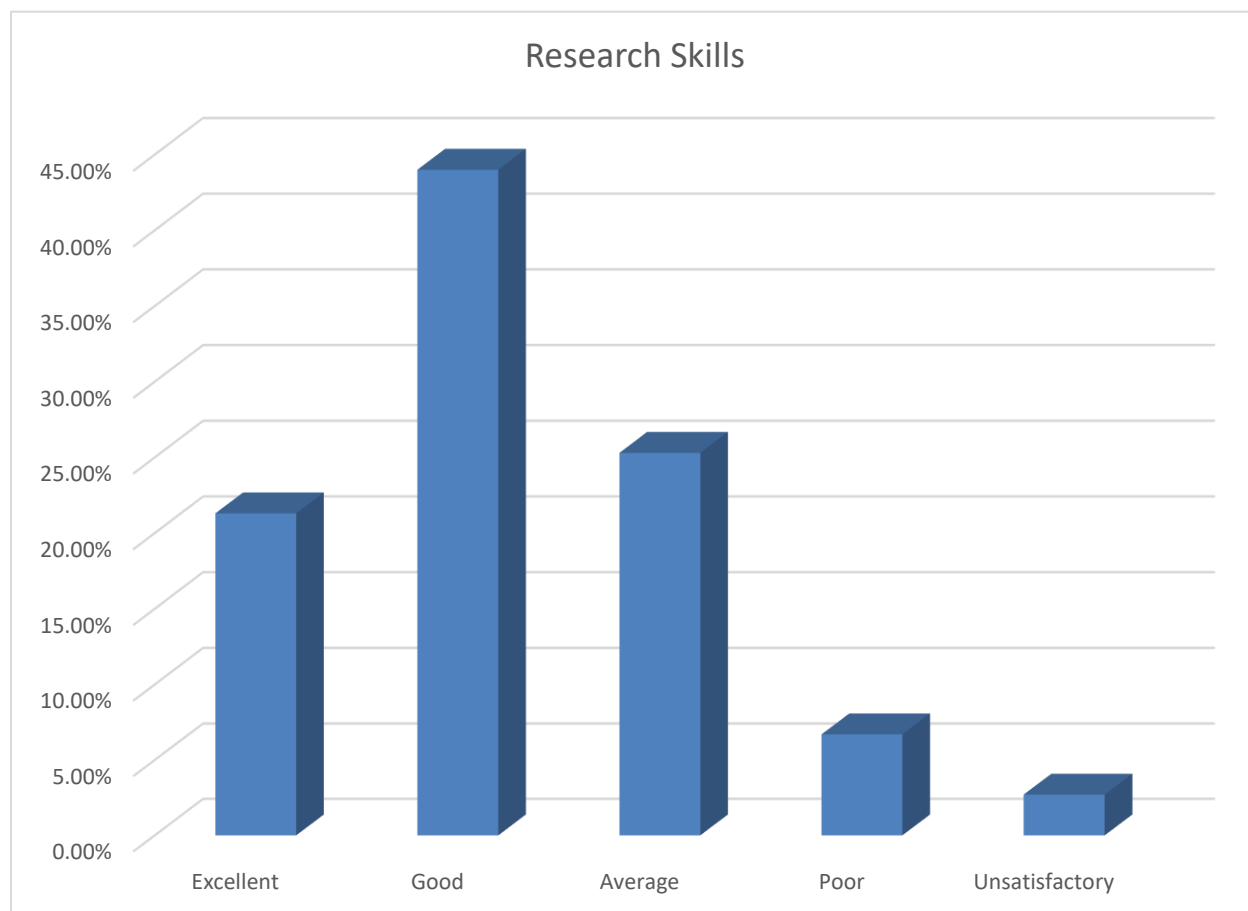
Category:	Rating
Rating for this Learning Skill:	3.75
Average Rating for All Learning Skills:	3.79
Difference:	-0.04
Rank (out of 13 Learning Skills):	7 th
AP:	3.93
Honors/Level 1:	3.63
Level 2:	3.60
Previous Study #1:	3.75
Previous Study #2:	4.04

The ability to research effectively is an integral aspect of developing excellent study skills. Certainly, teaching students effective research skills is a goal of all school districts.

Responding alumni members rate their preparation for the future in research skills favorably at 3.75, below the average learning skill. This rating ranks research skills 7th out of 13 learning skills.

Among the course levels, AP respondents rate this quality highest at 3.93.

It cannot be concluded with 95% certainty that research skills are rated either higher or lower than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN SCIENCE SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	28.9%	44.7%	19.7%	5.3%	1.3%

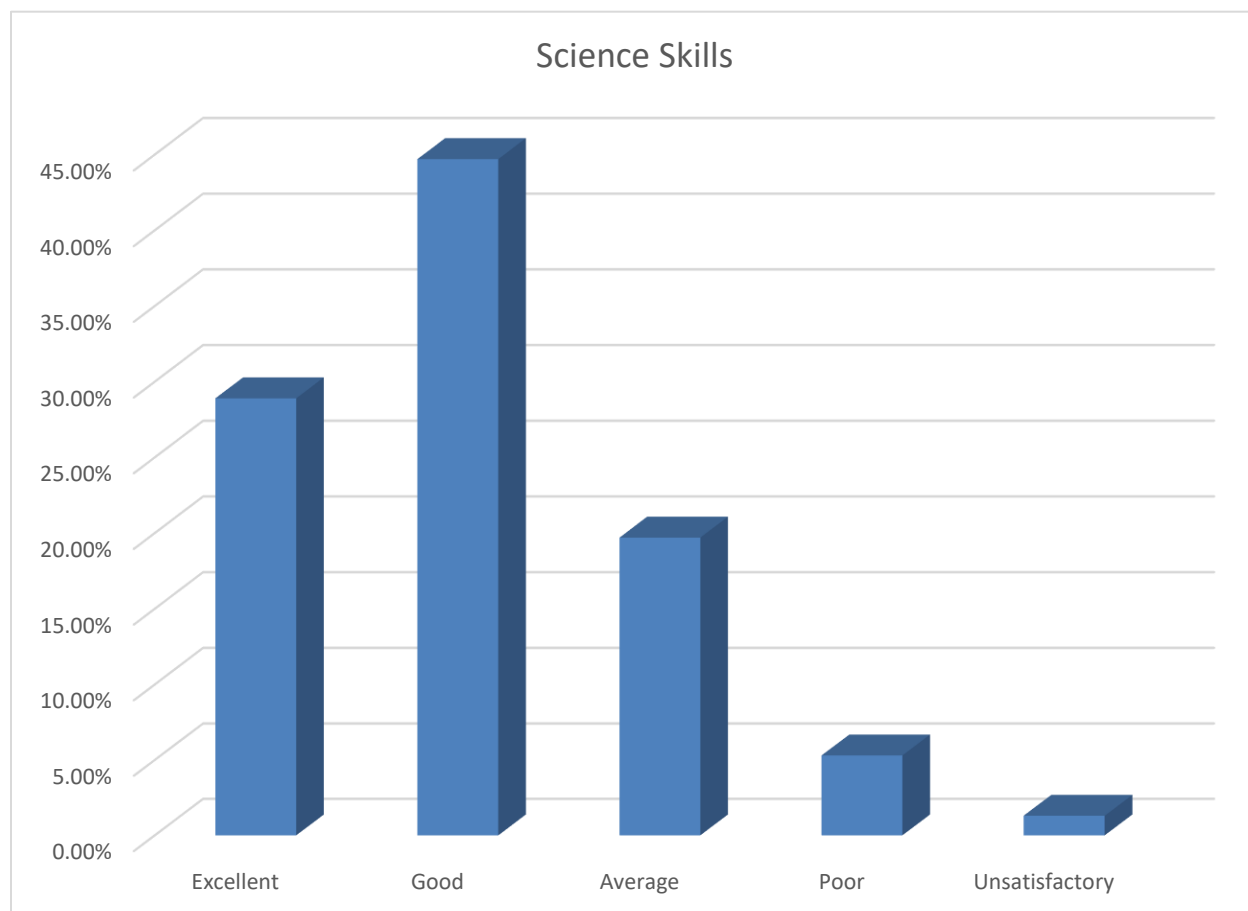
Category:	Rating
Rating for this Learning Skill:	3.95
Average Rating for All Learning Skills:	3.79
Difference:	0.16
Rank (out of 13 Learning Skills):	4 th
AP:	4.23
Honors/Level 1:	3.87
Level 2:	3.53
Previous Study #1:	3.96
Previous Study #2:	3.93

Science skills are a vital learning skill for all students, especially for those who later enter science related careers.

The very favorable overall rating of 3.95 for science skills is ranked 4th out of 13 learning skills.

AP respondents rate the quality of science skills highest of the course levels.

Statistically, it can be concluded that science skills are rated higher than the average learning skill.



RATING OF PREPARATION FOR FUTURE IN STUDY SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	22.4%	42.1%	26.3%	5.3%	3.9%

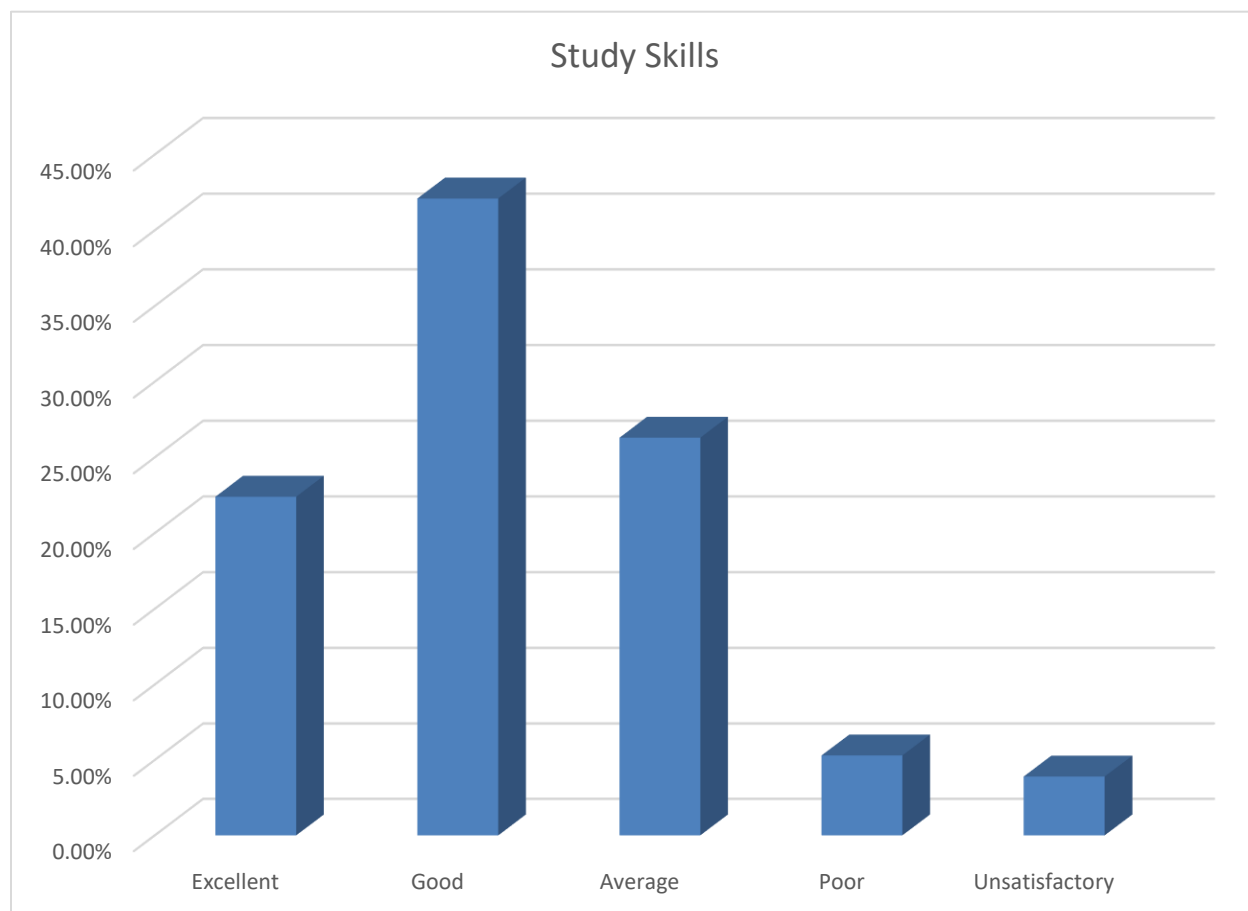
Category:	Rating
Rating for this Learning Skill:	3.74
Average Rating for All Learning Skills:	3.79
Difference:	-0.05
Rank (out of 13 Learning Skills):	8 th
AP:	4.10
Honors/Level 1:	3.71
Level 2:	3.07
Previous Study #1:	3.81
Previous Study #2:	4.00

The development of effective study skills is another learning skill area that is often not taught directly, but nonetheless is extremely important to all students.

Responding FWHS alumni members rate the quality of preparation in study skills favorably at 3.74, above the midpoint between the ratings of average and good. This ranks study skills 8th out of 13 learning skills.

AP respondents rate the quality of study skills highest at 4.10.

Statistically, it cannot be concluded with 95% certainty that study skills are rated either higher or lower than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN WORLD LANGUAGE SKILLS

Number of Respondents: 75

Percentage Responding: 88.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	21.3%	25.3%	29.3%	14.7%	9.3%

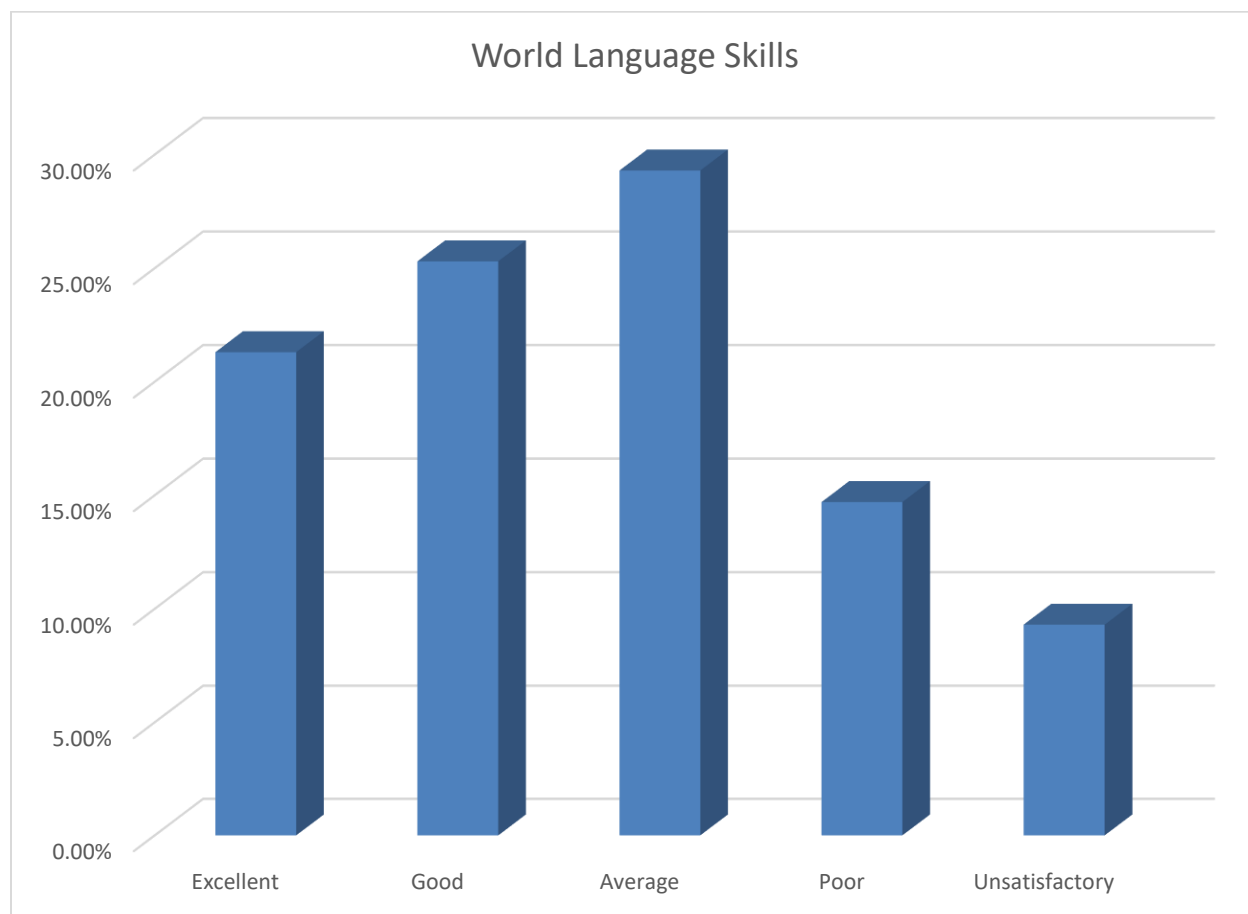
Category:	Rating
Rating for this Learning Skill:	3.35
Average Rating for All Learning Skills:	3.79
Difference:	-0.44
Rank (out of 13 Learning Skills):	13 th
AP:	3.86
Honors/Level 1:	3.29
Level 2:	2.47
Previous Study #1:	3.74
Previous Study #2:	3.74

This segment of the presentation deals with the quality of preparation being provided in world language skills.

FWHS alumni members rate the quality of world language skills less favorably at 3.35, below the midpoint between the ratings of average and good. This ranks it 13th out of 13 learning skills.

Among the course levels, AP respondents rate this area most favorably at 3.86.

Statistically, it can be concluded with 95% certainty that world language skills are rated lower than the average learning skill at FWHS.



RATING OF PREPARATION FOR FUTURE IN WRITING SKILLS

Number of Respondents: 76

Percentage Responding: 89.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	31.6%	44.7%	22.4%	0.0%	1.3%

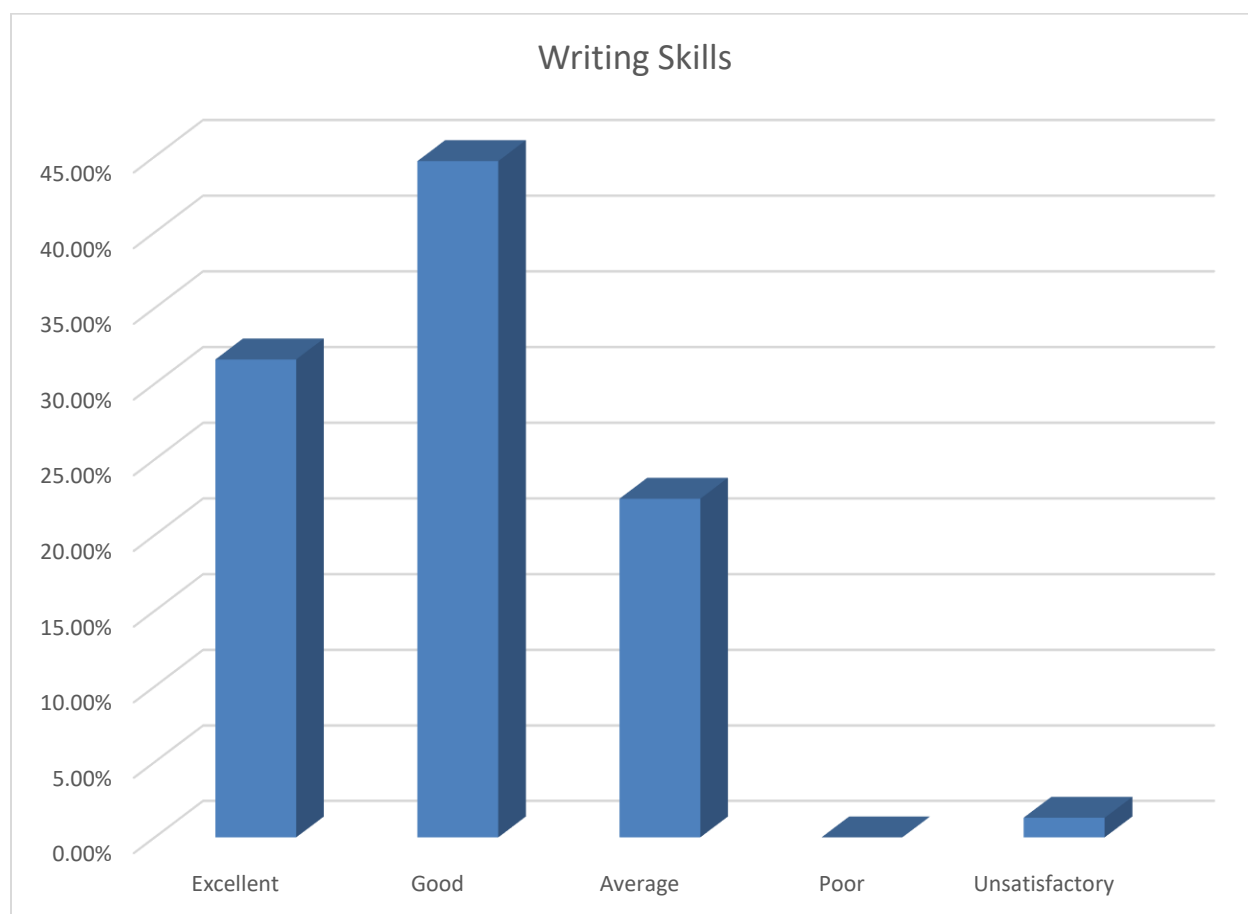
Category:	Rating
Rating for this Learning Skill:	4.05
Average Rating for All Learning Skills:	3.79
Difference:	0.26
Rank (out of 13 Learning Skills):	2 nd
AP:	4.40
Honors/Level 1:	3.94
Level 2:	3.60
Previous Study #1:	4.19
Previous Study #2:	4.13

Writing skills are one of the fundamental learning skills which are stressed within nearly every school district. The development of effective writing skills is critical to students regardless of which career area they eventually select.

Writing skills are awarded an extremely favorable overall rating of 4.05, above the rating of good. This rating ranks writing skills 2nd out of 13 learning skills.

Among the course levels, AP respondents rate the quality of preparation in writing skills highest at 4.40.

Statistically, it can be concluded that writing skills are rated higher than the average FWHS learning skill.



Rating the General Academic Areas of Study

At Fairfield Warde High School the general academic subject areas are the core of the education provided. As a critical element in a student's education, these subject areas are also an integral determinant in a student's later success in college or industry.

Within this segment the 14 primary subject areas offered at FWHS are evaluated. Respondents are requested to rate each overall subject area on a five-point rating scale. It is assumed that each rating given is an average of all aspects of all courses taken within that subject area. As an example, if an alumni member has taken four English courses at FWHS, the overall rating given to English courses would be assumed to represent an average of the four courses.

Each general academic area of study is also ranked relative to the other academic areas of study as noted in Exhibit 3-3.

It is also important to understand that certain underlying factors can have an effect upon the overall average ratings for certain subject areas. More specifically, those subject areas that all students are required to study, such as mathematics, English, and science, are considerably less likely to attain an extremely high or low value than a subject area that is a student elective.

Two major reasons exist for this greater variability in elective subject areas. Initially, since a smaller number of students take these elective subjects, fewer responses are placed within this statistical analysis. Secondly, often a certain amount of prejudgment is present before a student selects an elective, which can again lead to additional variability. Stated simply, students select electives that they believe they will enjoy; if they do not believe a particular subject area will be enjoyable they do not take courses in that subject area. Furthermore, if the student enjoys the elective course, he/she will likely rate it more highly than a comparable required course. Conversely, if the student is disappointed by the course, he/she will likely rate it less favorably than a comparable required course.

EXHIBIT 3-3

AVERAGE RATINGS FOR SUBJECT AREAS AT FWHS

Subject Area	Overall Average	AP	Honors/Level 1	Level 2
Art	4.38	4.20	4.45	4.40
Business Education	3.42	3.29	3.50	N/A
Drama	3.50	N/A	N/A	N/A
English	4.10	4.17	4.24	3.67
Family and Consumer Science	4.05	4.33	4.00	N/A
Health Education	3.62	3.48	3.75	3.67
Mathematics	3.67	4.10	3.41	3.29
Music	4.19	4.06	4.54	N/A
Physical Education	3.59	3.52	3.59	3.77
Resource Room/Learning Center	3.93	N/A	N/A	4.38
Science	4.08	4.30	4.13	3.71
Social Studies	4.01	4.03	4.14	3.71
Technology Education	3.74	3.45	3.79	4.17
World Languages	3.33	3.50	3.41	2.60

EXHIBIT 3-3 (CONTINUED)

AVERAGE RATINGS FOR SUBJECT AREAS AT FWHS

RANKED FROM HIGHEST TO LOWEST RATED

Subject Area	Overall Average	Number of Respondents
1. Art	4.38	21
2. Music	4.19	32
3. English	4.10	73
4. Science	4.08	75
5. Family and Consumer Science	4.05	19
6. Social Studies	4.01	73
7. Resource Room/Learning Center	3.93	14
8. Technology Education	3.74	31
9. Mathematics	3.67	73
10. Health Education	3.62	69
11. Physical Education	3.59	71
12. Business Education	3.42	19
13. World Languages	3.33	67

Note: Drama is not ranked as less than five respondents took courses in this subject area.

RATING OF ART INSTRUCTION

Number of Respondents: 21

Percentage Responding: 24.7%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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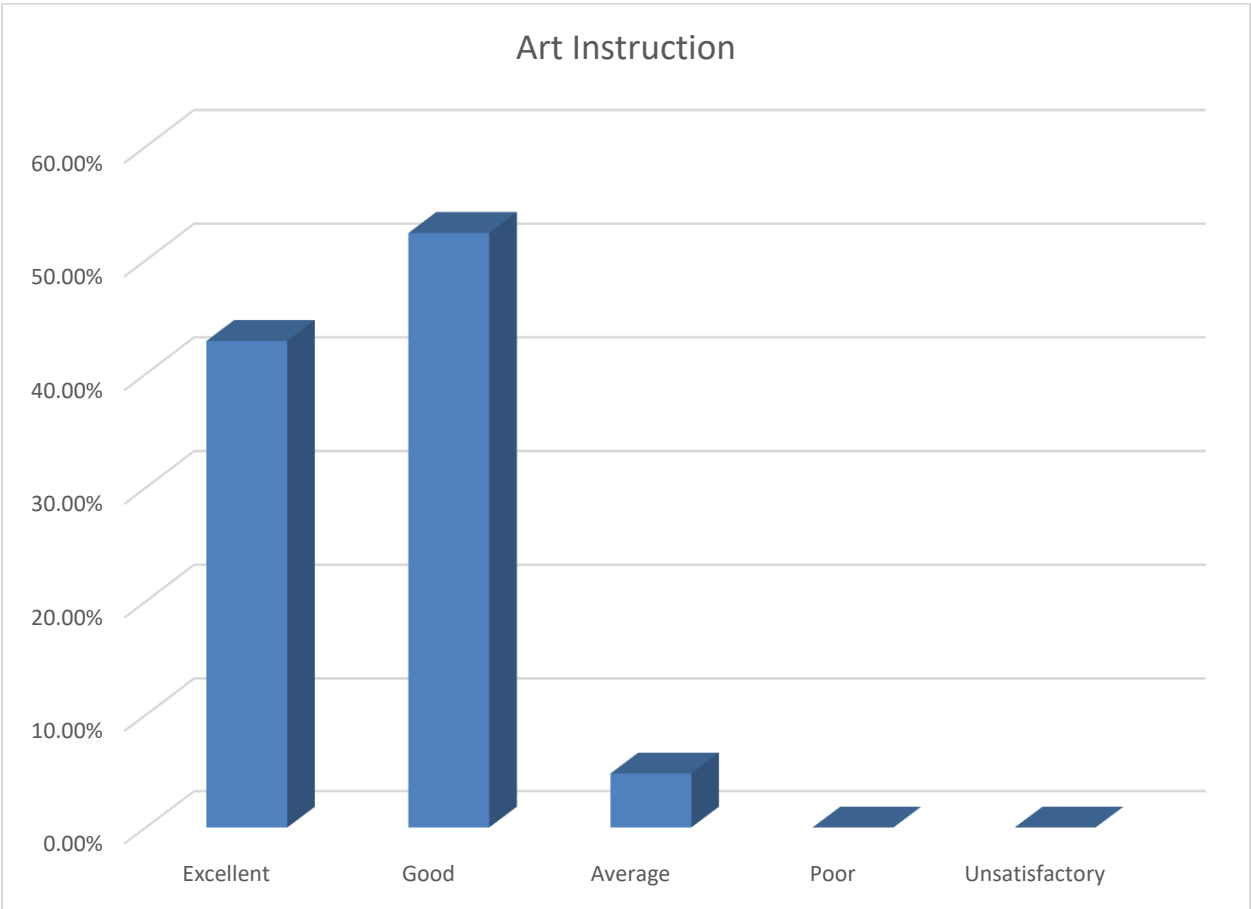
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	42.9%	52.4%	4.8%	0.0%	0.0%

Category:	Rating
Rating for this Subject Area:	4.38
Average Rating for All Subject Areas:	3.82
Difference:	0.56
Rank (out of 13 subject areas):	1 st
AP:	4.20
Honors/Level 1:	4.45
Level 2:	4.40
Previous Study #1:	4.11
Previous Study #2:	4.32

Alumni members rate the overall quality of instruction in art classes at FWHS extremely favorably at 4.38. This rating is below the midpoint between the ratings of good and excellent and represents a value above the average for all subject areas at FWHS. This subject area is also ranked 1st out of 13 subject areas.

Among the course levels surveyed, Honors/Level 1 respondents rate the quality highest at 4.45.

Statistically, it can be concluded with 95% certainty that art instruction is rated higher than the average subject area at FWHS.



RATING OF BUSINESS EDUCATION INSTRUCTION

Number of Respondents: 19

Percentage Responding: 22.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	5.3%	36.8%	52.6%	5.3%	0.0%

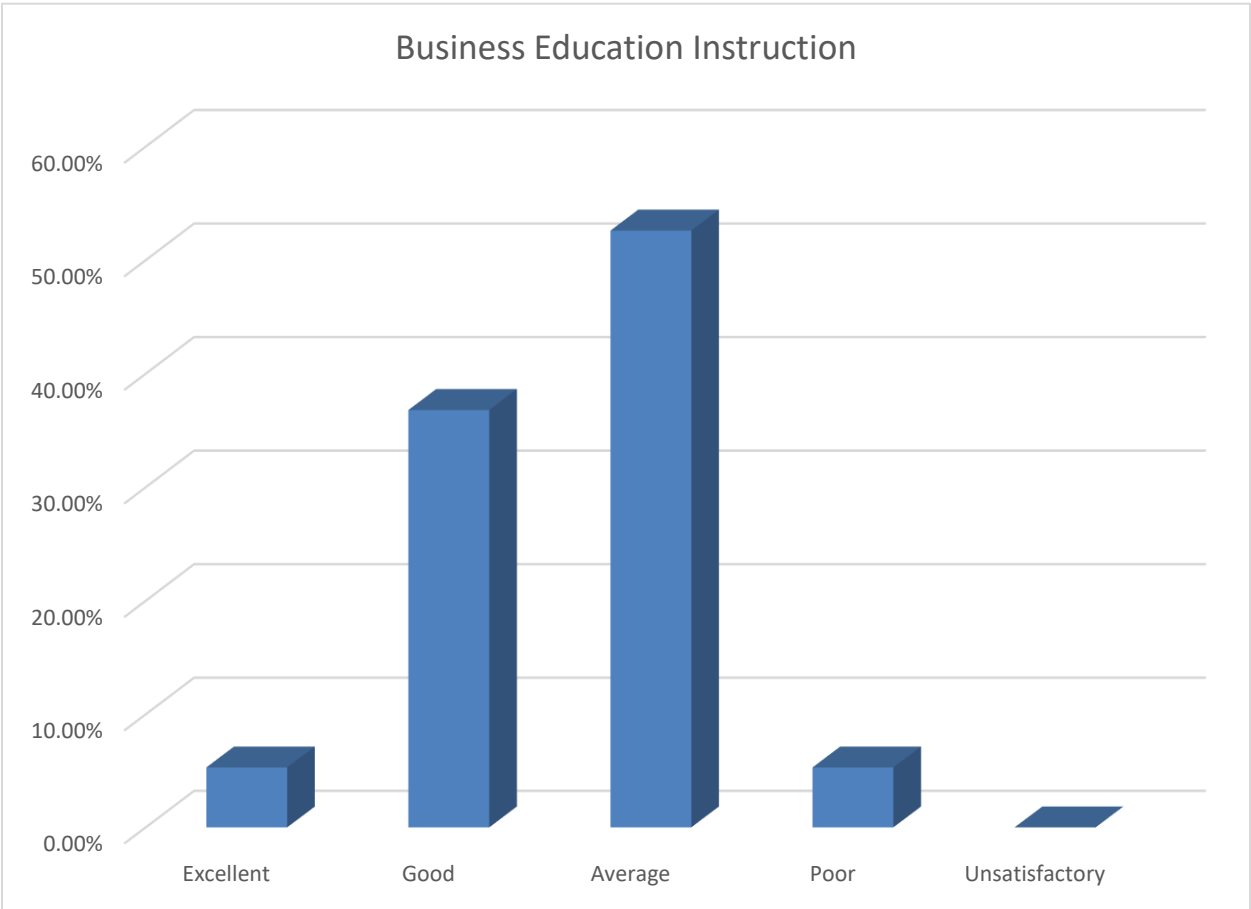
Category:	Rating
Rating for this Subject Area:	3.42
Average Rating for All Subject Areas:	3.82
Difference:	-0.40
Rank (out of 13 subject areas):	12 th
AP:	3.29
Honors/Level 1:	3.50
Level 2:	N/A
Previous Study #1:	3.77
Previous Study #2:	4.13

N/A – Less than five responses in this category

The overall rating of the instruction in business education is rated at 3.42, below the midpoint between the ratings of average and good. This ranks it 12th out of 13 subject areas.

Honors/Level 1 respondents rate the quality most favorably at 3.50.

Statistically, it can be concluded with 95% certainty that business education is rated lower than the average subject area at FWHS.



RATING OF DRAMA INSTRUCTION

Number of Respondents: 2

Percentage Responding: 2.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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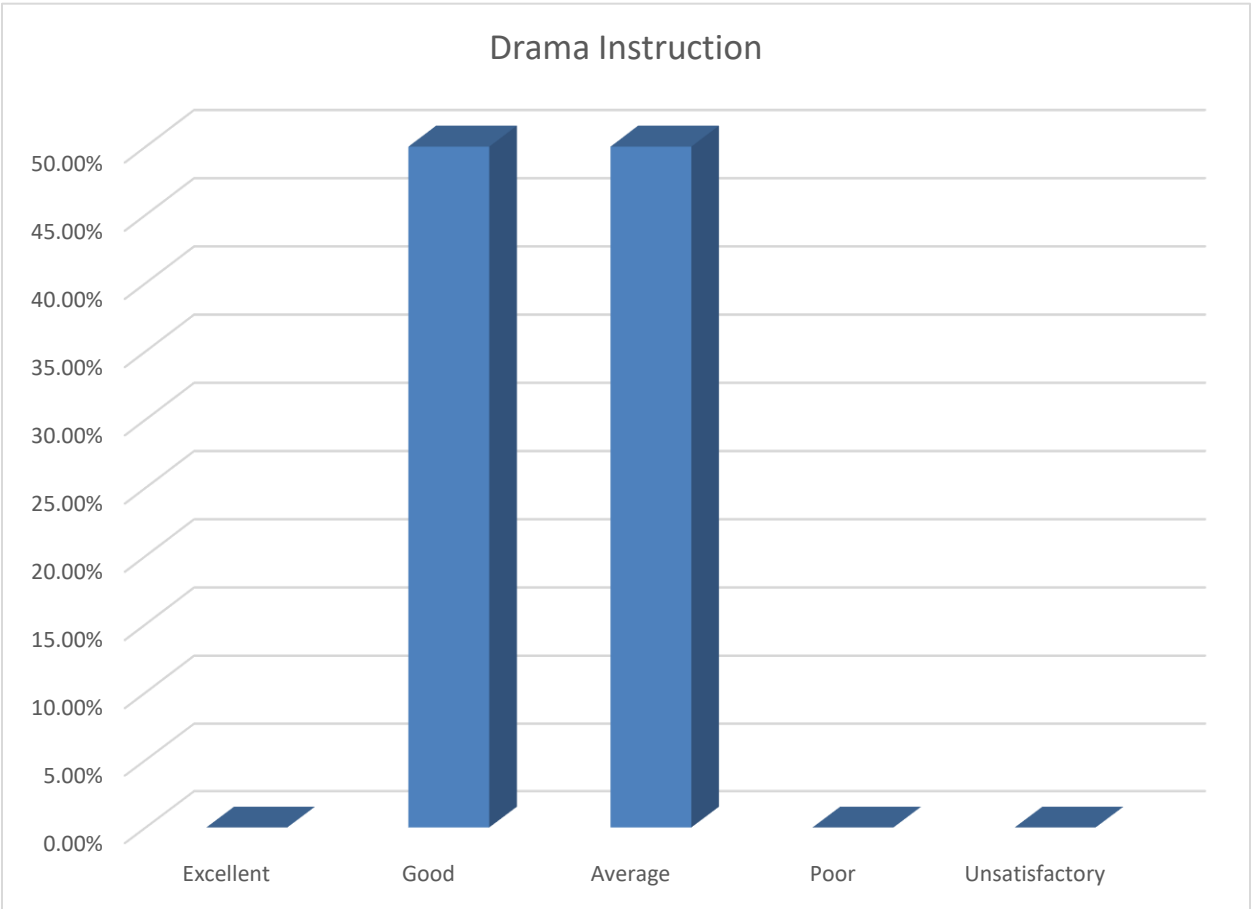
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	0.0%	50.0%	50.0%	0.0%	0.0%

Category:	Rating
Rating for this Subject Area:	3.50
Average Rating for All Subject Areas:	3.82
Difference:	-0.32
Rank (out of 13 subject areas):	Not Ranked
AP:	N/A
Honors/Level 1:	N/A
Level 2:	N/A
Previous Study #1:	5.00
Previous Study #2:	4.60

N/A – Less than five responses in this category

The overall rating of the instruction in drama is rated at 3.50, equal to the midpoint between the ratings of average and good.

Statistically, it can be concluded with 95% certainty that drama is rated lower than the average subject area at FWHS.



RATING OF ENGLISH INSTRUCTION

Number of Respondents: 73

Percentage Responding: 85.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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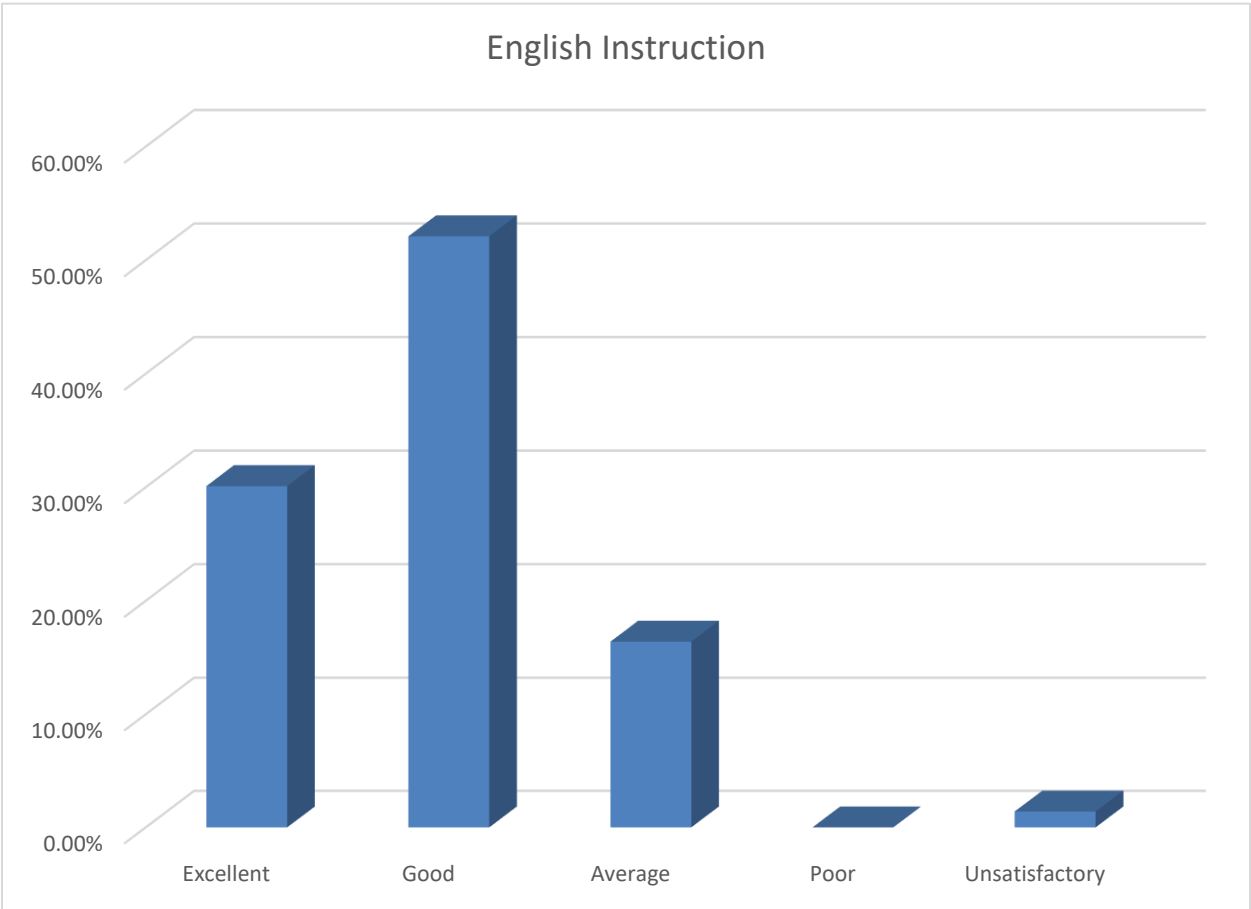
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	30.1%	52.1%	16.4%	0.0%	1.4%

Category:	Rating
Rating for this Subject Area:	4.10
Average Rating for All Subject Areas:	3.82
Difference:	0.28
Rank (out of 13 subject areas):	3 rd
AP:	4.17
Honors/Level 1:	4.24
Level 2:	3.67
Previous Study #1:	4.21
Previous Study #2:	4.11

Responding FWHS alumni members rate the quality of instruction in English extremely favorably at 4.10, above the rating of good. This ranks English 3rd out of 13 subject areas.

Since English classes are required of all FWHS students, it is imperative to examine the sentiments of the course levels. Honors/Level 1 respondents provide the highest rating at 4.24.

It can be concluded statistically that English is rated higher than the average FWHS subject area.



RATING OF FAMILY AND CONSUMER SCIENCE INSTRUCTION

Number of Respondents: 19

Percentage Responding: 22.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	31.6%	47.4%	15.8%	5.3%	0.0%

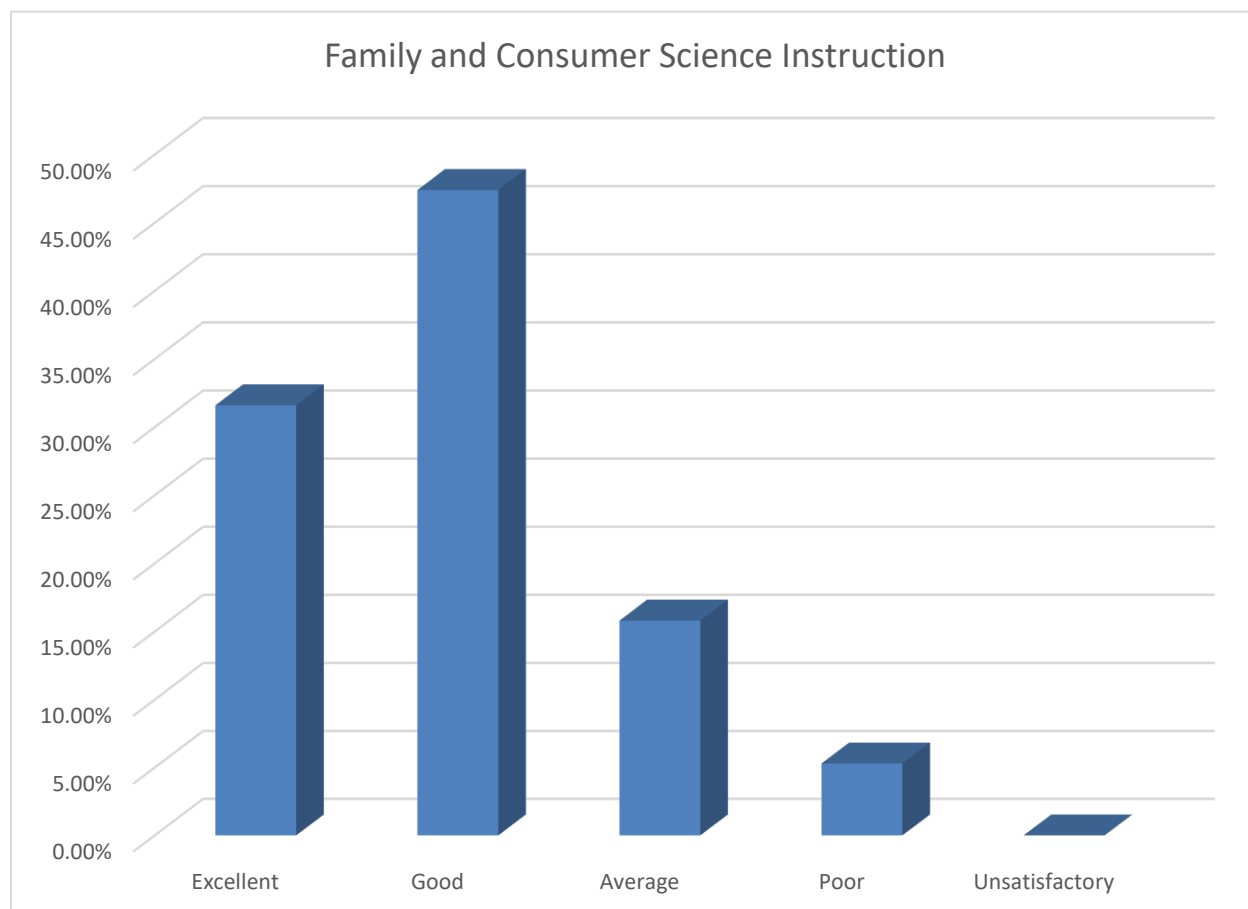
Category:	Rating
Rating for this Subject Area:	4.05
Average Rating for All Subject Areas:	3.82
Difference:	0.23
Rank (out of 13 subject areas):	5 th
AP:	4.33
Honors/Level 1:	4.00
Level 2:	N/A
Previous Study #1:	4.57
Previous Study #2:	4.55

N/A – Less than five responses in this category

Responding alumni members rate the quality of instruction in family and consumer science extremely favorably at 4.05, above the rating of good.

AP respondents rate the quality in this area highest at 4.33.

Statistically, it can be concluded with 95% certainty that family and consumer science is rated higher than the average subject area at FWHS.



RATING OF HEALTH EDUCATION INSTRUCTION

Number of Respondents: 69

Percentage Responding: 81.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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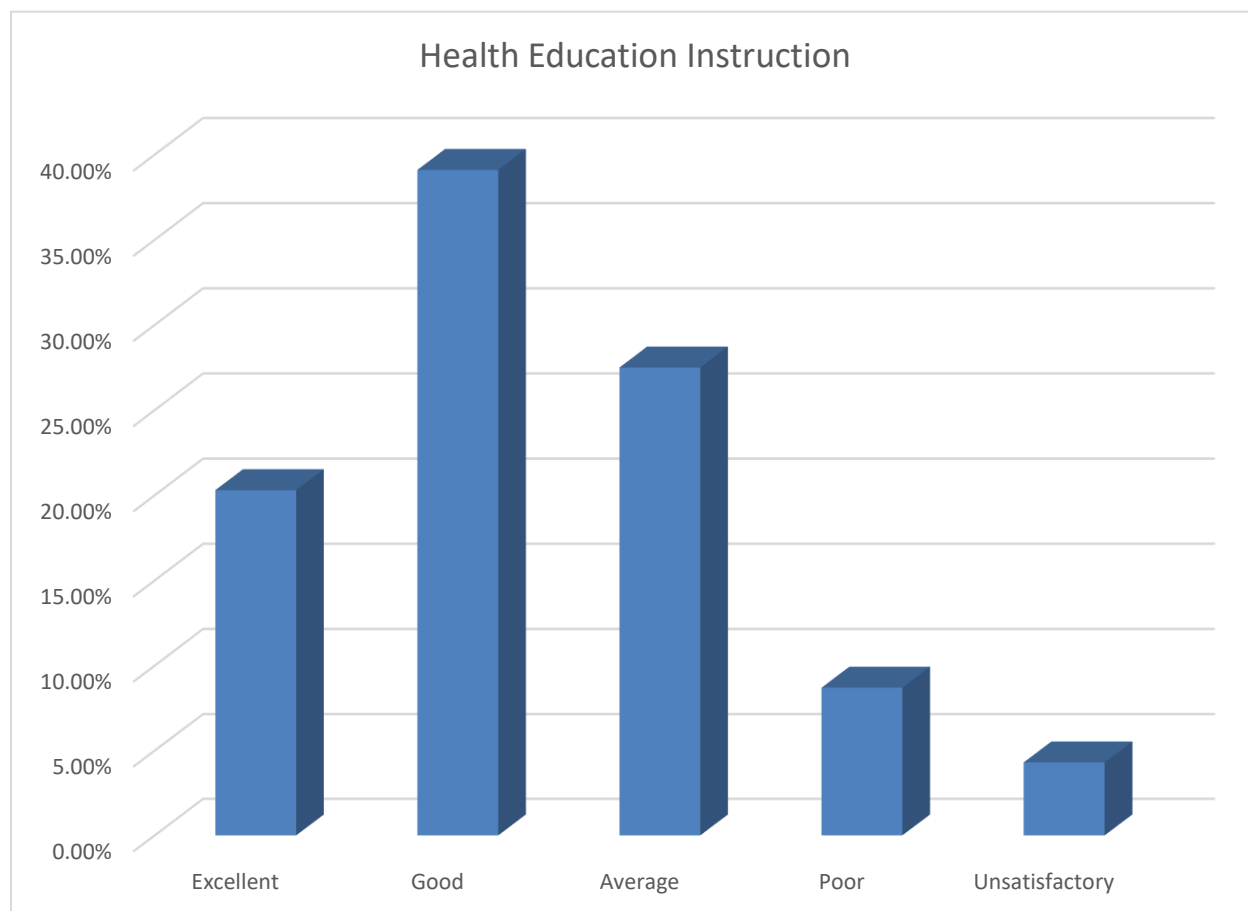
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	20.3%	39.1%	27.5%	8.7%	4.3%

Category:	Rating
Rating for this Subject Area:	3.62
Average Rating for All Subject Areas:	3.82
Difference:	-0.20
Rank (out of 13 subject areas):	10 th
AP:	3.48
Honors/Level 1:	3.75
Level 2:	3.67
Previous Study #1:	4.04
Previous Study #2:	4.25

Responding alumni members indicate that the instruction in health education is rated at 3.62. This overall rating is above the midpoint between the ratings of average and good and ranks it 10th out of 13 subject areas.

Honors/Level 1 respondents rate the quality in health education highest of the course levels.

Statistically, it can be concluded that health education is rated significantly lower than the average FWHS subject area.



RATING OF MATHEMATICS INSTRUCTION

Number of Respondents: 73

Percentage Responding: 85.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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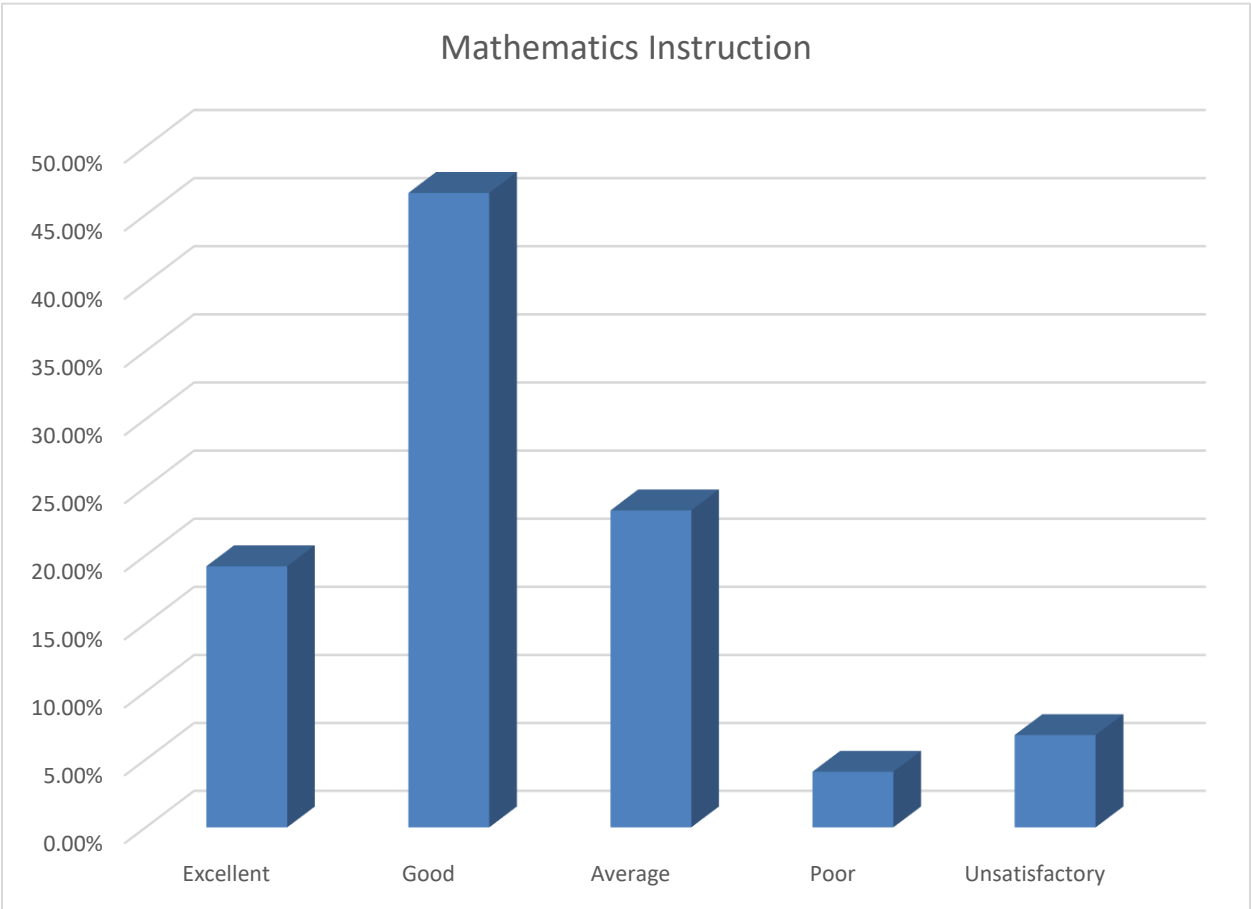
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	19.2%	46.6%	23.3%	4.1%	6.8%

Category:	Rating
Rating for this Subject Area:	3.67
Average Rating for All Subject Areas:	3.82
Difference:	-0.15
Rank (out of 13 subject areas):	9 th
AP:	4.10
Honors/Level 1:	3.41
Level 2:	3.29
Previous Study #1:	3.87
Previous Study #2:	4.07

Responding FWHS alumni members rate the quality of instruction in mathematics at 3.67, a rating above the midpoint between the ratings of average and good. This rating ranks mathematics 9th out of 13 subject areas.

Among the course levels, AP respondents rate the quality most favorably at 4.10.

Statistically, it can be concluded with 95% certainty that mathematics is rated lower than the average FWHS subject area.



RATING OF MUSIC INSTRUCTION

Number of Respondents: 32

Percentage Responding: 37.6%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	46.9%	31.3%	15.6%	6.3%	0.0%

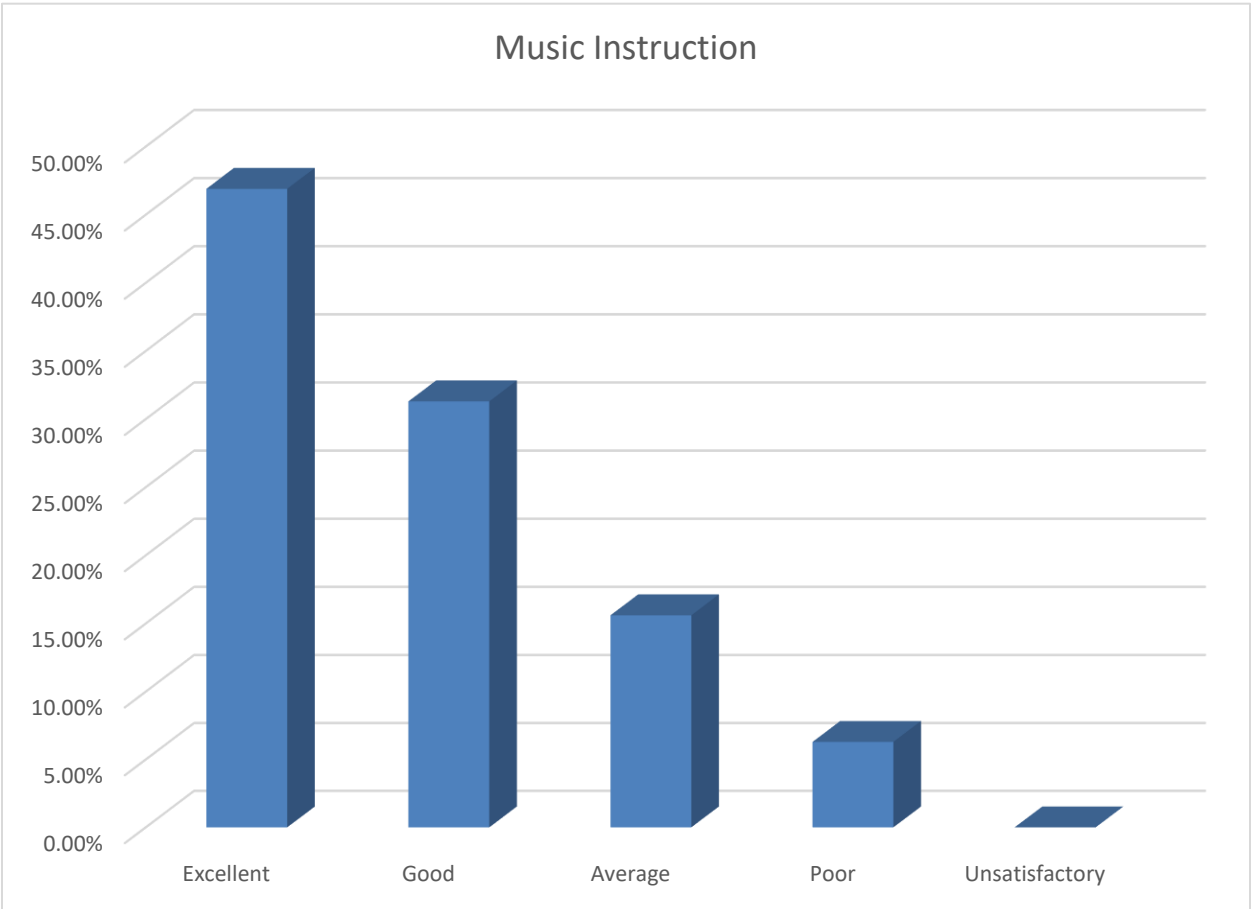
Category:	Rating
Rating for this Subject Area:	4.19
Average Rating for All Subject Areas:	3.82
Difference:	0.37
Rank (out of 13 subject areas):	2 nd
AP:	4.06
Honors/Level 1:	4.54
Level 2:	N/A
Previous Study #1:	3.93
Previous Study #2:	4.44

N/A – Less than five responses in this category

Responding alumni members rate the quality of instruction in music extremely favorably at 4.19, above the rating of good.

Honors/Level 1 respondents rate the quality highest of the course levels with a rating of 4.54.

Statistically, it can be concluded with 95% certainty that music is rated higher than the average subject area at FWHS.



RATING OF PHYSICAL EDUCATION INSTRUCTION

Number of Respondents: 71

Percentage Responding: 83.5%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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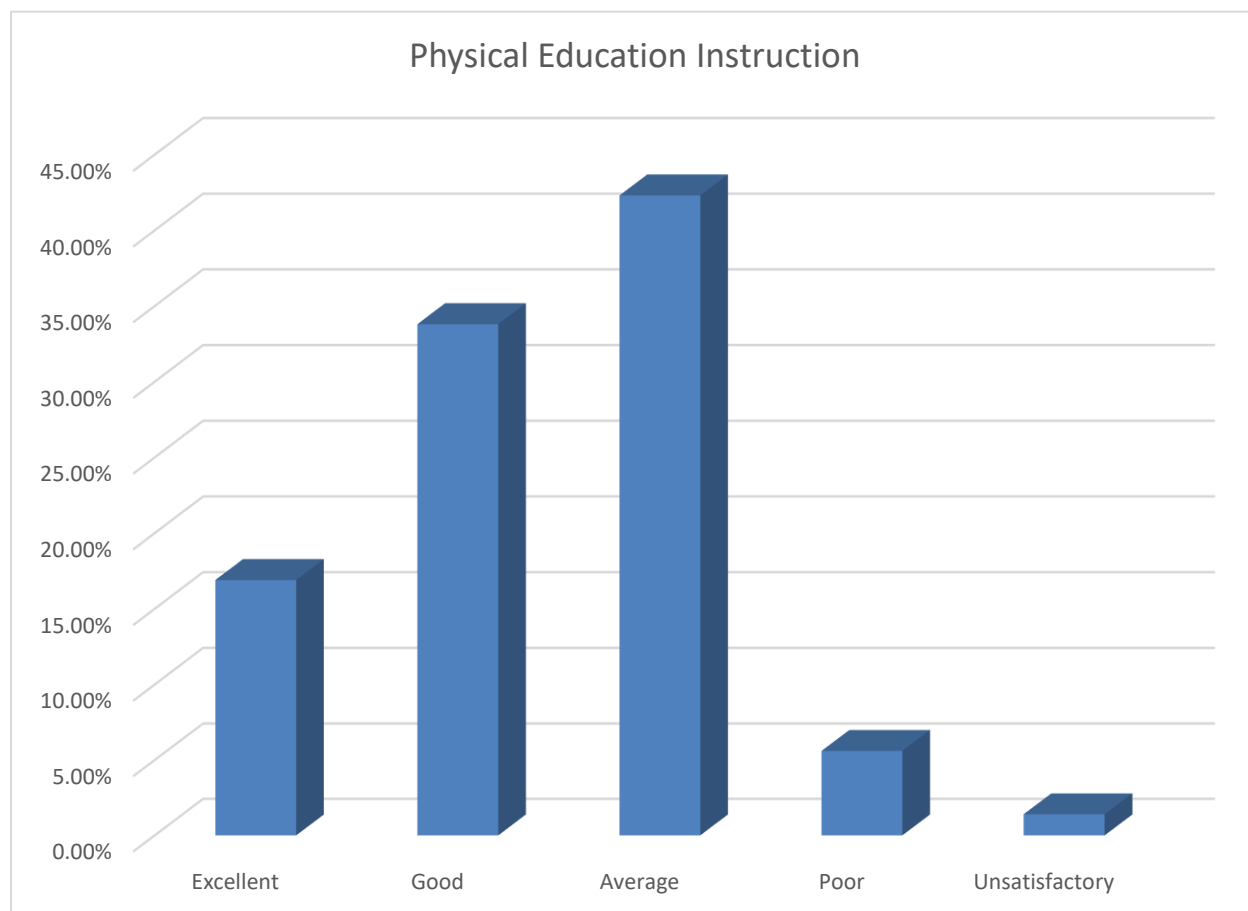
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	16.9%	33.8%	42.3%	5.6%	1.4%

Category:	Rating
Rating for this Subject Area:	3.59
Average Rating for All Subject Areas:	3.82
Difference:	-0.23
Rank (out of 13 subject areas):	11 th
AP:	3.52
Honors/Level 1:	3.59
Level 2:	3.77
Previous Study #1:	3.70
Previous Study #2:	4.09

The quality of instruction in physical education classes at FWHS is rated at 3.59, ranking physical education 11th highest out of 13 subject areas. This rating translates into a rating above the midpoint between the ratings of average and good.

Among the course levels surveyed, Level 2 respondents rate the quality highest at 3.77.

Statistically it can be concluded with 95% certainty that physical education is rated lower than the average subject area at FWHS.



RATING OF RESOURCE/LEARNING CENTER INSTRUCTION

Number of Respondents: 14

Percentage Responding: 16.5%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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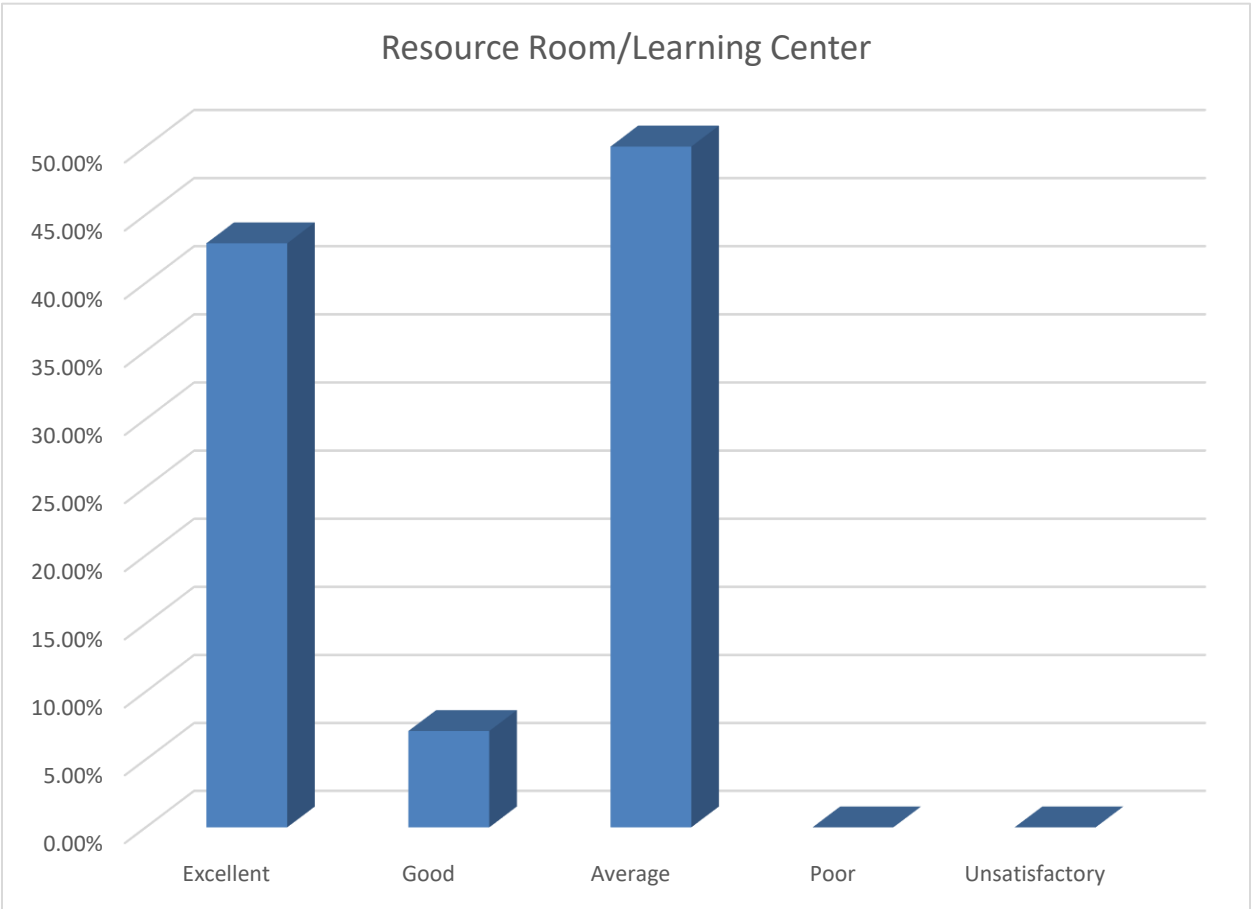
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	42.9%	7.1%	50.0%	0.0%	0.0%

Category:	Rating
Rating for this Subject Area:	3.93
Average Rating for All Subject Areas:	3.82
Difference:	0.11
Rank (out of 13 subject areas):	7th
AP:	N/A
Honors/Level 1:	N/A
Level 2:	4.38
Previous Study #1:	4.43
Previous Study #2:	4.00

N/A – Less than five responses in this category

Alumni members who took courses in resource/learning center rate the overall quality of instruction very favorably at 3.93, below the rating of good. This ranks it 7th out of 13 subject areas.

It can be statistically concluded that resource/learning center is rated higher than the average FWHS subject area.



RATING OF SCIENCE INSTRUCTION

Number of Respondents: 75

Percentage Responding: 88.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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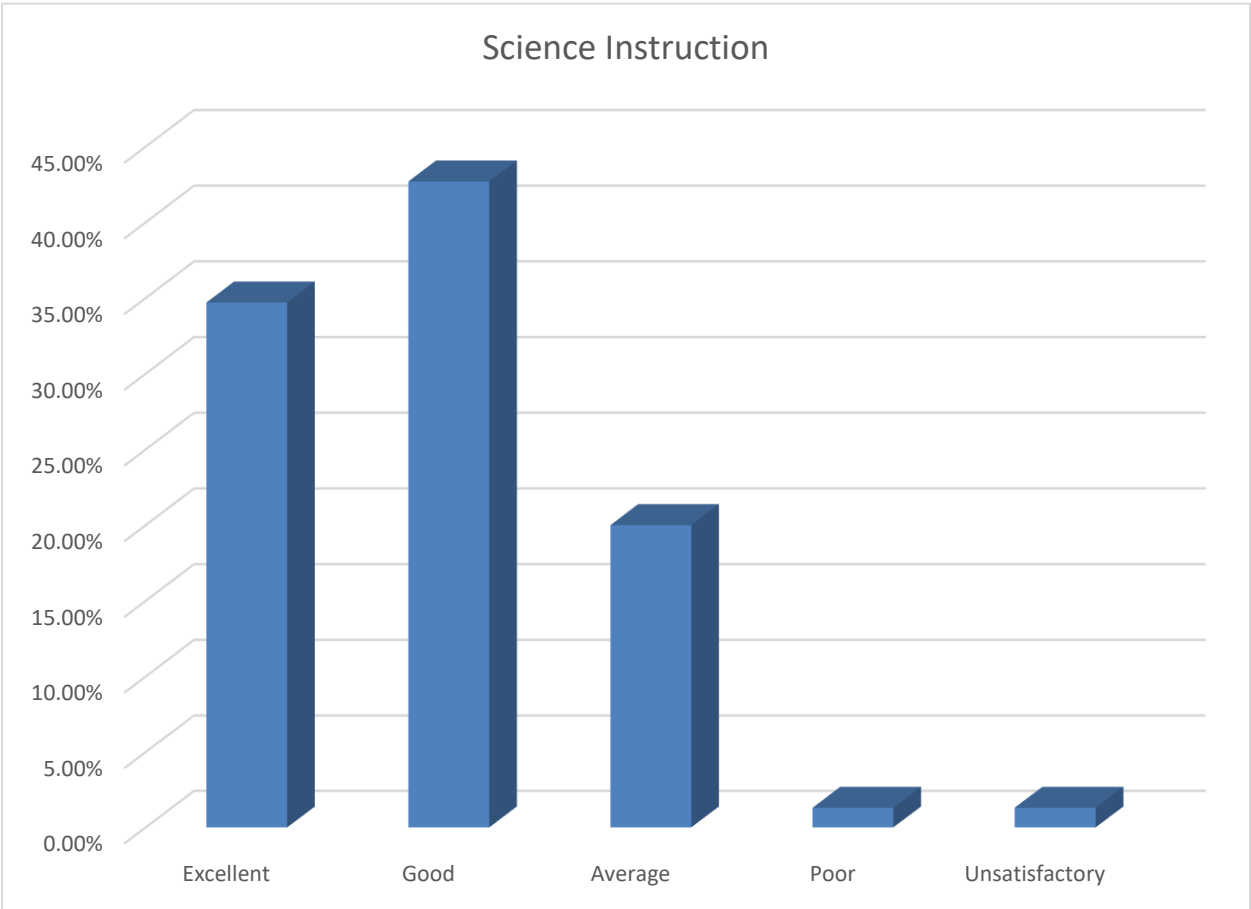
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	34.7%	42.7%	20.0%	1.3%	1.3%

Category:	Rating
Rating for this Subject Area:	4.08
Average Rating for All Subject Areas:	3.82
Difference:	0.26
Rank (out of 13 subject areas):	4 th
AP:	4.30
Honors/Level 1:	4.13
Level 2:	3.53
Previous Study #1:	4.11
Previous Study #2:	4.17

FWHS alumni members rate the overall quality of instruction in science classes extremely favorably at 4.08, above the rating of good. This ranks science 4th out of 13 subject areas.

Among the course levels surveyed, AP respondents rate the quality in science highest at 4.30.

It can be proven with 95% certainty that science is rated higher than the average FWHS subject area.



RATING OF SOCIAL STUDIES INSTRUCTION

Number of Respondents: 73

Percentage Responding: 85.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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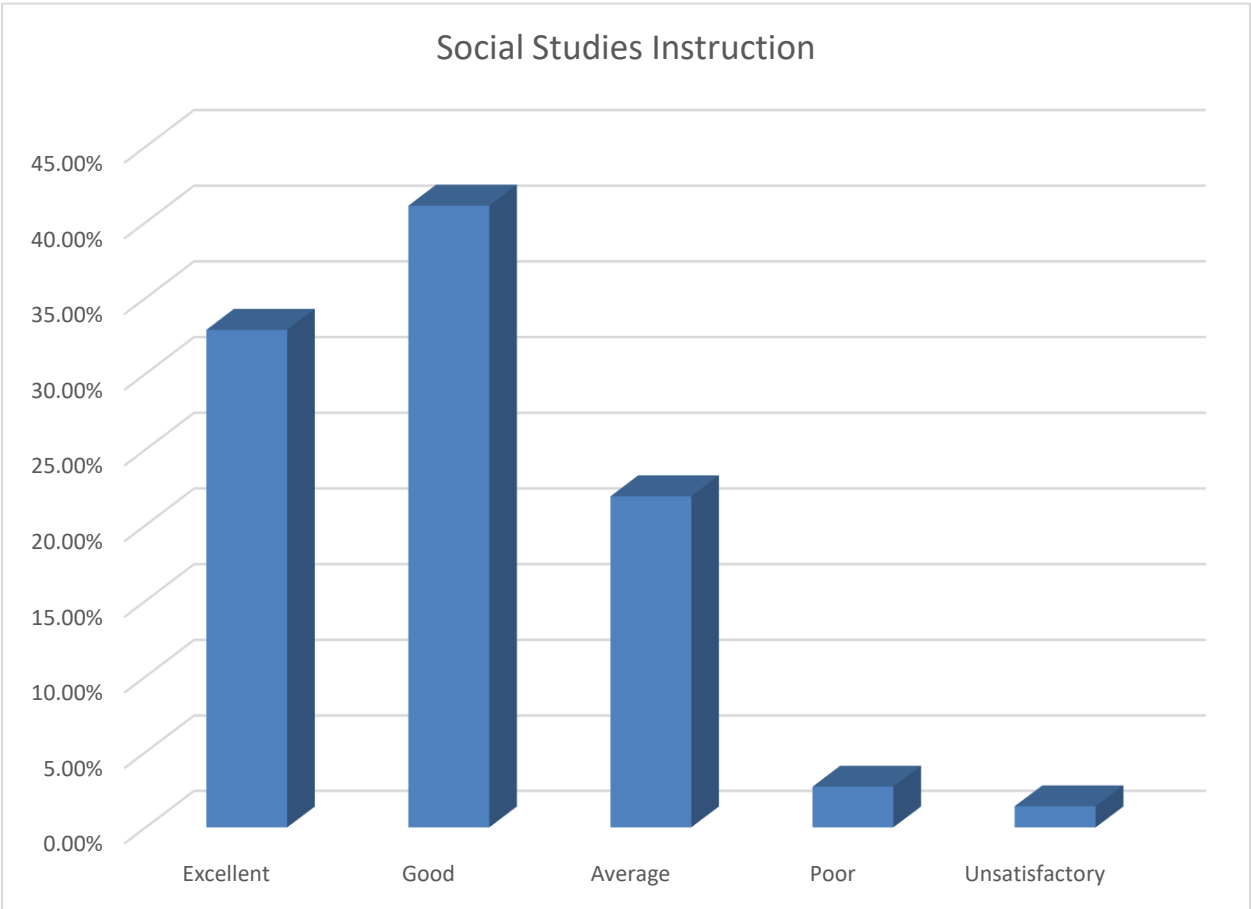
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	32.9%	41.1%	21.9%	2.7%	1.4%

Category:	Rating
Rating for this Subject Area:	4.01
Average Rating for All Subject Areas:	3.82
Difference:	0.19
Rank (out of 13 subject areas):	6 th
AP:	4.03
Honors/Level 1:	4.14
Level 2:	3.71
Previous Study #1:	4.24
Previous Study #2:	4.27

Responding FWHS alumni members rate the overall quality of instruction in social studies extremely favorably at 4.01, above the rating of good. This ranks social studies 6th out of 13 subject areas.

Honors/Level 1 respondents rate the quality in social studies highest of the course levels.

It can be concluded statistically that social studies is rated higher than the average FWHS subject area.



RATING OF TECHNOLOGY EDUCATION INSTRUCTION

Number of Respondents: 31

Percentage Responding: 36.5%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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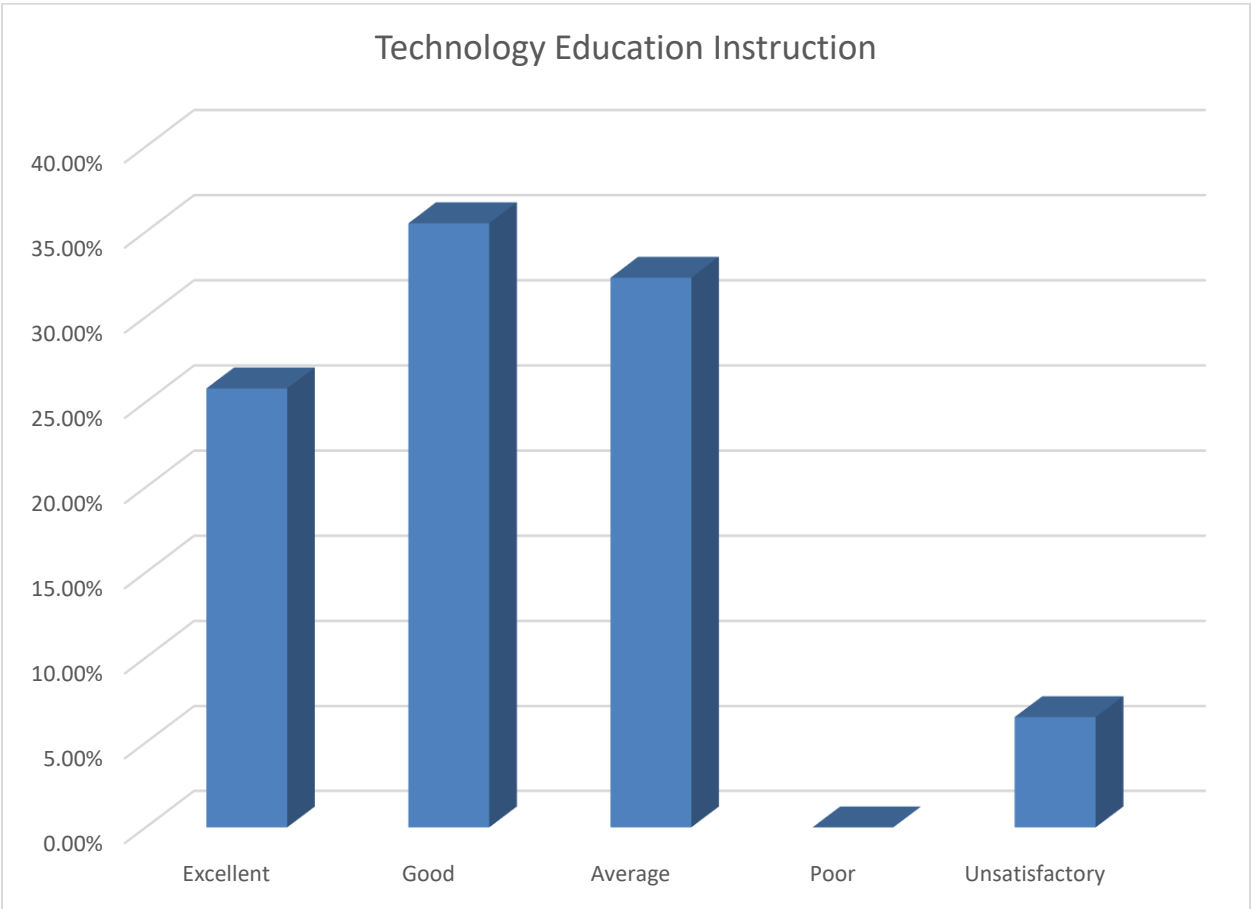
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	25.8%	35.5%	32.3%	0.0%	6.5%

Category:	Rating
Rating for this Subject Area:	3.74
Average Rating for All Subject Areas:	3.82
Difference:	-0.08
Rank (out of 13 subject areas):	8 th
AP:	3.45
Honors/Level 1:	3.79
Level 2:	4.17
Previous Study #1:	3.36
Previous Study #2:	4.13

Responding alumni members rate the quality of instruction in technology education favorably at 3.74, above the midpoint between the ratings of average and good. This ranks it 8th out of 13 subject areas.

Level 2 respondents rate the quality most favorably at 4.17.

Statistically, it can be concluded with 95% certainty that technology education is rated lower than the average subject area at FWHS.



RATING OF WORLD LANGUAGES INSTRUCTION

Number of Respondents: 67

Percentage Responding: 78.8%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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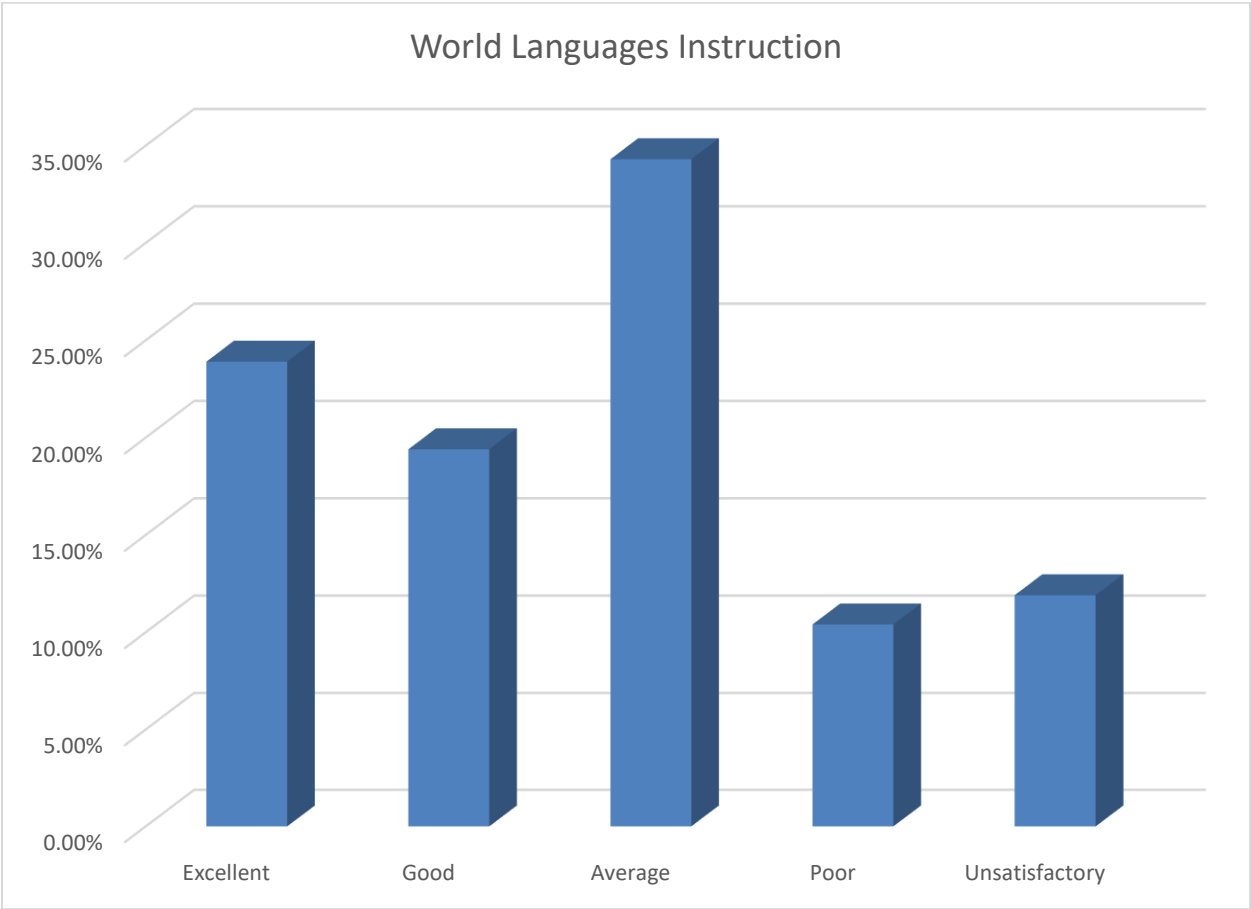
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	23.9%	19.4%	34.3%	10.4%	11.9%

Category:	Rating
Rating for this Subject Area:	3.33
Average Rating for All Subject Areas:	3.82
Difference:	-0.49
Rank (out of 13 subject areas):	13 th
AP:	3.50
Honors/Level 1:	3.41
Level 2:	2.60
Previous Study #1:	3.69
Previous Study #2:	3.81

Responding alumni members indicate that the instruction in world languages is rated less favorably at 3.33. This overall rating is below the midpoint between the ratings of average and good and ranks it 13th out of 13 subject areas.

AP respondents rate the quality in world languages highest of the course levels.

Statistically, it can be concluded that world languages are rated significantly lower than the average FWHS subject area.



Rating the Quality of Key Aspects of FWHS Teachers

The quality of instruction is key from a foundational perspective. However, in this segment of the presentation, six key elements of how these instructional services are delivered are addressed.

RATING OF TEACHERS – AVAILABILITY TO PROVIDE EXTRA HELP WHEN NEEDED

Number of Respondents: 73

Percentage Responding: 85.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	28.8%	46.6%	21.9%	1.4%	1.4%

Category:	Rating
Overall Rating:	4.00
AP:	4.30
Honors/Level 1:	3.86
Level 2:	3.64
Previous Study #1:	4.09
Previous Study #2:	4.44

Alumni members rate the FWHS teachers' availability to provide extra help when needed extremely favorably at 4.00, equal to the rating of good.

Among course levels, AP respondents rate this area most favorably at 4.30.



RATING OF TEACHERS – USED A VARIETY OF TEACHING TECHNIQUES

Number of Respondents: 73

Percentage Responding: 85.9%

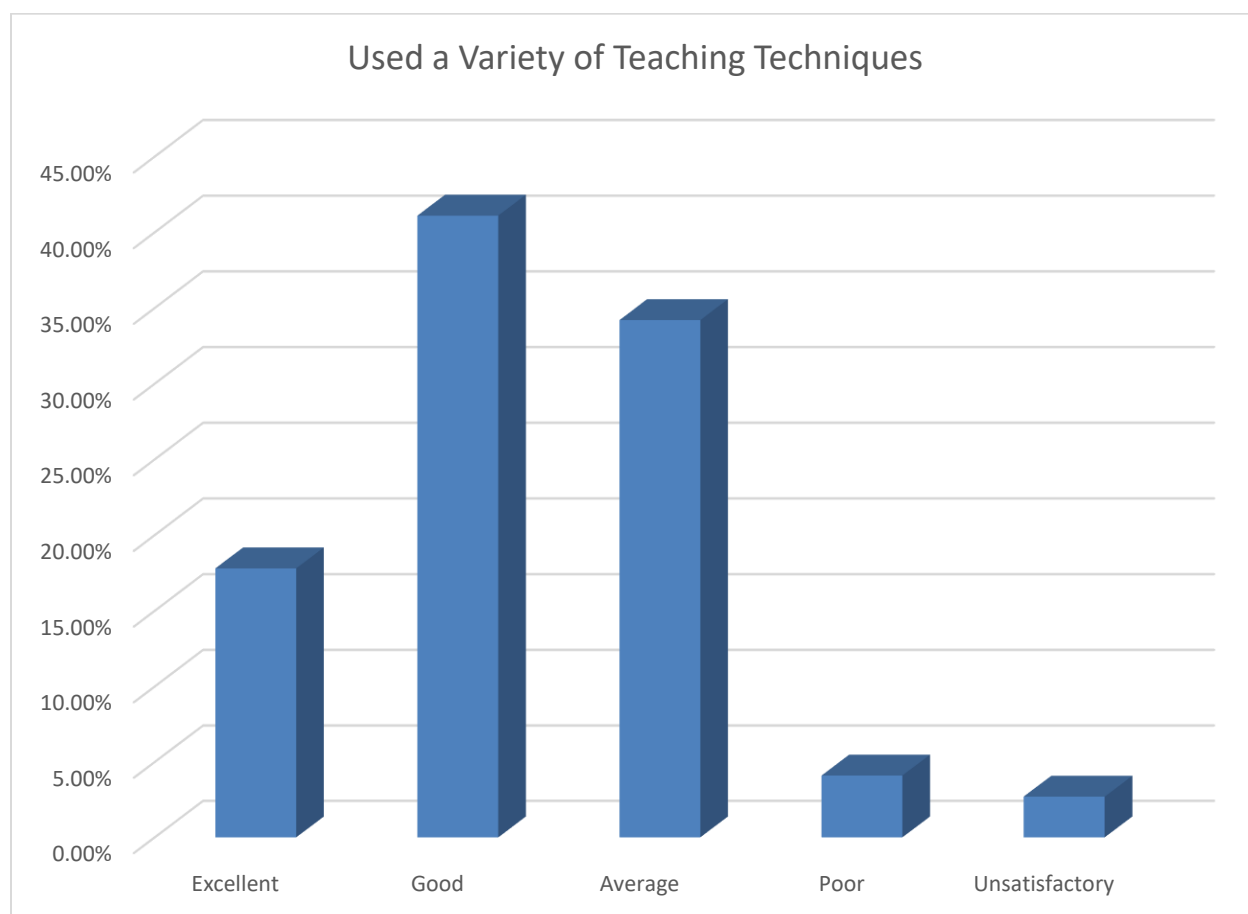
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	17.8%	41.1%	34.2%	4.1%	2.7%

Category:	Rating
Overall Rating:	3.67
AP:	3.87
Honors/Level 1:	3.52
Level 2:	3.57
Previous Study #1:	3.66
Previous Study #2:	4.02

Alumni members rate the FWHS teachers' ability to use a variety of teaching techniques at 3.67, above the midpoint between the ratings of average and good.

Among the course levels, AP respondents rate this area most favorably at 3.87.



RATING OF TEACHERS – FAIRNESS IN GRADING STUDENTS

Number of Respondents: 73

Percentage Responding: 85.9%

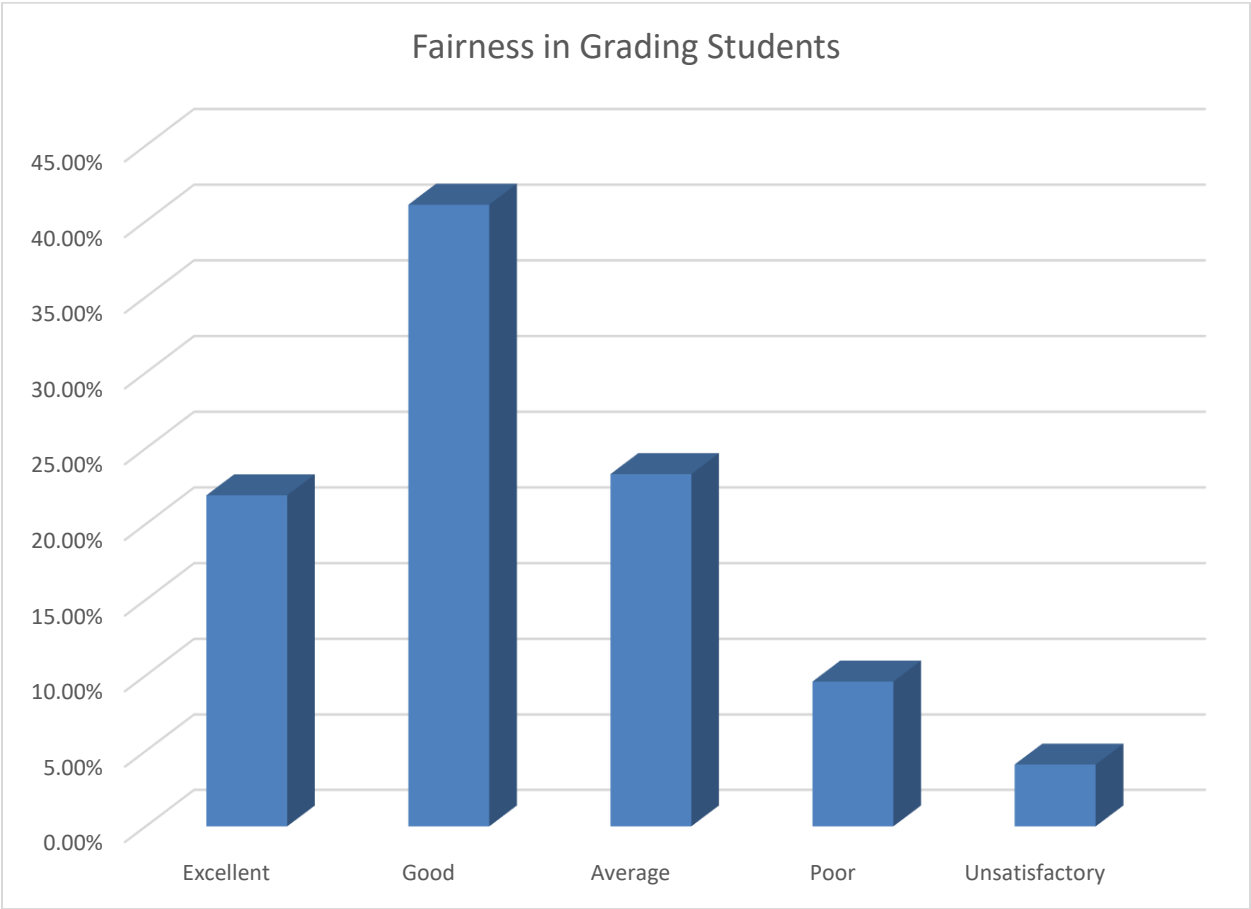
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	21.9%	41.1%	23.3%	9.6%	4.1%

Category:	Rating
Overall Rating:	3.67
AP:	3.70
Honors/Level 1:	3.66
Level 2:	3.64
Previous Study #1:	3.71
Previous Study #2:	4.20

Alumni members rate the FWHS teachers' fairness in grading students at 3.67, above the midpoint between the ratings of average and good.

Among the course levels, AP respondents rate this area most favorably at 3.70.



RATING OF TEACHERS – HELD HIGH EXPECTATIONS FOR STUDENTS

Number of Respondents: 73

Percentage Responding: 85.9%

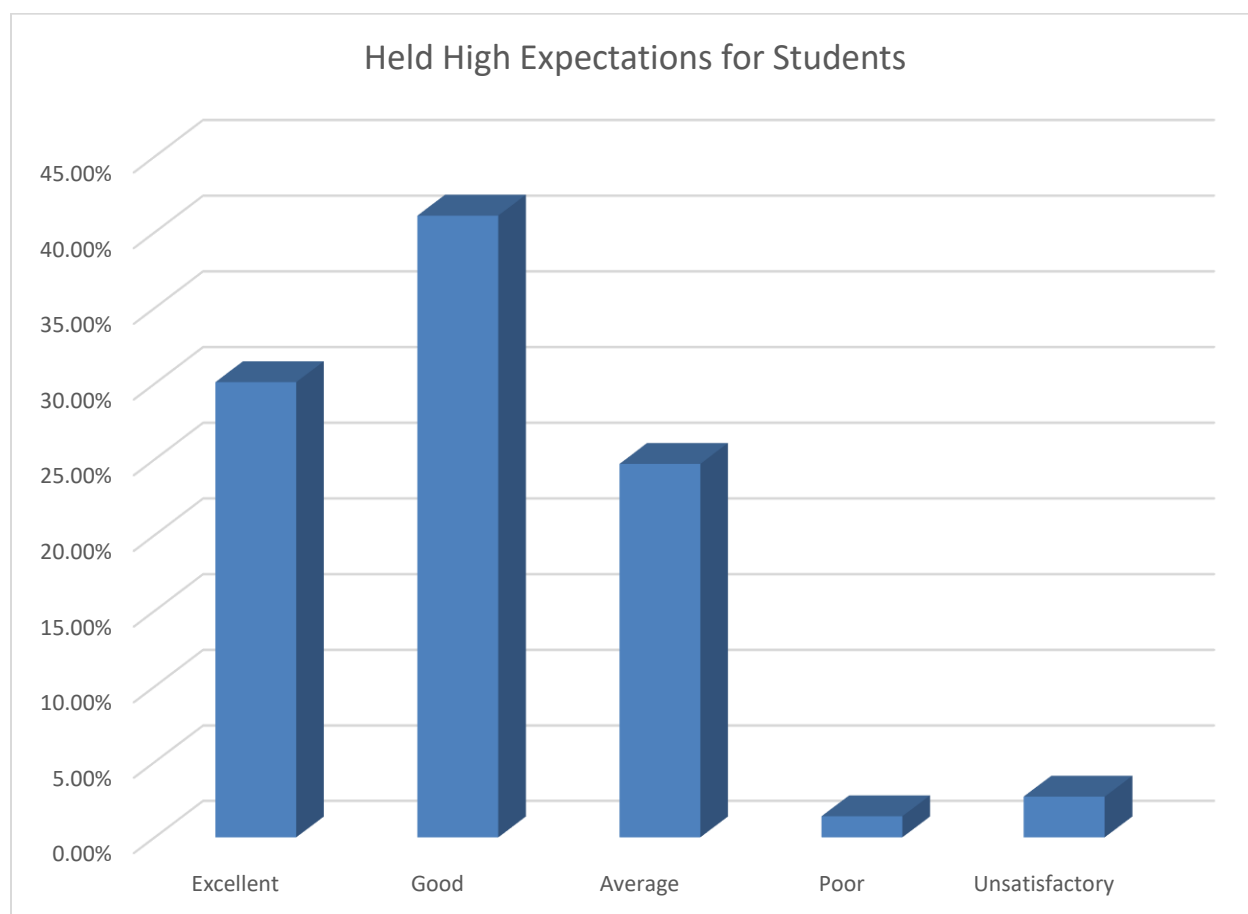
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	30.1%	41.1%	24.7%	1.4%	2.7%

Category:	Rating
Overall Rating:	3.95
AP:	4.00
Honors/Level 1:	4.00
Level 2:	3.71
Previous Study #1:	4.06
Previous Study #2:	4.26

Alumni members rate the FWHS teachers' ability to hold high expectations for students very favorably at 3.95, below the rating of good.

Among the course levels, AP and Honors/Level 1 respondents rate this area most favorably at 4.00.



RATING OF TEACHERS – CLEARLY COMMUNICATED EXPECTATIONS TO STUDENTS

Number of Respondents: 73

Percentage Responding: 85.9%

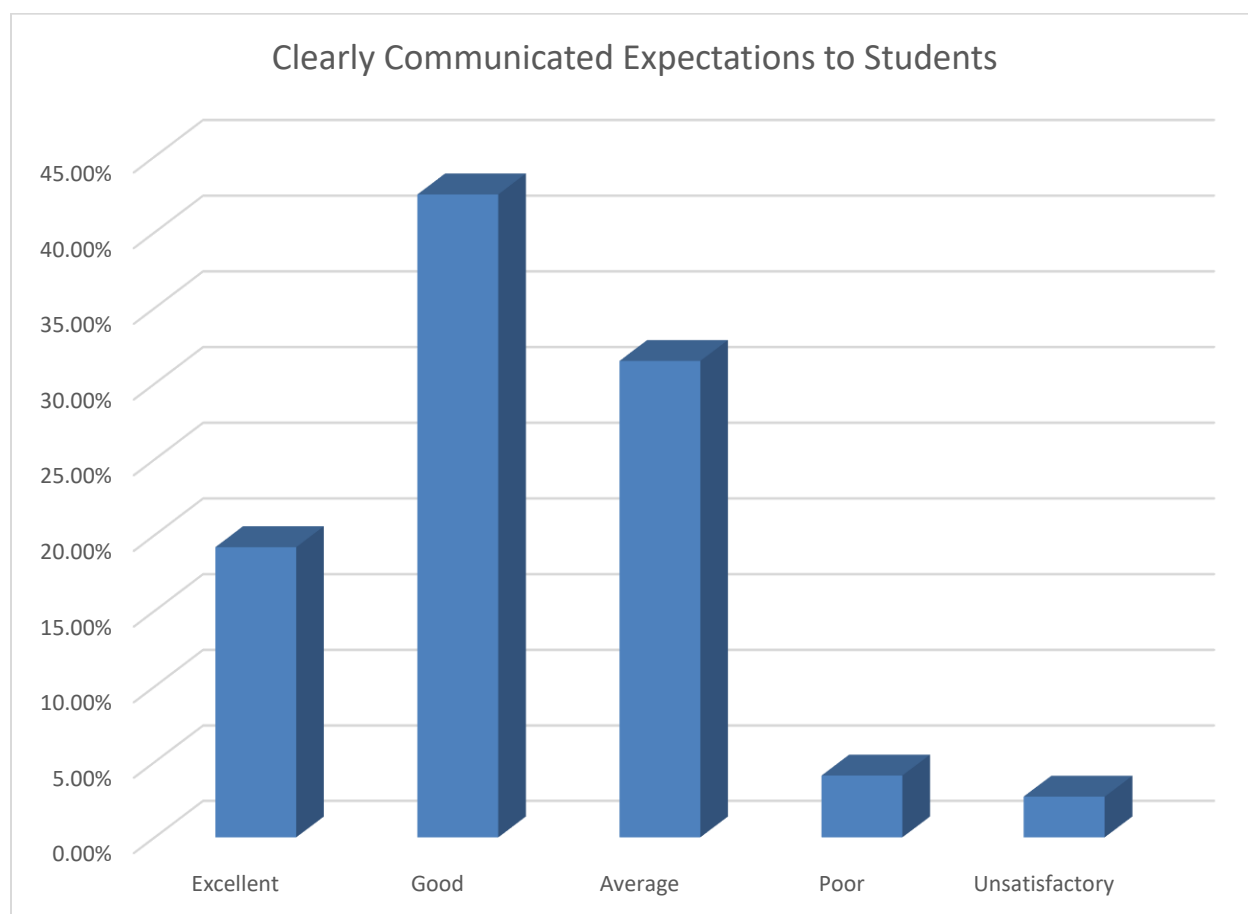
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	19.2%	42.5%	31.5%	4.1%	2.7%

Category:	Rating
Overall Rating:	3.71
AP:	3.77
Honors/Level 1:	3.79
Level 2:	3.43
Previous Study #1:	3.74
Previous Study #2:	4.18

Alumni members rate the FWHS teachers' ability to clearly communicate expectations to students favorably at 3.71, above the midpoint between the ratings of average and good.

Among the course levels, Honors/Level 1 respondents rate this area most favorably at 3.79.



RATING OF TEACHERS – FOSTERED AN ENVIRONMENT WHICH HELPED STUDENTS TO LEARN

Number of Respondents: 73

Percentage Responding: 85.9%

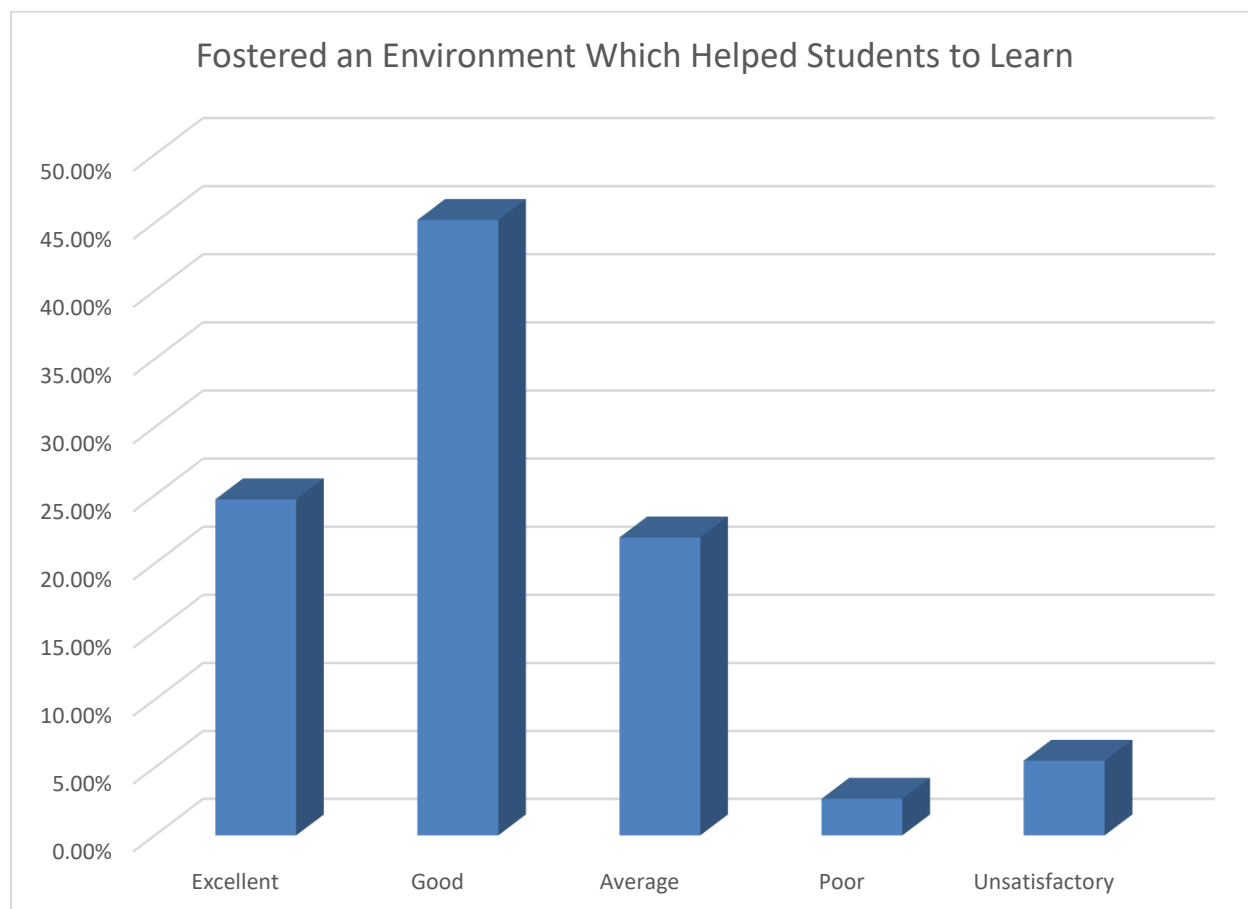
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	24.7%	45.2%	21.9%	2.7%	5.5%

Category:	Rating
Overall Rating:	3.81
AP:	3.93
Honors/Level 1:	3.93
Level 2:	3.29
Previous Study #1:	3.83
Previous Study #2:	4.36

Alumni members rate the FWHS teachers' ability to foster an environment which helped students to learn favorably at 3.81, below the rating of good.

Among the course levels, AP and Honors/Level 1 respondents rate this area most favorably at 3.93.



Rating the Quality of the School Counseling and Support Services

The quality of school counseling and support services provided to a FWHS student greatly influences that student's overall development. Each counselor should effectively assist students in coping with the day to day aspects of their life at FWHS as well as lending professional direction for each student's career after graduation.

This segment of this formal presentation addresses alumni members' perceptions of the quality of school counseling and support services being offered. A wide range of distinct services are evaluated using a five-point rating scale. These general services are representative of the entire diversity of services provided within school counseling and support at FWHS. It is important to recognize that respondents are rating only those services which they utilized while at FWHS.

Each of these aspects of the school counseling and support services are discussed in greater detail within the next several pages.

RATING OF SCHOOL COUNSELING AND SUPPORT SERVICES COURSE PLANNING SERVICES

Number of Respondents: 60

Percentage Responding: 70.6%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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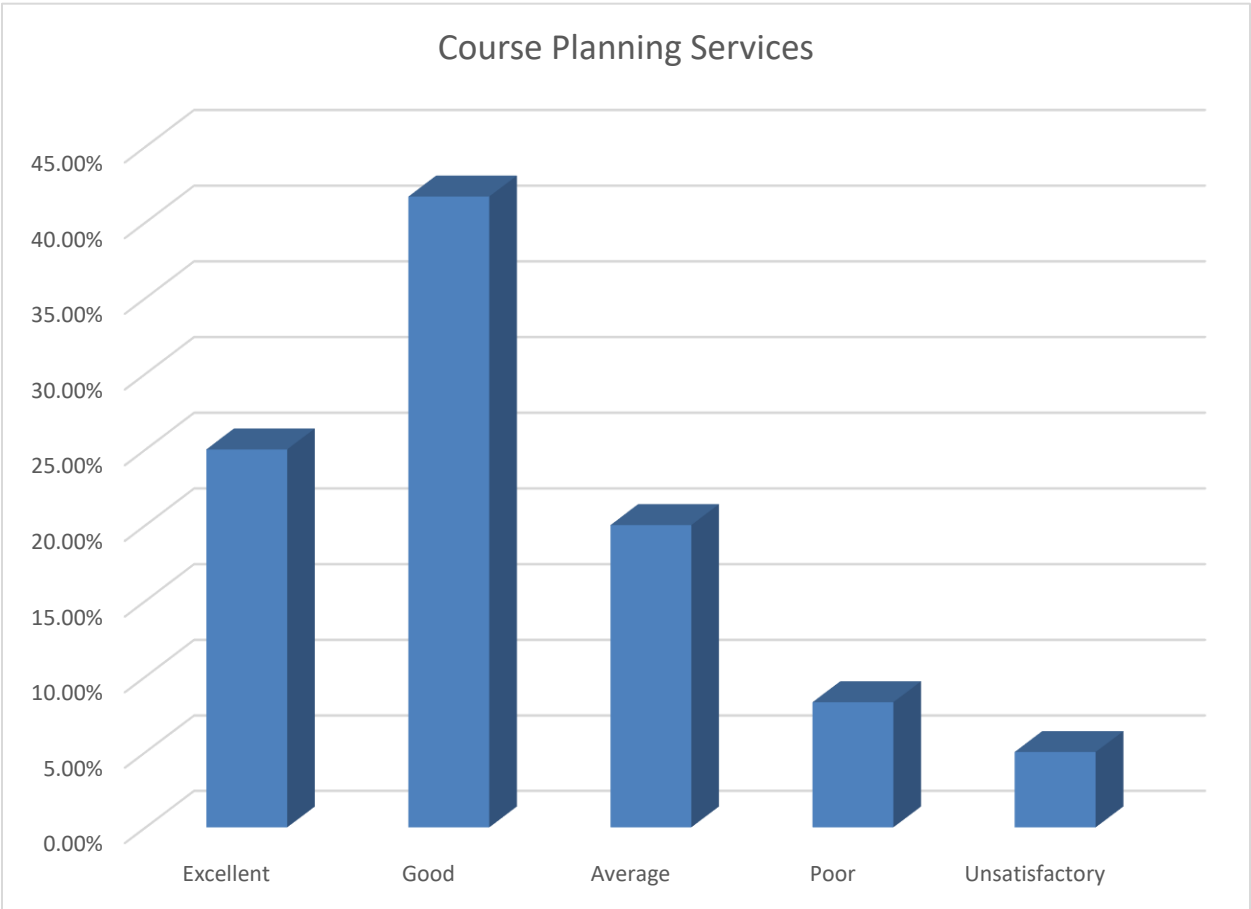
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	25.0%	41.7%	20.0%	8.3%	5.0%

Category:	Rating
Average Rating for this item:	3.73
Average Rating for School Counseling and Support:	3.50
Difference:	0.23
AP:	3.64
Honors/Level 1:	3.79
Level 2:	3.82
Previous Study #1:	3.92
Previous Study #2:	4.40

Responding alumni members rate the school counseling and support services' course planning services favorably at 3.73, above the midpoint between the ratings of average and good.

Among the course levels, Level 2 respondents rate this service most favorably at 3.82.

It can be proven statistically that the course planning services are rated higher than the overall quality of school counseling and support services.



RATING OF SCHOOL COUNSELING AND SUPPORT SERVICES SCHEDULE ADJUSTMENT SERVICES

Number of Respondents: 50

Percentage Responding: 58.8%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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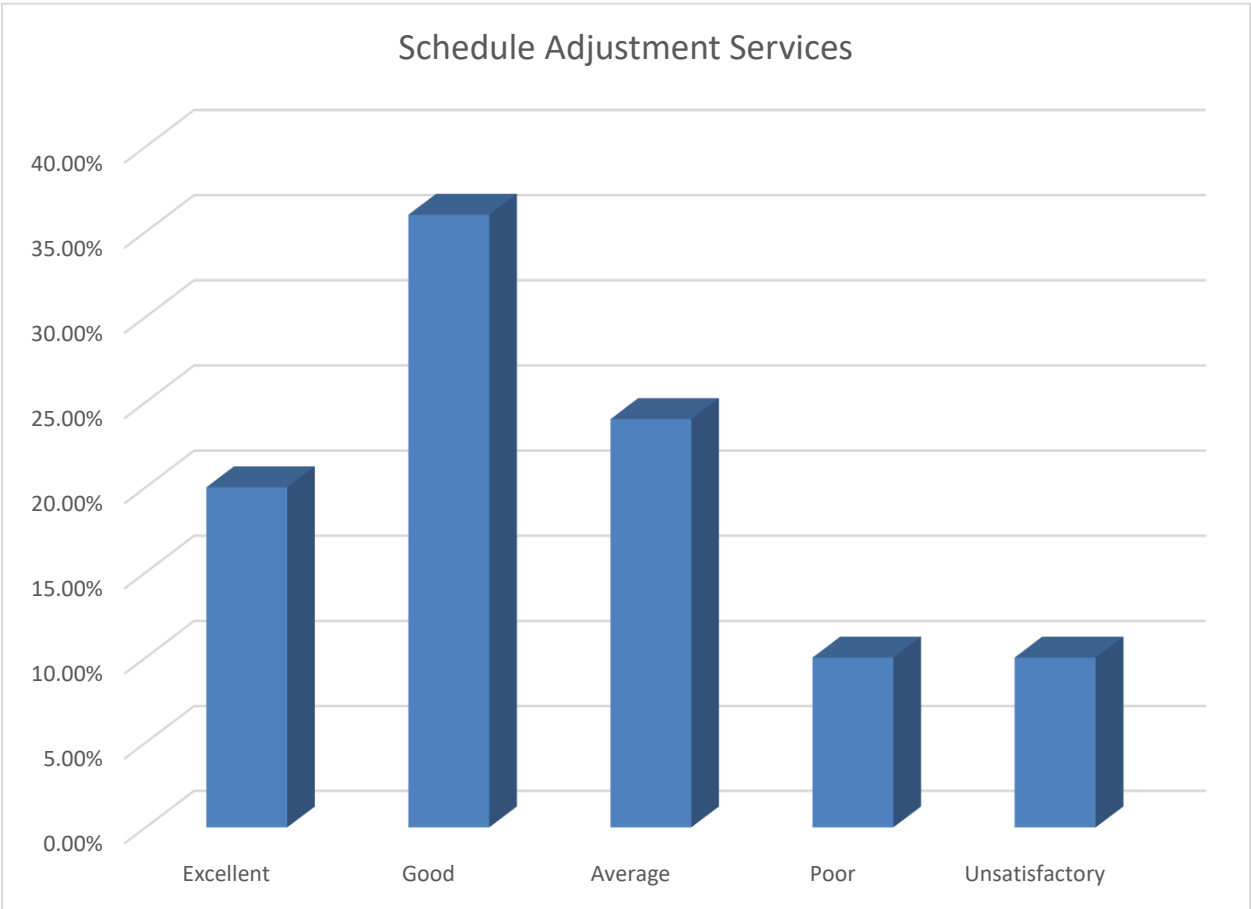
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	20.0%	36.0%	24.0%	10.0%	10.0%

Category:	Rating
Average Rating for this item:	3.46
Average Rating for School Counseling and Support:	3.50
Difference:	-0.04
AP:	3.29
Honors/Level 1:	3.58
Level 2:	3.60
Previous Study #1:	3.48
Previous Study #2:	4.04

Responding FWHS alumni members who used the school counseling and support services for assistance regarding schedule adjustments rate this area at 3.46. This rating is below the midpoint between the ratings of average and good.

Among the course levels, Level 2 respondents rate the quality in this area most favorably at 3.60.

Statistically, it cannot be proven that the assistance with schedule adjustments is rated either higher or lower than the overall quality of school counseling and support services.



RATING OF SCHOOL COUNSELING AND SUPPORT SERVICES HELP WITH ACADEMIC PROBLEMS

Number of Respondents: 42

Percentage Responding: 49.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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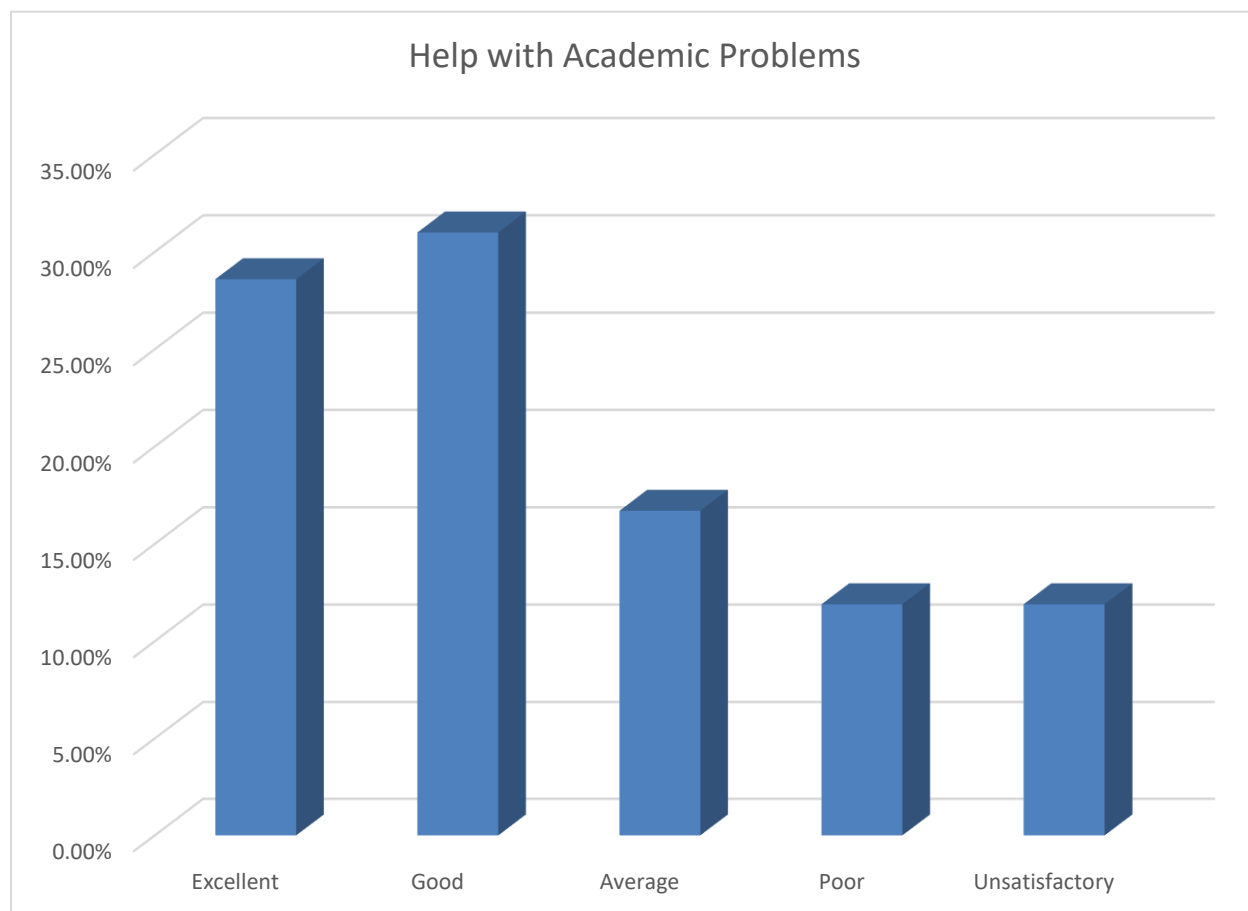
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	28.6%	31.0%	16.7%	11.9%	11.9%

Category:	Rating
Average Rating for this item:	3.52
Average Rating for School Counseling and Support:	3.50
Difference:	0.02
AP:	3.79
Honors/Level 1:	3.29
Level 2:	3.55
Previous Study #1:	3.73
Previous Study #2:	4.23

Those respondents who sought assistance for academic problems rate the quality at 3.52. This rating is above the midpoint between the ratings of average and good. This rating is also above the average school counseling and support service.

AP respondents rate the quality highest at 3.79.

Statistically, it cannot be proven that the assistance with academic problems is rated either higher or lower than the overall quality of school counseling and support services.



RATING OF SCHOOL COUNSELING AND SUPPORT SERVICES HELP WITH PERSONAL PROBLEMS

Number of Respondents: 34

Percentage Responding: 40.0%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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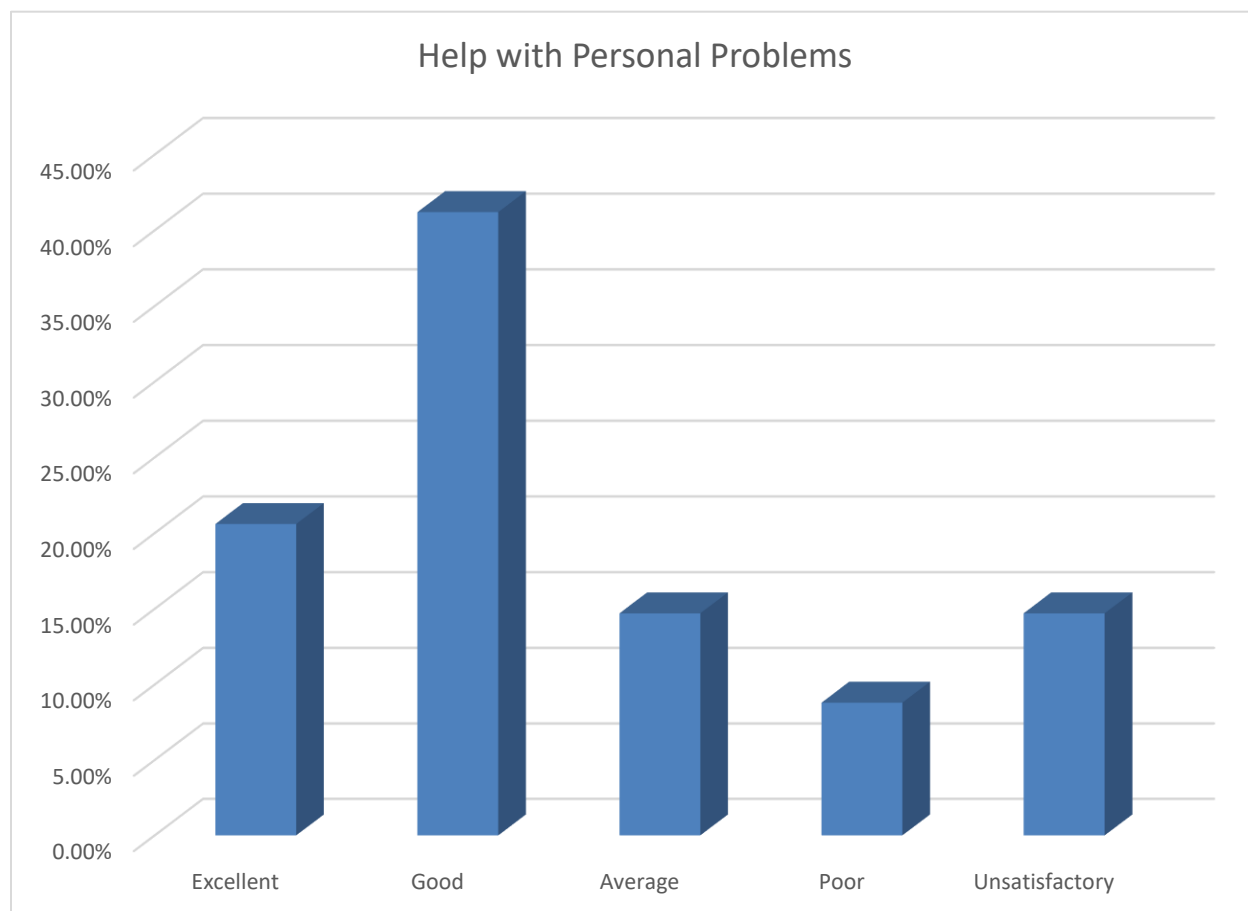
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	20.6%	41.2%	14.7%	8.8%	14.7%

Category:	Rating
Average Rating for this item:	3.44
Average Rating for School Counseling and Support:	3.50
Difference:	-0.06
AP:	3.73
Honors/Level 1:	3.00
Level 2:	3.64
Previous Study #1:	4.00
Previous Study #2:	4.61

Those responding alumni members who sought assistance regarding personal problems rate this service at 3.44. This rating is below the midpoint between the ratings of average and good. This rating is also below the overall average of all FWHS school counseling and support services.

AP respondents rate the quality most favorably at 3.73.

Statistically, it cannot be concluded with 95% certainty that the rating for the assistance with personal problems is rated either higher or lower than the average for all school counseling and support services.



RATING OF SCHOOL COUNSELING AND SUPPORT SERVICES CAREER EXPLORATION AND PLANNING SERVICES

Number of Respondents: 45

Percentage Responding: 52.9%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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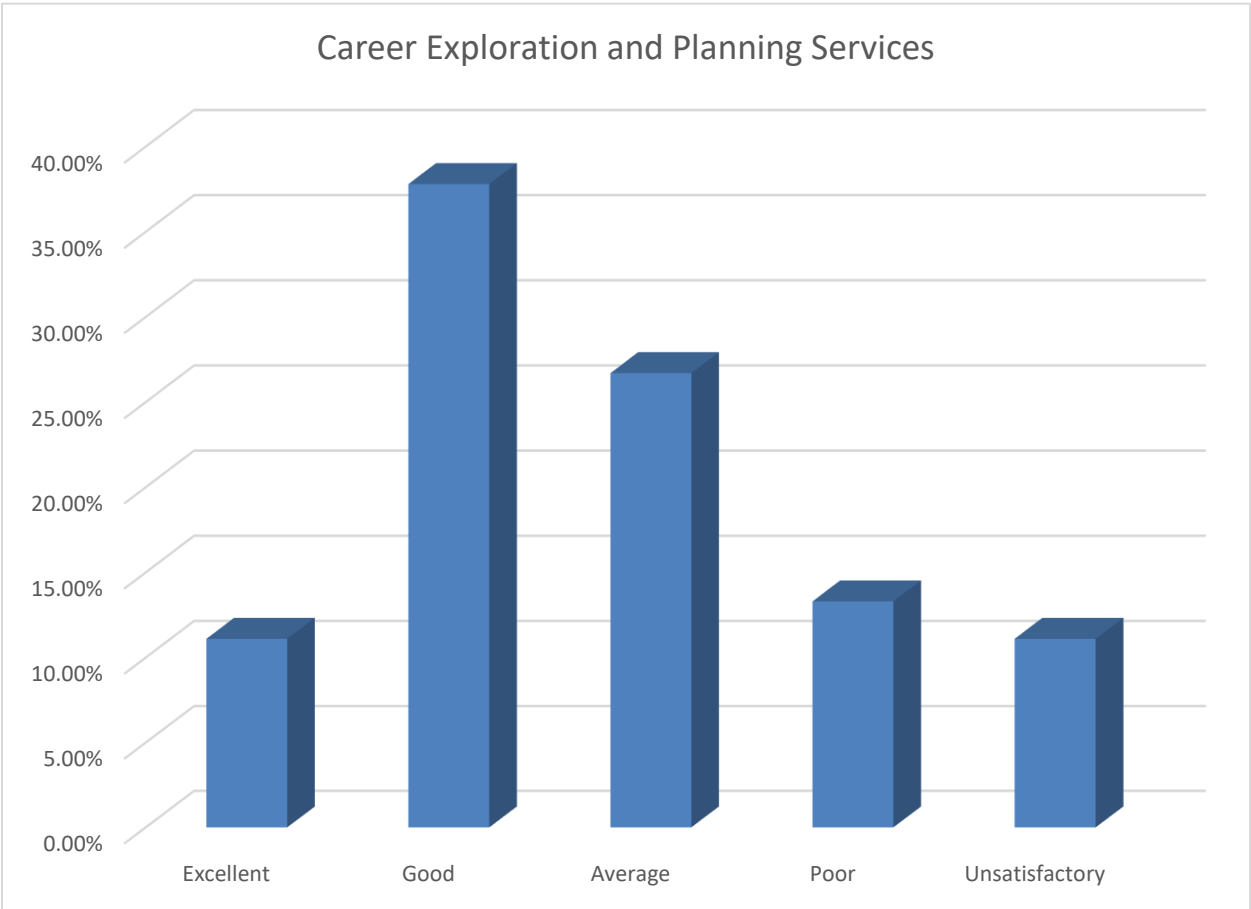
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	11.1%	37.8%	26.7%	13.3%	11.1%

Category:	Rating
Average Rating for this item:	3.24
Average Rating for School Counseling and Support:	3.50
Difference:	-0.26
AP:	2.93
Honors/Level 1:	3.29
Level 2:	3.60
Previous Study #1:	3.67
Previous Study #2:	4.18

The career exploration and planning services are rated less favorably at 3.24, above the rating of average. This rating is below the average for the overall FWHS school counseling and support services.

Level 2 respondents rate the quality most favorably at 3.60.

It can be concluded statistically that the career exploration and planning services are rated lower than the overall school counseling and support services at FWHS.



RATING OF SCHOOL COUNSELING AND SUPPORT SERVICES COLLEGE PLANNING SERVICES

Number of Respondents: 60

Percentage Responding: 70.6%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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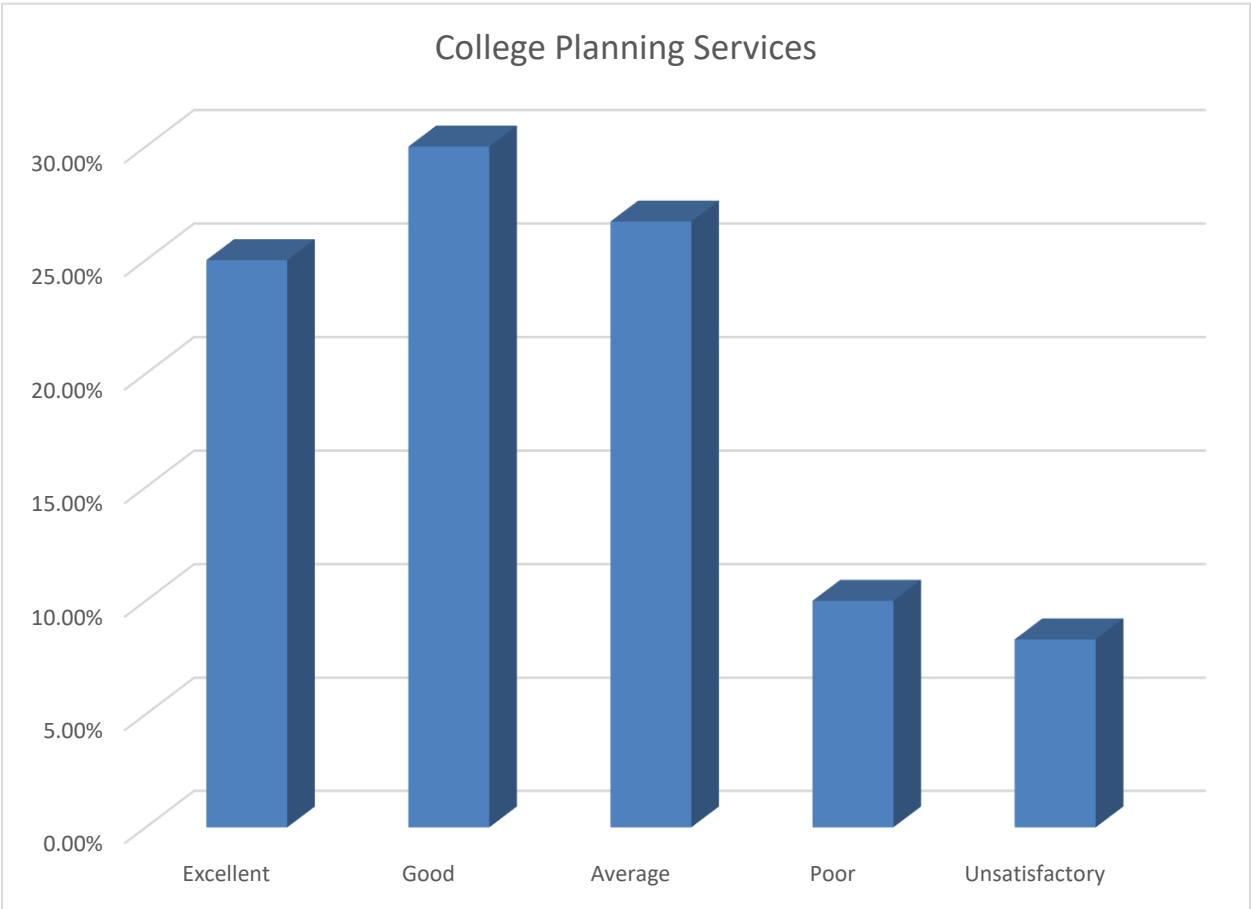
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	25.0%	30.0%	26.7%	10.0%	8.3%

Category:	Rating
Average Rating for this item:	3.53
Average Rating for School Counseling and Support:	3.50
Difference:	0.03
AP:	3.48
Honors/Level 1:	3.56
Level 2:	3.63
Previous Study #1:	3.62
Previous Study #2:	4.21

Alumni members who used the college planning services rate its quality at 3.53, above the midpoint between the ratings of average and good.

Level 2 respondents rate the quality highest at 3.63.

Statistically, it cannot be proven with 95% certainty that the college planning services are rated either higher or lower than the overall school counseling and support services offered at FWHS.



RATING OF SCHOOL COUNSELING AND SUPPORT SERVICES COLLEGE APPLICATION PROCESS

Number of Respondents: 58

Percentage Responding: 68.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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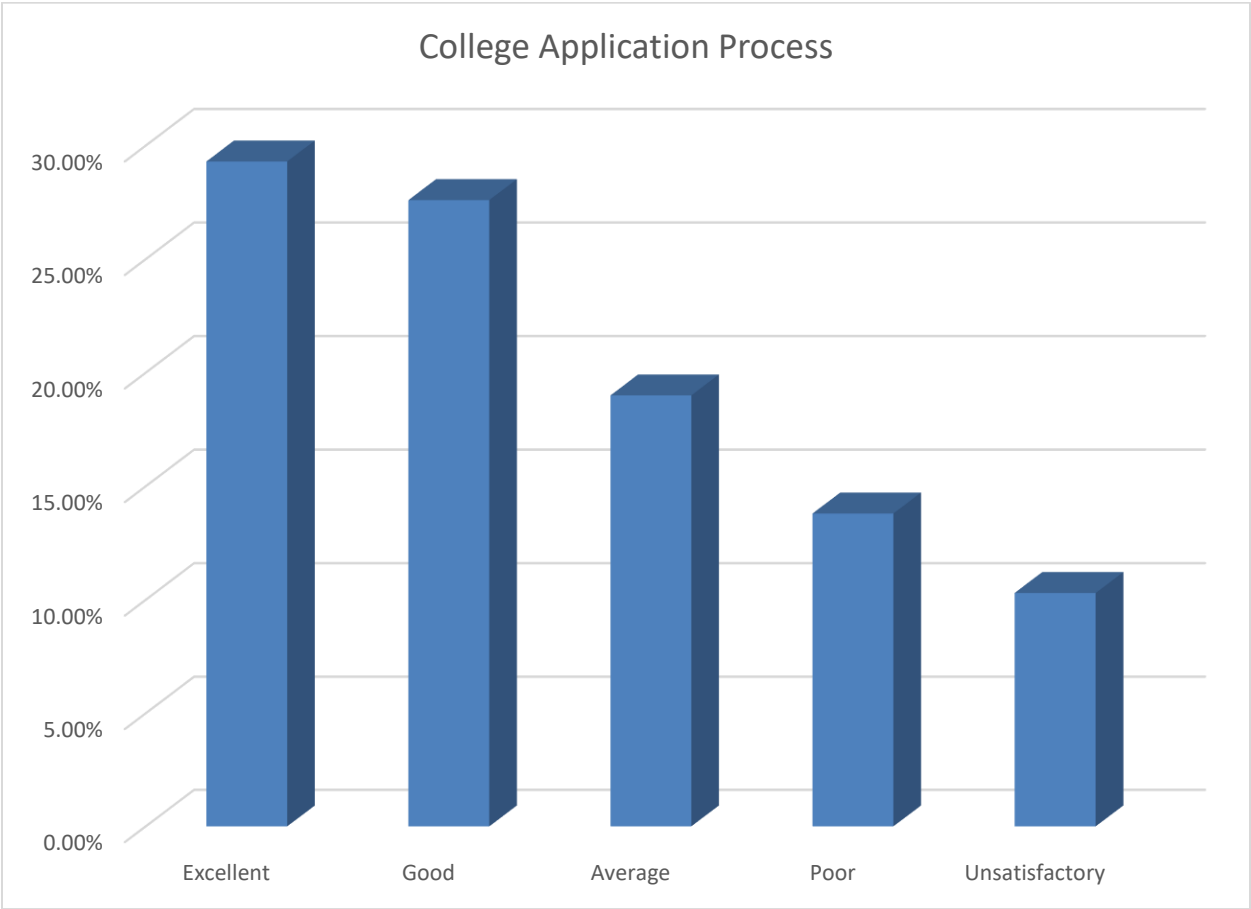
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	29.3%	27.6%	19.0%	13.8%	10.3%

Category:	Rating
Average Rating for this item:	3.52
Average Rating for School Counseling and Support:	3.50
Difference:	0.02
AP:	3.48
Honors/Level 1:	3.58
Level 2:	3.44
Previous Study #1:	3.66
Previous Study #2:	4.24

The college application process is rated at 3.52, above the midpoint between the ratings of average and good. This rating is above the average for the overall FWHS school counseling and support services.

Honors/Level 1 respondents rate the quality highest at 3.58.

It cannot be concluded statistically that the college application process is rated either higher or lower than the overall school counseling and support services at FWHS.



RATING OF AVAILABILITY OF THE COUNSELORS

Number of Respondents: 60

Percentage Responding: 70.6%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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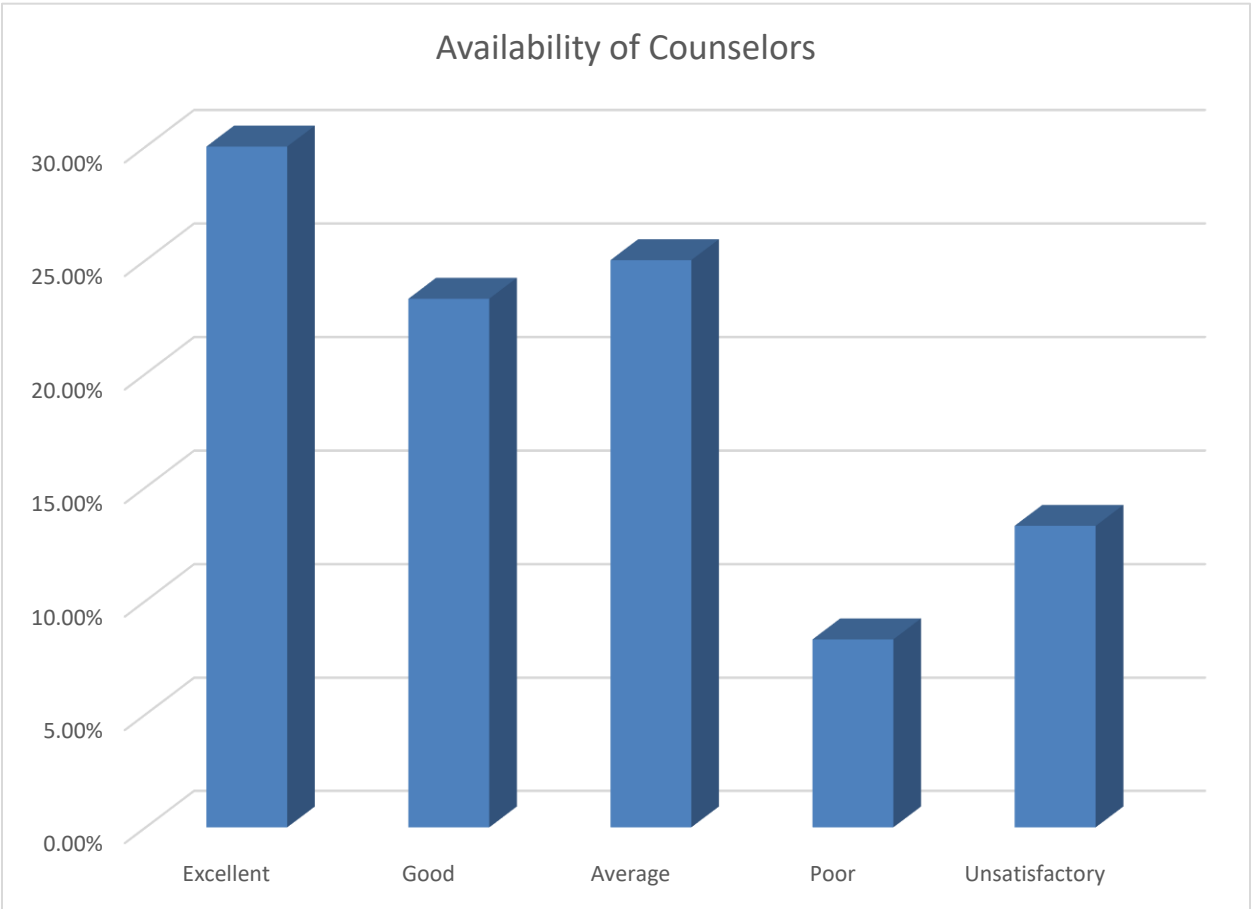
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	30.0%	23.3%	25.0%	8.3%	13.3%

Category:	Rating
Average Rating for this item:	3.48
Average Rating for School Counseling and Support:	3.50
Difference:	-0.02
AP:	3.56
Honors/Level 1:	3.29
Level 2:	3.73
Previous Study #1:	3.69
Previous Study #2:	3.91

Responding FWHS alumni members rate the availability of the counselors at 3.48.

Level 2 respondents rate the availability of the counselors highest of the course levels at 3.73.

Statistically, it cannot be concluded with 95% certainty that the availability of the counselors is rated either higher or lower than the overall school counseling and support services at FWHS.



Rating the Quality of the College and Career Center

The quality of college and career center is important to the success of students' life after high school.

This segment of this formal presentation addresses alumni members' perceptions of the quality of the college and career center. A series of aspects of the college and career center are evaluated using a five-point rating scale. It is important to recognize that respondents are rating only those aspects which they utilized while at FWHS.

Each of these aspects of the college and career center are discussed in greater detail within the next several pages.

RATING OF COLLEGE AND CAREER CENTER COMPUTER SEARCHES

Number of Respondents: 38

Percentage Responding: 44.7%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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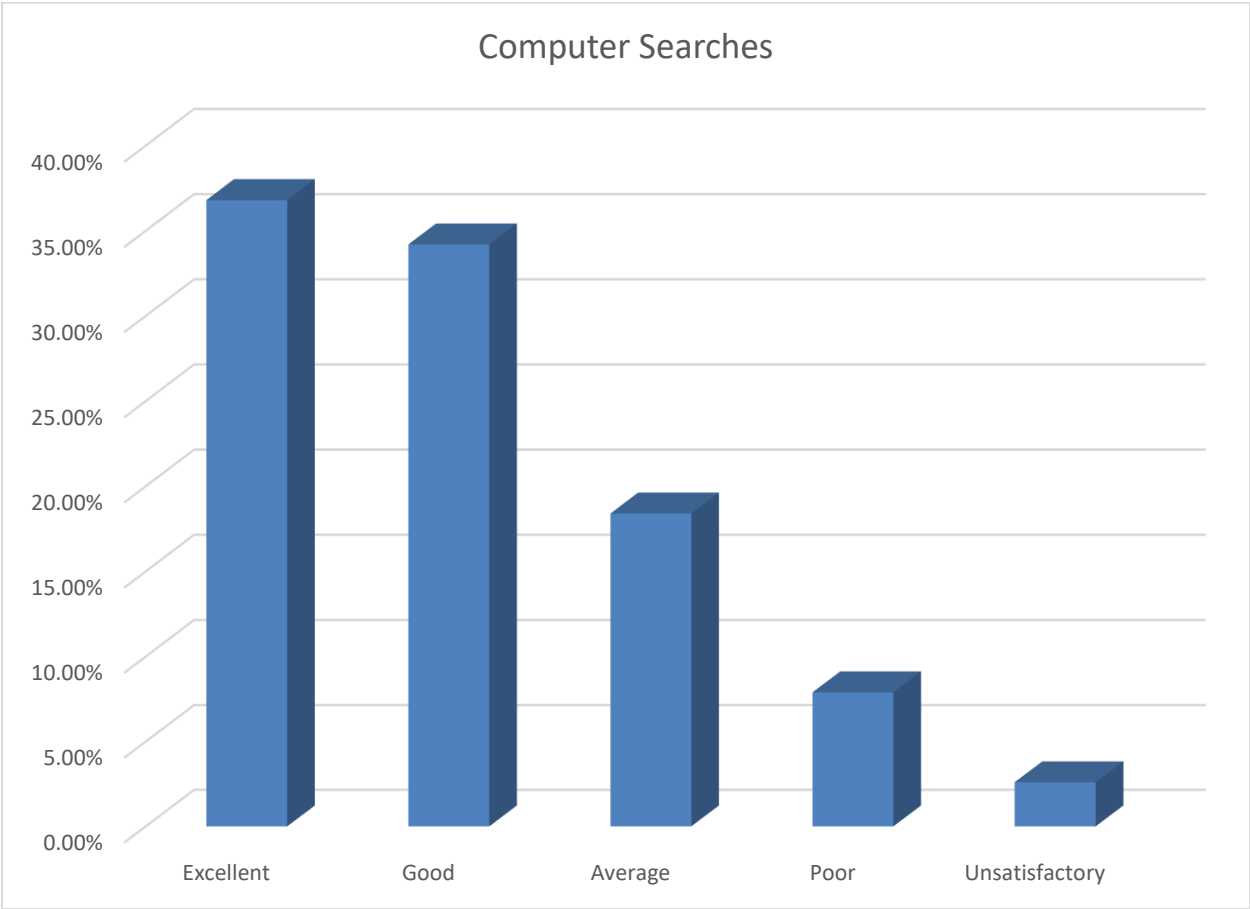
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	36.8%	34.2%	18.4%	7.9%	2.6%

Category:	Rating
Average Rating for this item:	3.95
Average Rating for College and Career Center:	3.52
Difference:	0.43
AP:	4.00
Honors/Level 1:	4.19
Level 2:	3.38
Previous Study #1:	4.05
Previous Study #2:	4.33

Responding alumni members rate the college and career center's computer searches very favorably at 3.95, below the rating of good.

Among the course levels, Honors/Level 1 respondents rate this service most favorably at 4.19.

It can be proven statistically that the computer searches are rated higher than the overall quality of the college and career center services.



RATING OF COLLEGE AND CAREER CENTER JOB BOARD

Number of Respondents: 12

Percentage Responding: 14.1%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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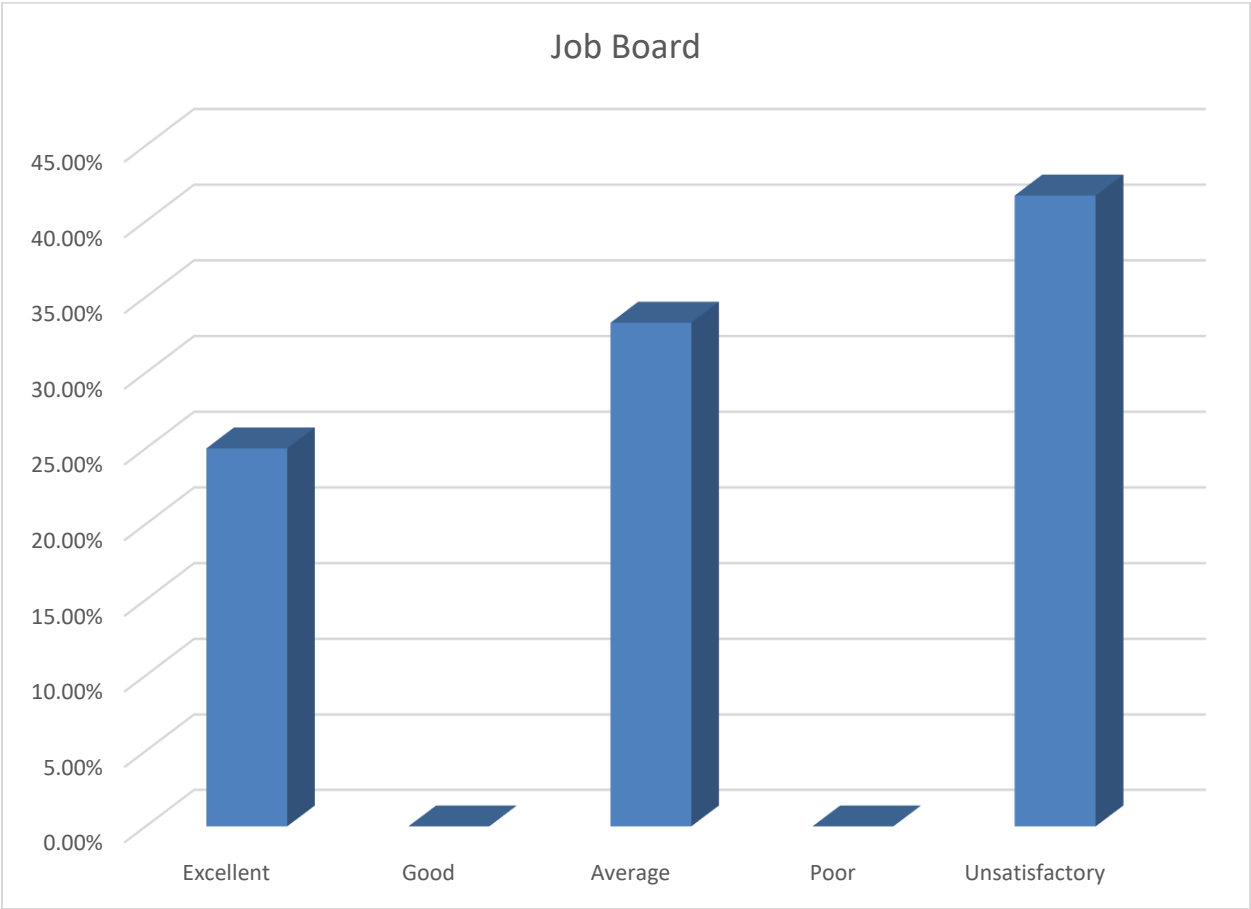
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	25.0%	0.0%	33.3%	0.0%	41.7%

Category:	Rating
Average Rating for this item:	2.67
Average Rating for College and Career Center:	3.52
Difference:	-0.85
AP:	N/A
Honors/Level 1:	2.43
Level 2:	N/A
Previous Study #1:	3.75
Previous Study #2:	3.86

N/A – Less than five responses in this category

Responding alumni members rate the college and career center's job board unfavorably at 2.67, above the midpoint between the ratings of poor and average.

It can be proven statistically that the job board is rated lower than the overall quality of the college and career center services.



RATING OF COLLEGE AND CAREER CENTER COLLEGE REPRESENTATIVE VISITS

Number of Respondents: 46

Percentage Responding: 54.1%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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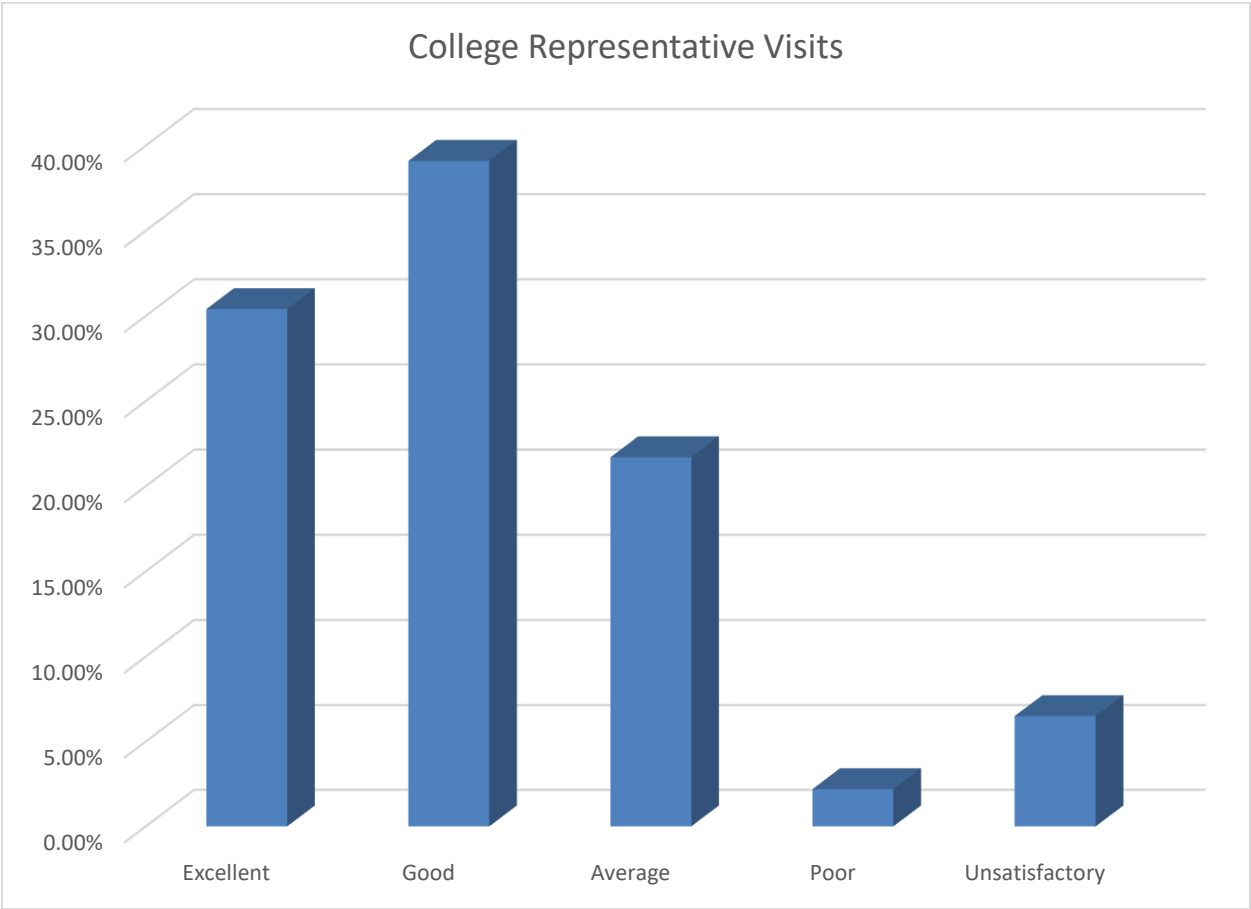
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	30.4%	39.1%	21.7%	2.2%	6.5%

Category:	Rating
Average Rating for this item:	3.85
Average Rating for College and Career Center:	3.52
Difference:	0.33
AP:	4.05
Honors/Level 1:	3.84
Level 2:	3.17
Previous Study #1:	4.26
Previous Study #2:	4.38

Responding alumni members rate the college and career center's college representative visits very favorably at 3.85, below the rating of good.

Among the course levels, AP respondents rate this item most favorably at 4.05.

It can be proven statistically that the college representative visits are rated higher than the overall quality of the college and career center services.



RATING OF COLLEGE AND CAREER CENTER COLLEGE PLANNING RESOURCES

Number of Respondents: 34

Percentage Responding: 40.0%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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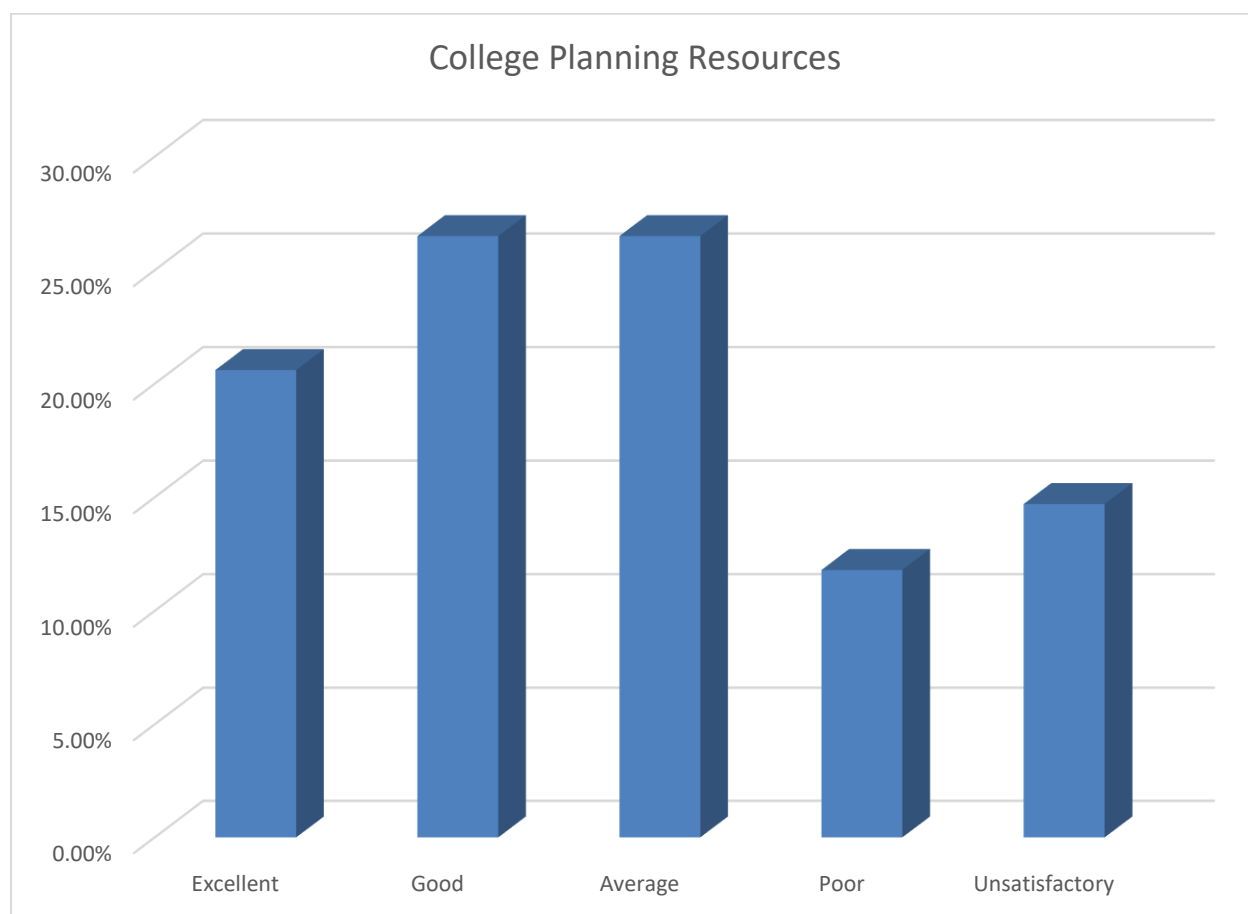
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	20.6%	26.5%	26.5%	11.8%	14.7%

Category:	Rating
Average Rating for this item:	3.26
Average Rating for College and Career Center:	3.52
Difference:	-0.26
AP:	3.17
Honors/Level 1:	3.40
Level 2:	3.14
Previous Study #1:	3.95
Previous Study #2:	4.29

Responding alumni members rate the college and career center's college planning resources less favorably at 3.26, below the midpoint between the ratings of average and good.

Among the course levels, Honors/Level 1 respondents rate this area most favorably at 3.40.

It can be proven statistically that the college planning resources are rated lower than the overall quality of the college and career center services.



RATING OF COLLEGE AND CAREER CENTER FINANCIAL AID INFORMATION

Number of Respondents: 29

Percentage Responding: 34.1%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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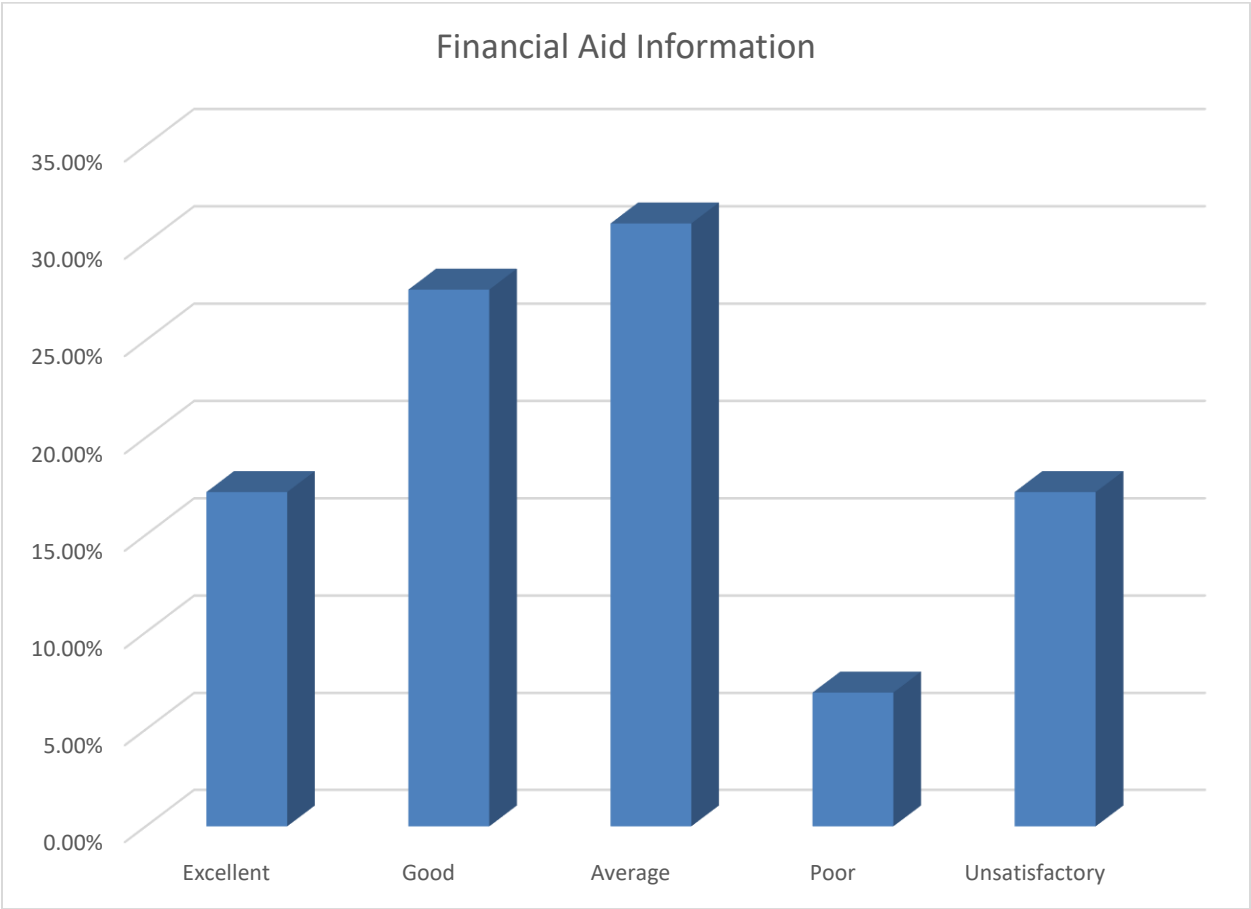
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	17.2%	27.6%	31.0%	6.9%	17.2%

Category:	Rating
Average Rating for this item:	3.21
Average Rating for College and Career Center:	3.52
Difference:	-0.31
AP:	3.27
Honors/Level 1:	3.15
Level 2:	3.20
Previous Study #1:	4.07
Previous Study #2:	4.10

Responding alumni members rate the college and career center's financial aid information less favorably at 3.21, above the rating of average.

Among the course levels, AP respondents rate this service most favorably at 3.27.

It can be proven statistically that the financial aid information is rated lower than the overall quality of the college and career center services.



RATING OF COLLEGE AND CAREER CENTER FWHS JOB SHADOWING

Number of Respondents: 24

Percentage Responding: 28.2%

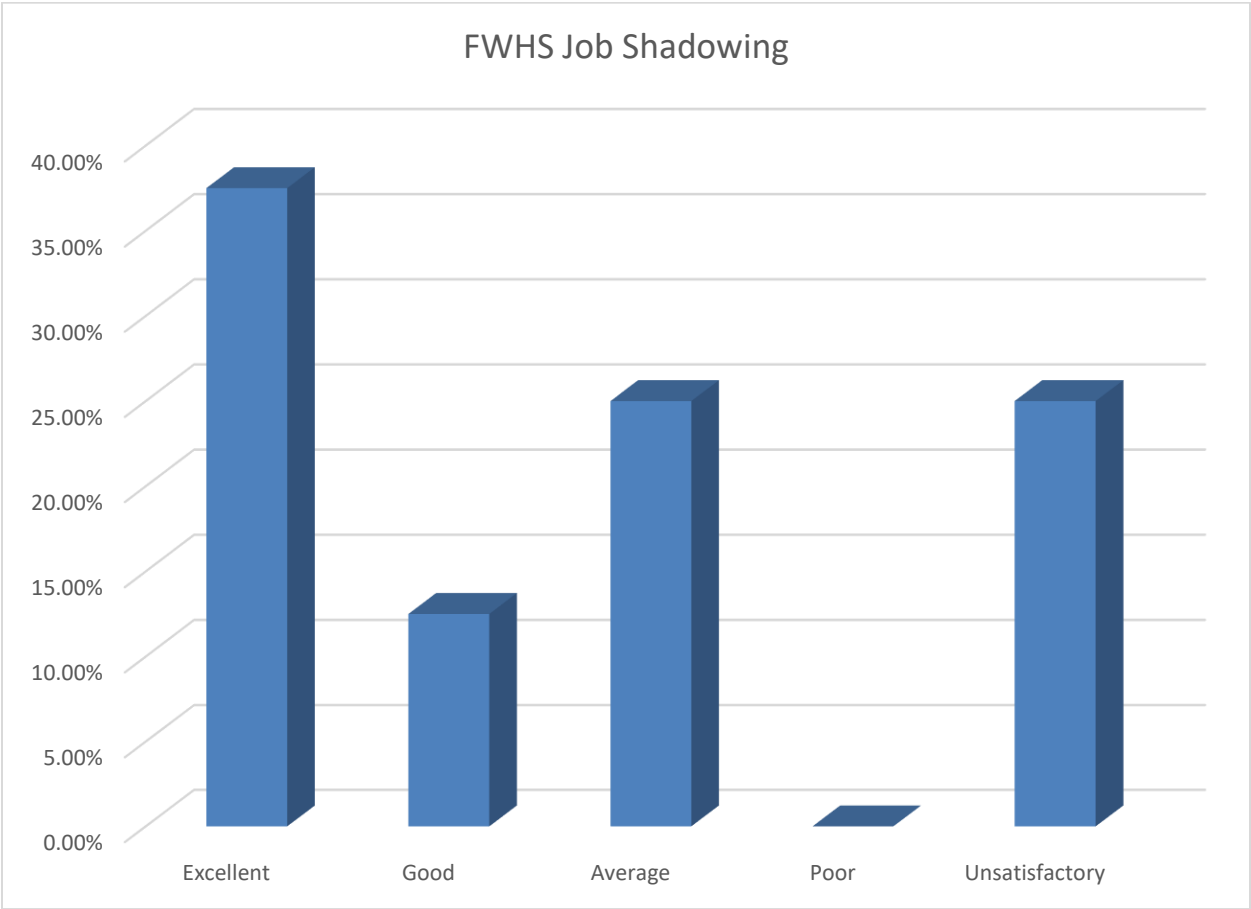
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	37.5%	12.5%	25.0%	0.0%	25.0%

Category:	Rating
Average Rating for this item:	3.38
Average Rating for College and Career Center:	3.52
Difference:	-0.14
AP:	3.50
Honors/Level 1:	3.75
Level 2:	2.67
Previous Study #1:	3.88
Previous Study #2:	4.38

Responding alumni members rate the college and career center's FWHS job shadowing less favorably at 3.38, below the midpoint between the ratings of average and good.

It can be proven statistically that the FWHS job shadowing is rated lower than the overall quality of the college and career center services.



Rating the Quality of the Library/Media Center

An often-overlooked aspect of a student's high school education involves the quality of the library/media center. Students who are limited by an inadequate collection of print or electronic materials are often severely hampered in their ability to learn effective research, report writing, and study skills. This is of great importance to all students, especially those who aspire to later attend college.

A series of elements are addressed within this segment which focus upon the following major functions of the library/media center.

RATING OF LIBRARY/MEDIA CENTER'S QUALITY/QUANTITY OF PRINT MATERIALS

Number of Respondents: 67

Percentage Responding: 78.8%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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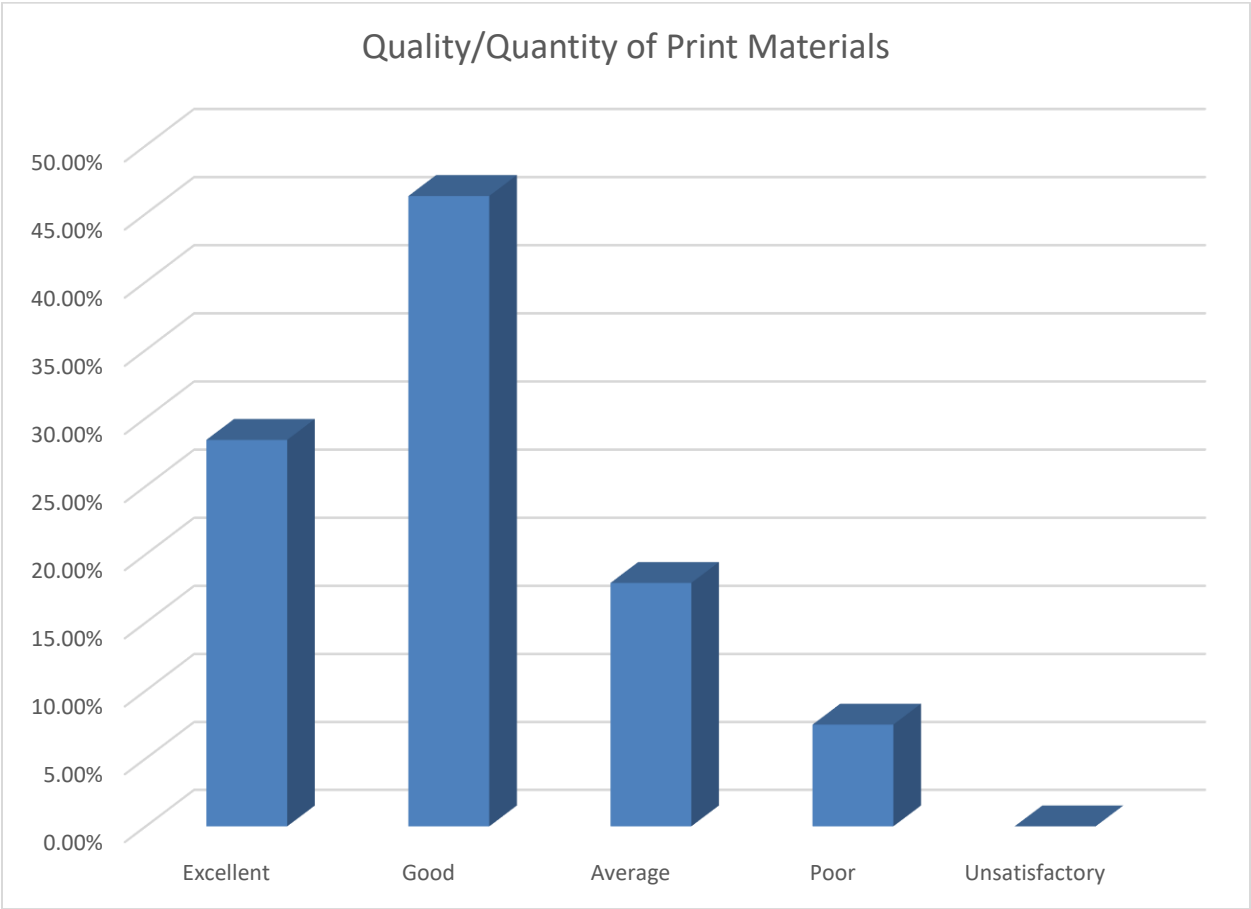
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	28.4%	46.3%	17.9%	7.5%	0.0%

Category:	Rating
Average Rating for this item:	3.96
Average Rating for Library/Media Center:	3.77
Difference:	0.19
AP:	3.96
Honors/Level 1:	3.96
Level 2:	3.92
Previous Study #1:	4.00
Previous Study #2:	4.21

The quality and quantity of the library/media center's print materials (books, magazines) is rated very favorably at 3.96, below the rating of good.

AP and Honors/Level 1 respondents rate the quality most favorably at 3.96.

Statistically, it can be concluded that the quality and quantity of print materials is rated higher than the overall average for the library/media center.



RATING OF LIBRARY/MEDIA CENTER'S QUALITY/QUANTITY OF ELECTRONIC MATERIALS

Number of Respondents: 68

Percentage Responding: 80.0%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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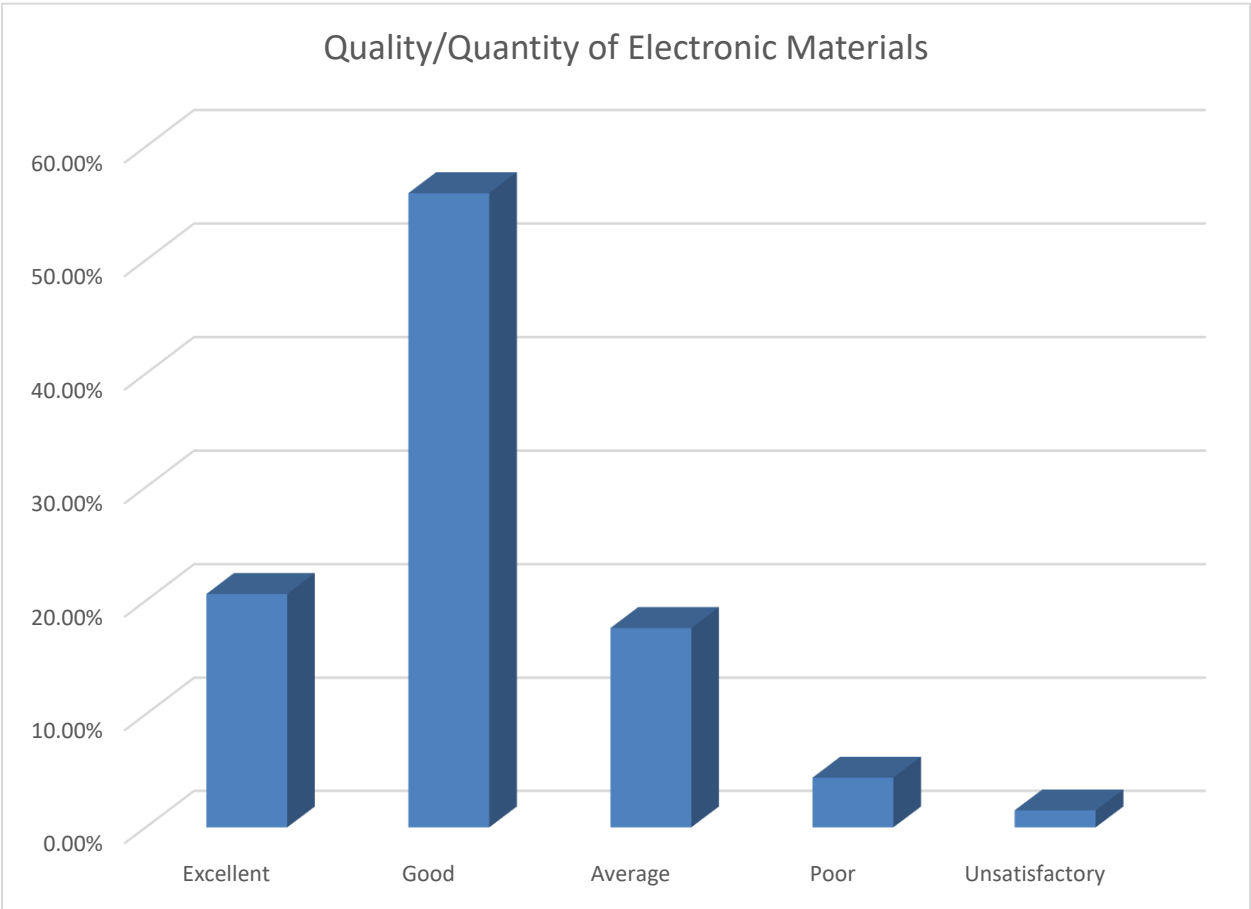
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	20.6%	55.9%	17.6%	4.4%	1.5%

Category:	Rating
Average Rating for this item:	3.90
Average Rating for Library/Media Center:	3.77
Difference:	0.13
AP:	3.86
Honors/Level 1:	4.07
Level 2:	3.58
Previous Study #1:	3.96
Previous Study #2:	4.21

Alumni members rate the quality and quantity of the library/media center's electronic materials (database, internet, E-Books, etc.) very favorably at 3.90, below the rating of good.

Honors/Level 1 respondents rate the quality and quantity of electronic materials highest of the course levels.

It can be concluded statistically that the quality and quantity of electronic materials is rated higher than the overall quality of the library/media center.



RATING OF LIBRARY/MEDIA CENTER'S AVAILABILITY OF HARDWARE

Number of Respondents: 70

Percentage Responding: 82.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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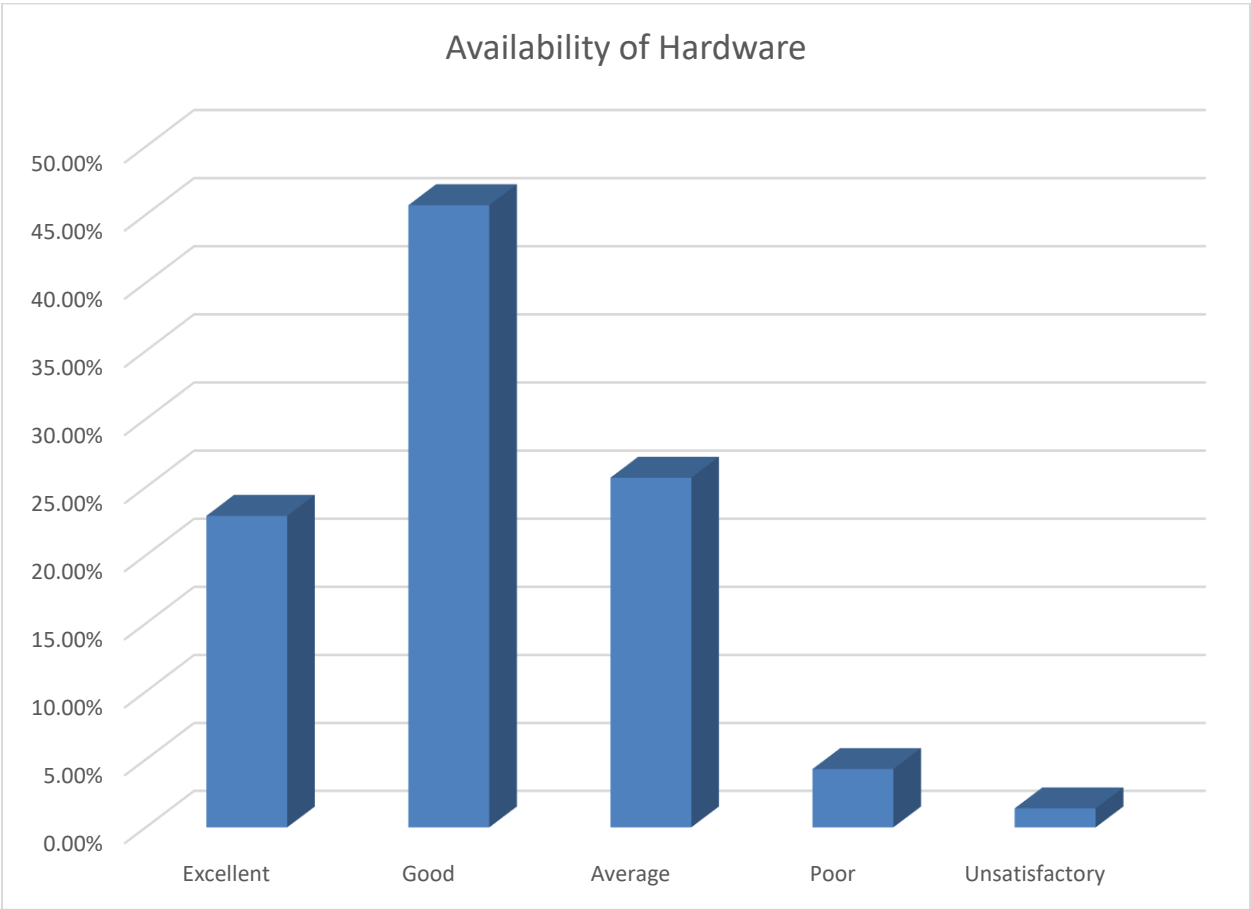
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	22.9%	45.7%	25.7%	4.3%	1.4%

Category:	Rating
Average Rating for this item:	3.84
Average Rating for Library/Media Center:	3.77
Difference:	0.07
AP:	3.76
Honors/Level 1:	4.04
Level 2:	3.62
Previous Study #1:	3.76
Previous Study #2:	4.15

Responding alumni members rate the quality of the availability of hardware favorably at 3.84, below the rating of good.

Honors/Level 1 respondents rate the quality in this area highest at 4.04.

Statistically, it can be concluded that the availability of hardware is rated higher than the overall quality of the library/media center.



RATING OF LIBRARY/MEDIA CENTER'S HELPFULNESS OF STAFF

Number of Respondents: 69

Percentage Responding: 81.2%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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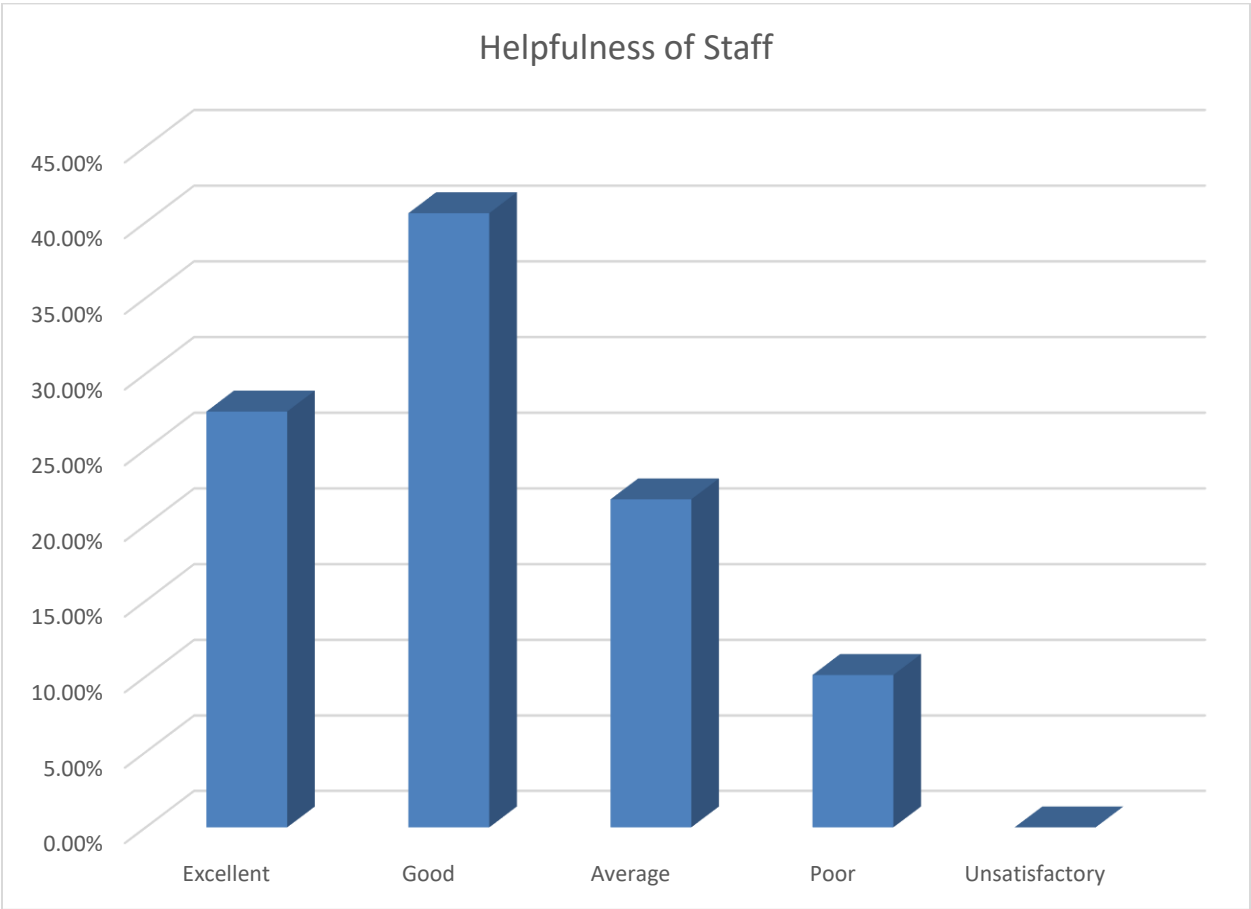
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	27.5%	40.6%	21.7%	10.1%	0.0%

Category:	Rating
Average Rating for this item:	3.86
Average Rating for Library/Media Center:	3.77
Difference:	0.09
AP:	3.86
Honors/Level 1:	3.86
Level 2:	3.85
Previous Study #1:	4.04
Previous Study #2:	4.23

Responding alumni members rate the quality of the helpfulness of staff very favorably at 3.86, below the rating of good.

AP and Honors/Level 1 respondents rate the quality in this area most favorably at 3.86.

Statistically, it can be concluded that the helpfulness of staff is rated higher than the overall quality of the library/media center.



RATING OF LIBRARY/MEDIA CENTER'S STUDY CLIMATE

Number of Respondents: 70

Percentage Responding: 82.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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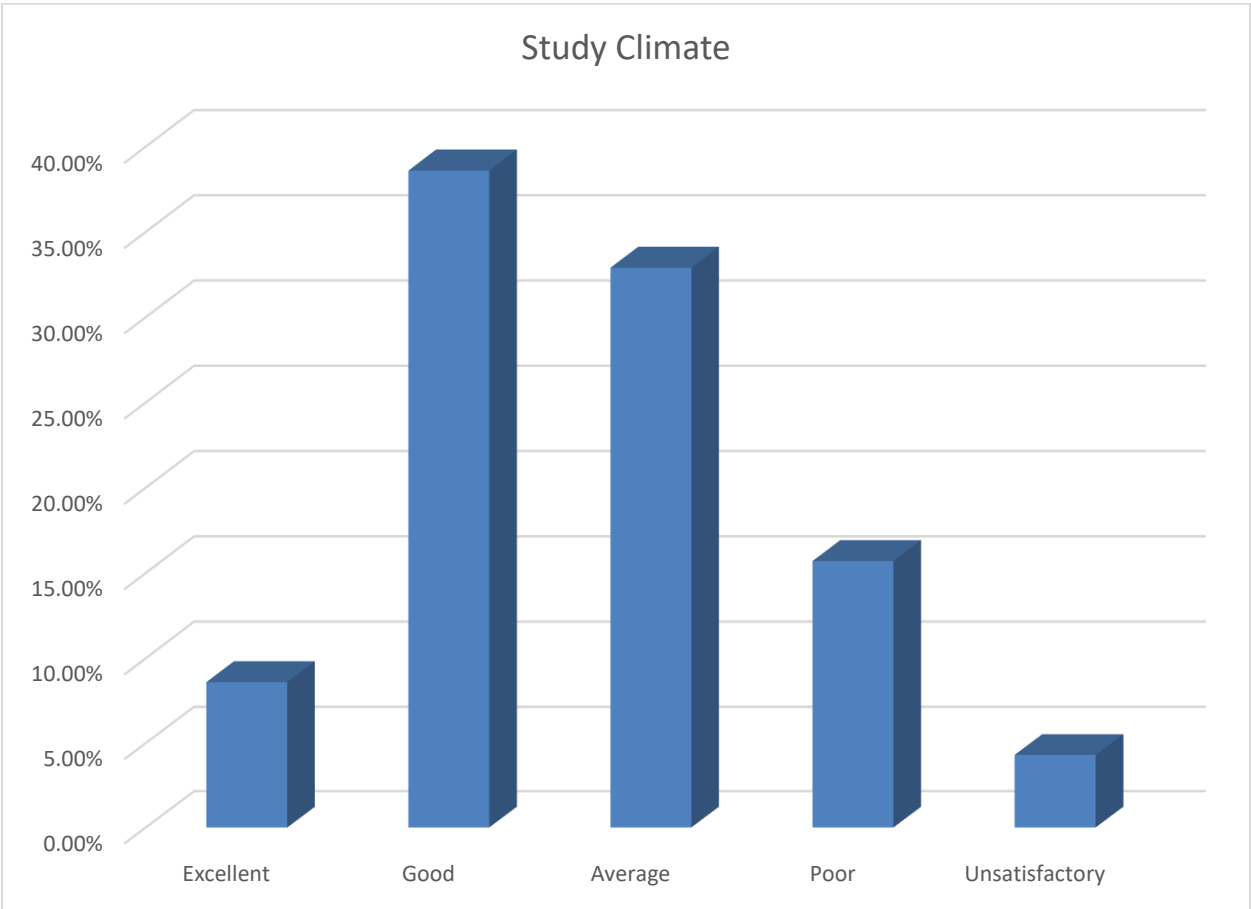
Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	8.6%	38.6%	32.9%	15.7%	4.3%

Category:	Rating
Average Rating for this item:	3.31
Average Rating for Library/Media Center:	3.77
Difference:	-0.46
AP:	3.24
Honors/Level 1:	3.43
Level 2:	3.23
Previous Study #1:	3.71
Previous Study #2:	3.64

Responding alumni members rate the quality of the library/media center's study climate less favorably at 3.31, below the midpoint between the ratings of average and good.

Honors/Level 1 respondents rate the study climate highest of the course levels at 3.43.

Using the T-test, it can be statistically determined that the library/media center's study climate is rated lower than the overall average for the library/media center.



FWHS ADEQUATELY PREPARED YOU TO MANAGE INFORMATION AND TECHNOLOGY

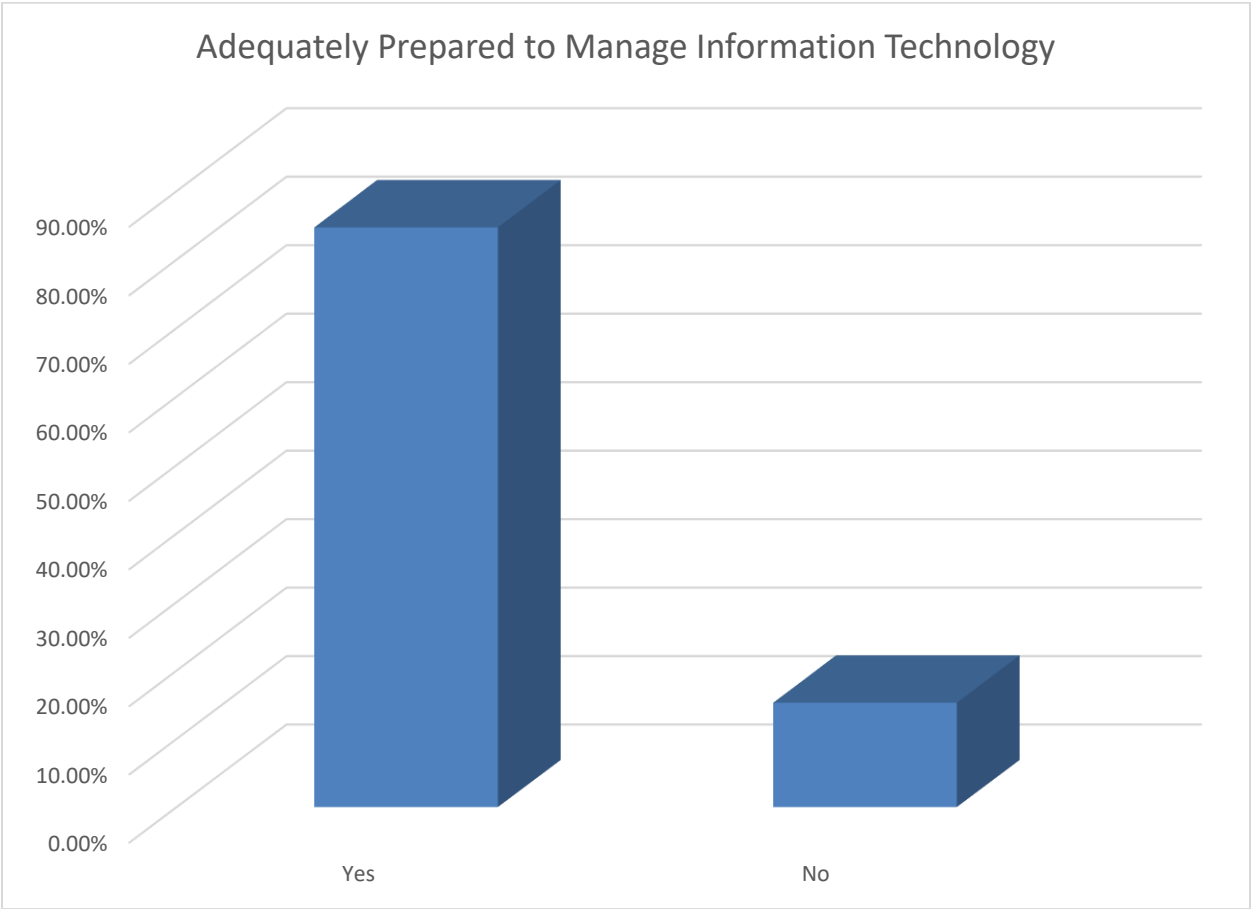
Number of Respondents: 72

Percentage Responding: 84.7%

	Yes	No
Overall:	84.7%	15.3%
AP:	78.6%	21.4%
Honors/Level 1:	89.7%	10.3%
Level 2:	86.7%	13.3%
Previous Study #1:	92.3%	7.7%
Previous Study #2:	83.6%	16.4%

Responding FWHS alumni members are requested to assess whether he/she believes that they were adequately prepared to manage information and technology. Overall, 84.7% indicate that he/she was adequately prepared in this area.

Among the course levels, the highest percentage of Honors/Level 1 respondents felt adequately prepared in this area.



Miscellaneous Issues

Alumni members also addressed the quality of selected extracurricular activities, treatment with respect at FWHS, and the overall rating of FWHS.

OVERALL RATING OF FWHS ATHLETICS

Number of Respondents: 53

Percentage Responding: 62.4%

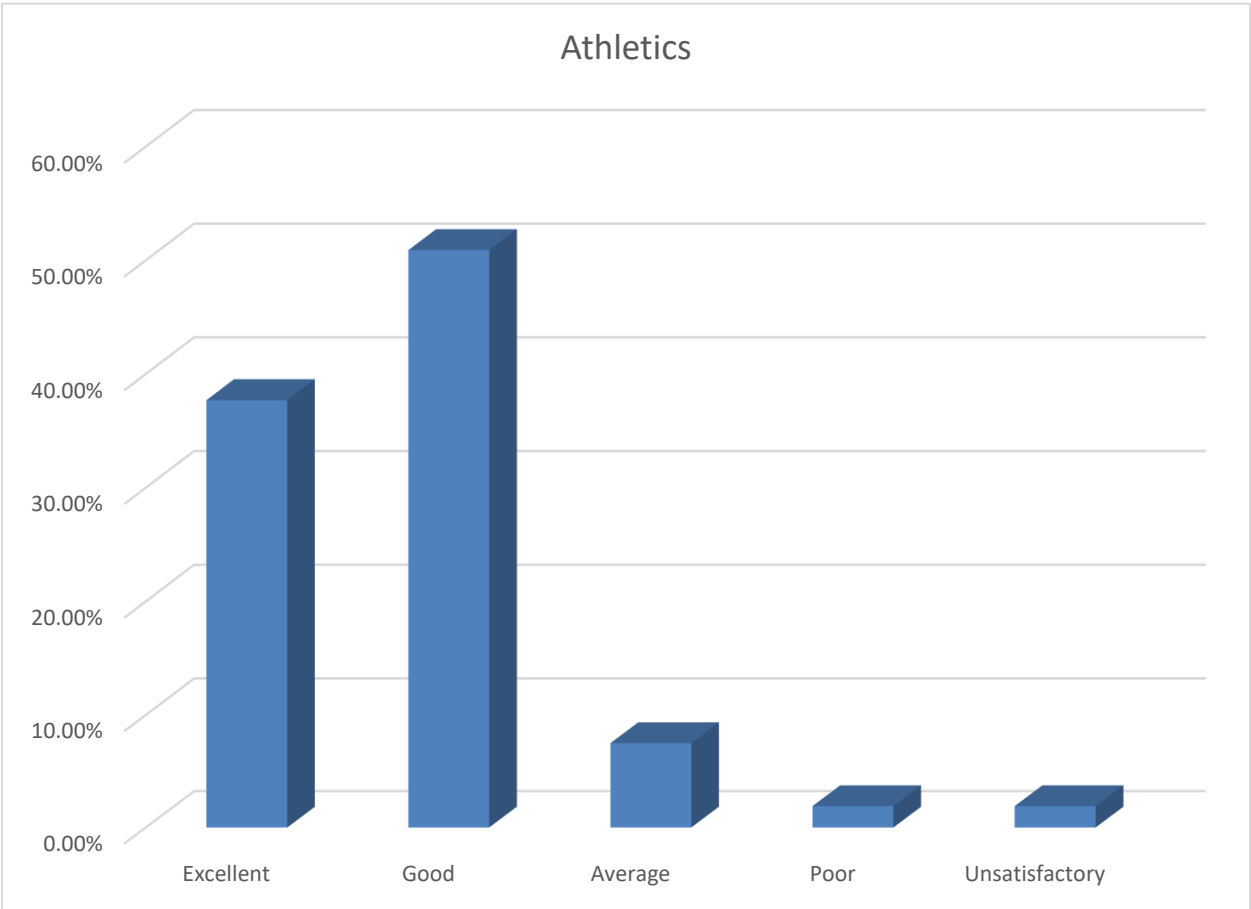
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	37.7%	50.9%	7.5%	1.9%	1.9%

Category:	Rating
Overall:	4.21
AP:	4.27
Honors/Level 1:	4.21
Level 2:	4.08
Previous Study #1:	4.27
Previous Study #2:	4.35

Responding FWHS alumni members rate the overall quality of FWHS athletics extremely favorably at 4.21. This rating equates to above the rating of good.

Among the course levels, AP respondents rate the quality of FWHS athletics highest at 4.27.



OVERALL RATING OF FWHS CLUBS

Number of Respondents: 57

Percentage Responding: 67.1%

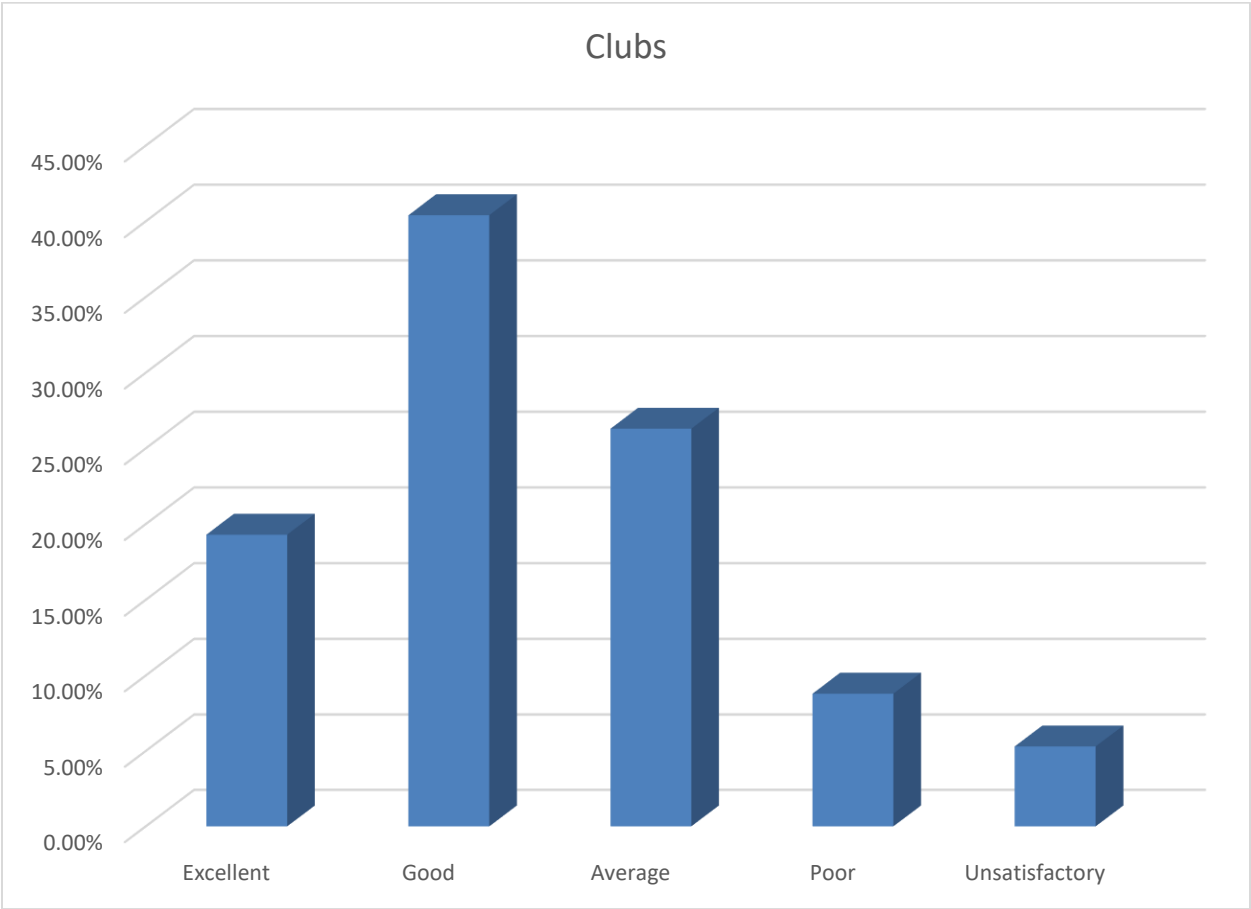
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	19.3%	40.4%	26.3%	8.8%	5.3%

Category:	Rating
Overall:	3.60
AP:	3.92
Honors/Level 1:	3.52
Level 2:	2.75
Previous Study #1:	3.61
Previous Study #2:	4.02

Responding FWHS alumni members rate the overall quality of FWHS clubs at 3.60. This rating is above the midpoint between the ratings of average and good.

Among the course levels, AP respondents rate the quality highest at 3.92.



OVERALL RATING OF FWHS DRAMA

Number of Respondents: 8

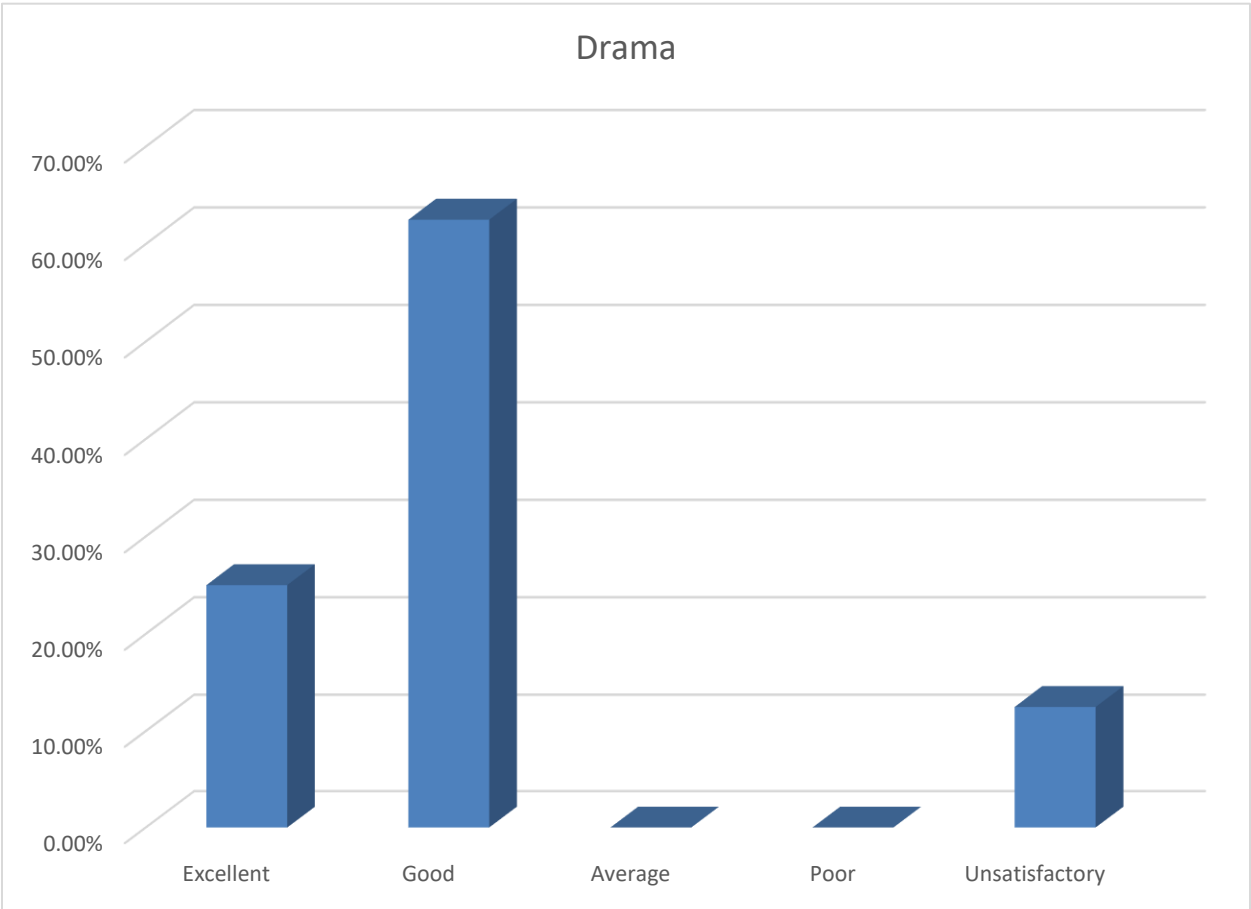
Percentage Responding: 9.4%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	25.0%	62.5%	0.0%	0.0%	0.0%

Category:	Rating
Overall:	3.88
AP:	4.33
Honors/Level 1:	N/A
Level 2:	N/A
Previous Study #1:	4.50
Previous Study #2:	4.56

Responding FWHS alumni members rate the overall quality of FWHS drama very favorably at 3.88. This rating equates to below the rating of good.



OVERALL RATING OF FWHS MUSIC

Number of Respondents: 30

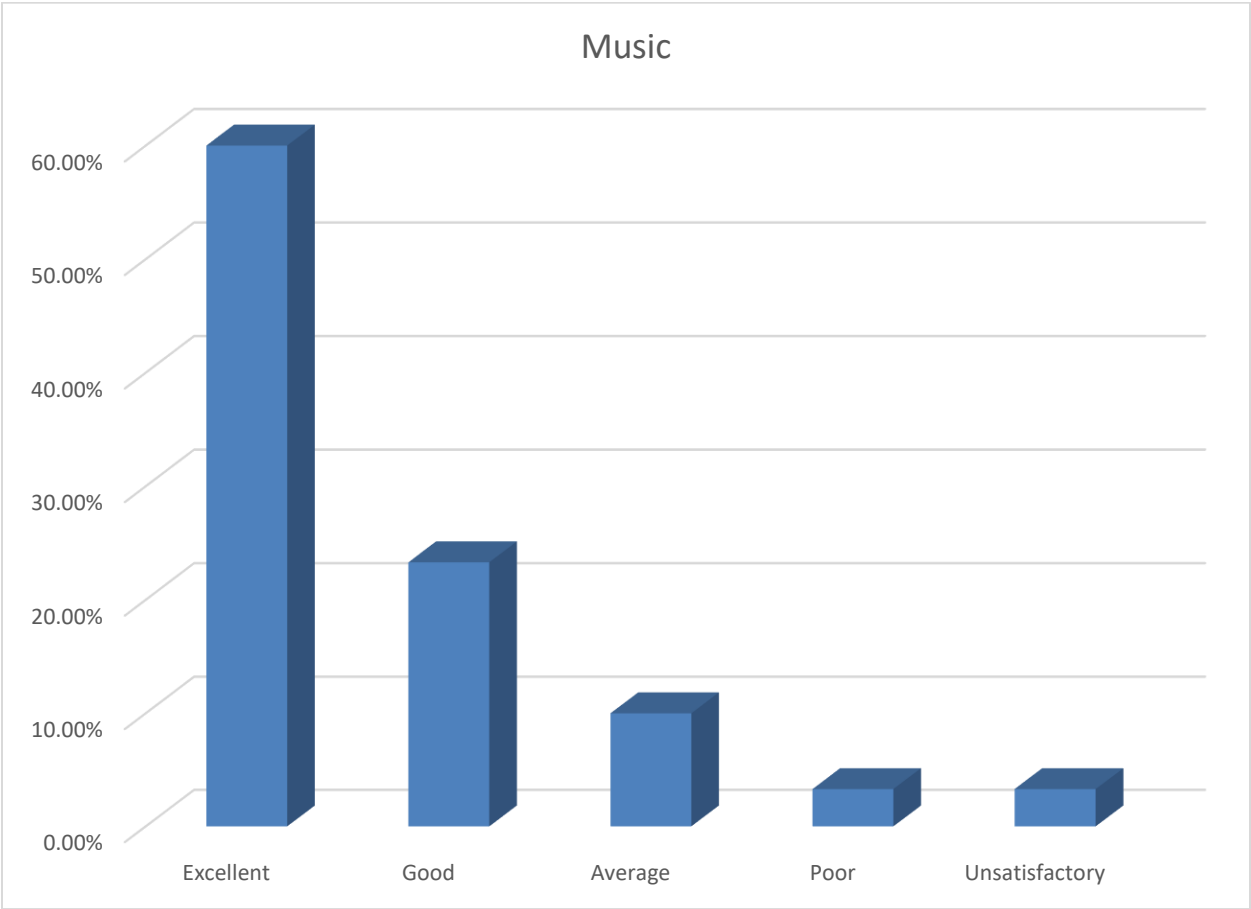
Percentage Responding: 35.3%

Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	60.0%	23.3%	10.0%	3.3%	3.3%

Category:	Rating
Overall:	4.33
AP:	4.44
Honors/Level 1:	4.78
Level 2:	3.20
Previous Study #1:	4.37
Previous Study #2:	4.64

Responding alumni members rate the overall quality of FWHS music extremely favorably at 4.33. This rating is below the midpoint between the ratings of good and excellent. Honors/Level 1 respondents rate the quality highest at 4.78.



OVERALL RATING OF FWHS PUBLICATIONS

Number of Respondents: 10

Percentage Responding: 11.8%

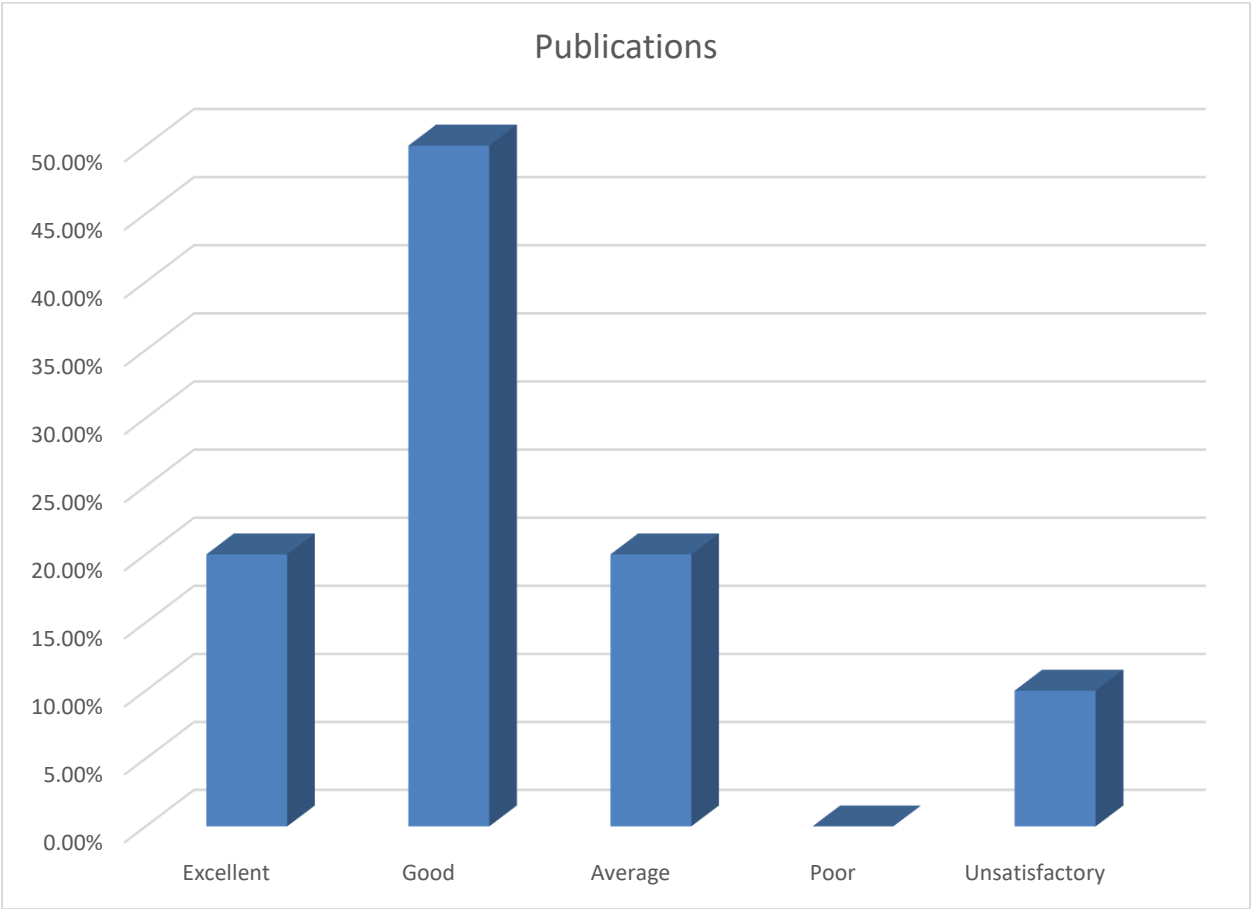
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	20.0%	50.0%	20.0%	0.0%	10.0%

Category:	Rating
Overall:	3.70
AP:	4.00
Honors/Level 1:	N/A
Level 2:	N/A
Previous Study #1:	4.14
Previous Study #2:	4.60

N/A – Less than five responses in this category

Responding FWHS alumni members rate the overall quality of FWHS publications favorably at 3.70. This rating is above the midpoint between the ratings of average and good.



OVERALL RATING OF FWHS STUDENT GOVERNMENT

Number of Respondents: 7

Percentage Responding: 8.2%

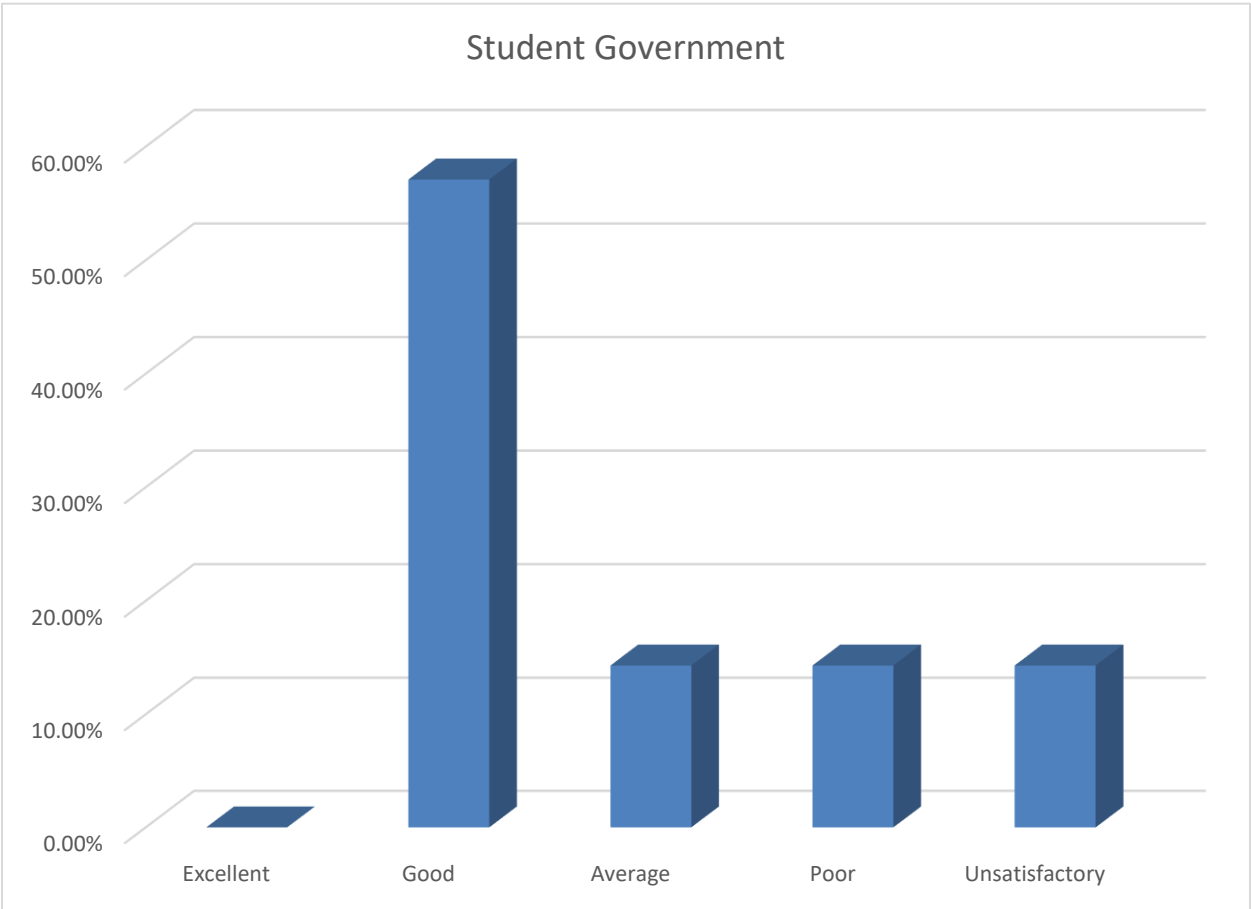
Rating Scale:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
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Percentage:	5=Excellent	4=Good	3=Average	2=Poor	1=Unsatisfactory
Overall:	0.0%	57.1%	14.3%	14.3%	14.3%

Category:	Rating
Overall:	3.14
AP:	3.40
Honors/Level 1:	N/A
Level 2:	N/A
Previous Study #1:	2.83
Previous Study #2:	4.00

N/A – Less than five responses in this category

Responding FWHS alumni members rate the overall quality of the FWHS student government less favorably at 3.14, above the rating of average.



TREATED WITH RESPECT BY THE FWHS ADMINISTRATION

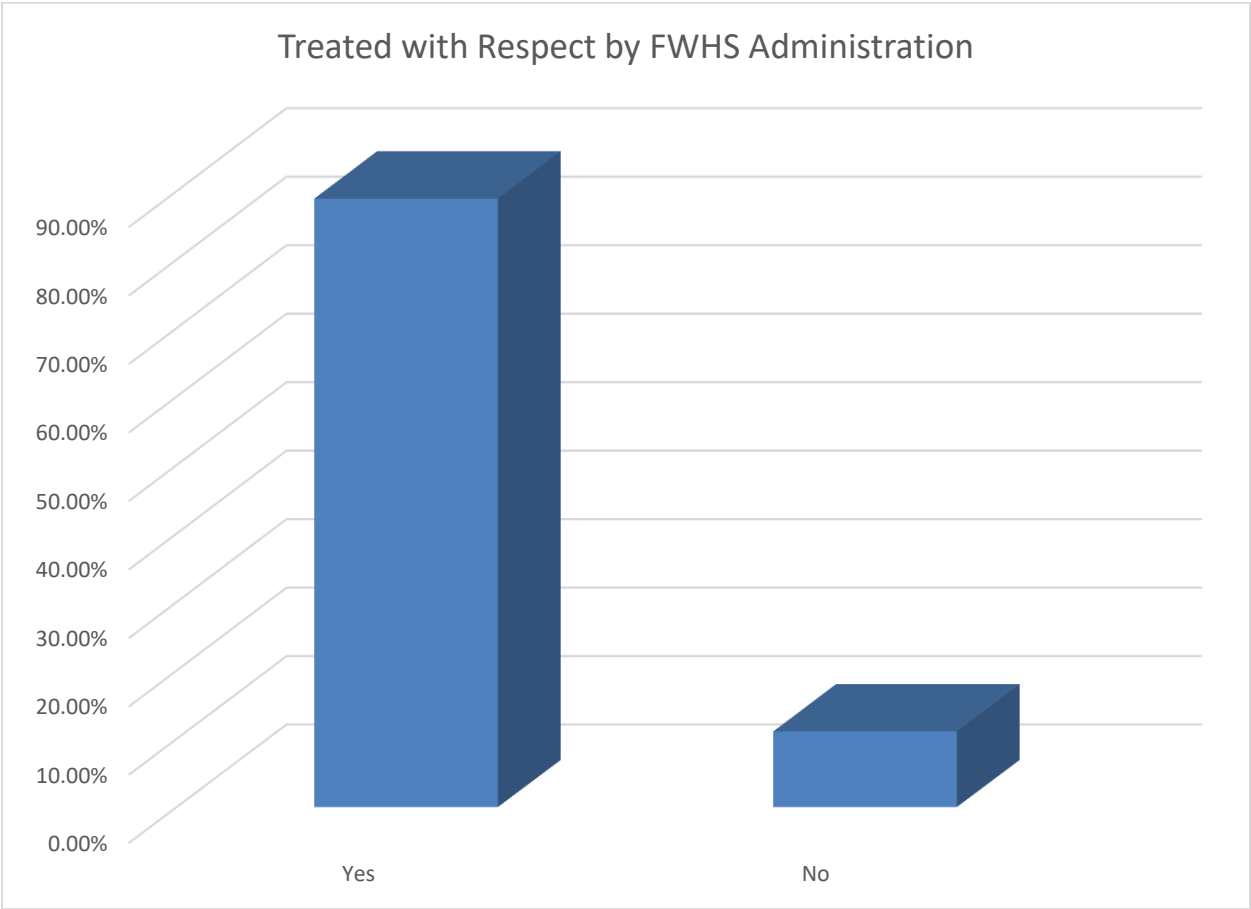
Number of Respondents: 72

Percentage Responding: 84.7%

	Yes	No
Overall:	88.9%	11.1%
AP:	92.6%	7.4%
Honors/Level 1:	82.8%	17.2%
Level 2:	93.3%	6.7%
Previous Study #1:	84.9%	15.1%
Previous Study #2:	98.2%	1.8%

Responding FWHS alumni members are requested to assess whether he/she believe, in general, that he/she were treated with respect by the FWHS administration. Overall, 88.9% indicate that he/she were treated with respect by the administration.

Among the course levels, a majority of each group felt treated with respect by the FWHS administration.



TREATED WITH RESPECT BY THE FWHS FACULTY

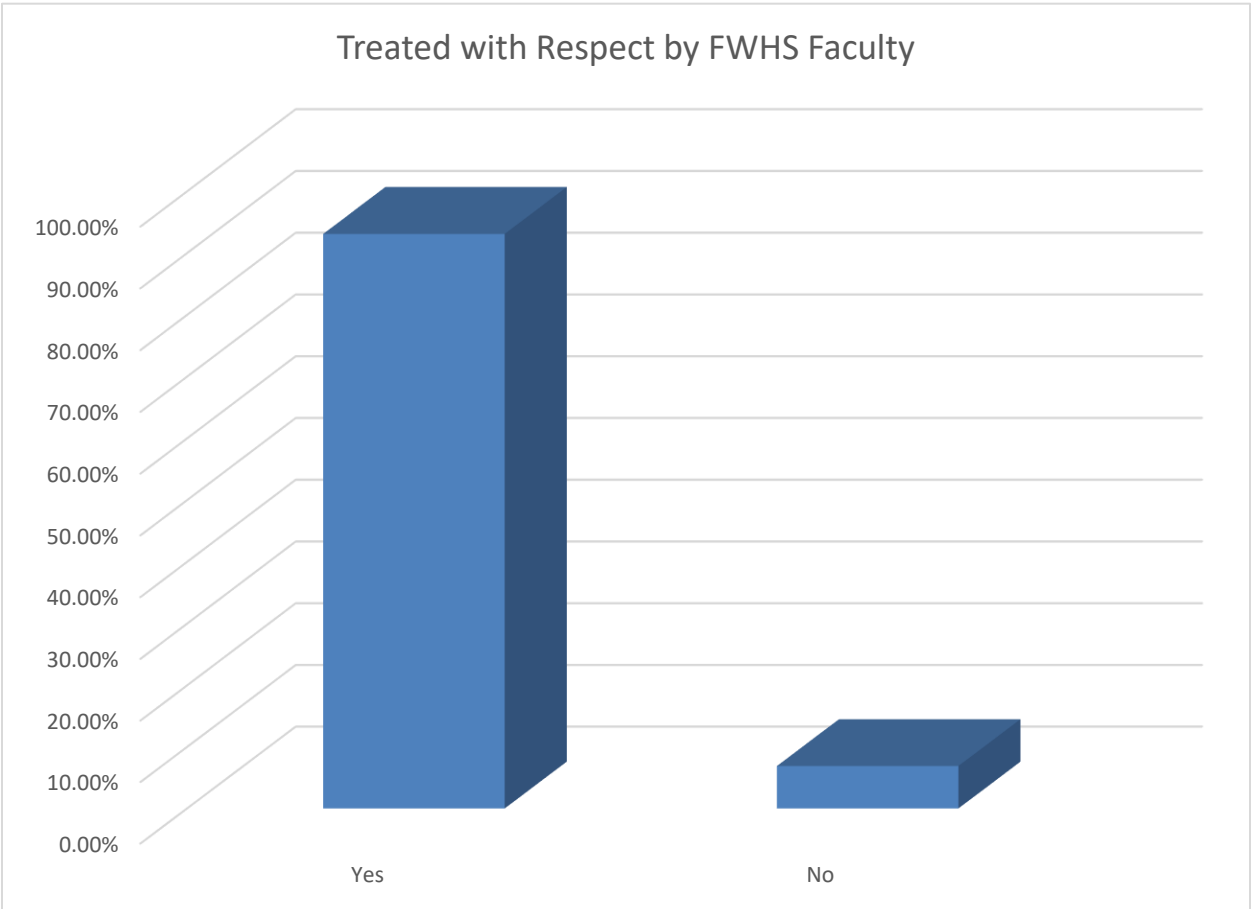
Number of Respondents: 72

Percentage Responding: 84.7%

	Yes	No
Overall:	93.1%	6.9%
AP:	100.0%	0.0%
Honors/Level 1:	86.2%	13.8%
Level 2:	93.3%	6.7%
Previous Study #1:	94.3%	5.7%
Previous Study #2:	98.2%	1.8%

Responding FWHS alumni members are requested to assess whether he/she believe, in general, that he/she were treated with respect by the FWHS faculty. Overall, 93.1% indicate that he/she believe he/she were treated with respect by the faculty compared with 6.9% who do not believe that he/she were treated with respect.

A majority of each course level believes he/she was treated with respect by the FWHS faculty.



TREATED WITH RESPECT BY THE OTHER FWHS STUDENTS

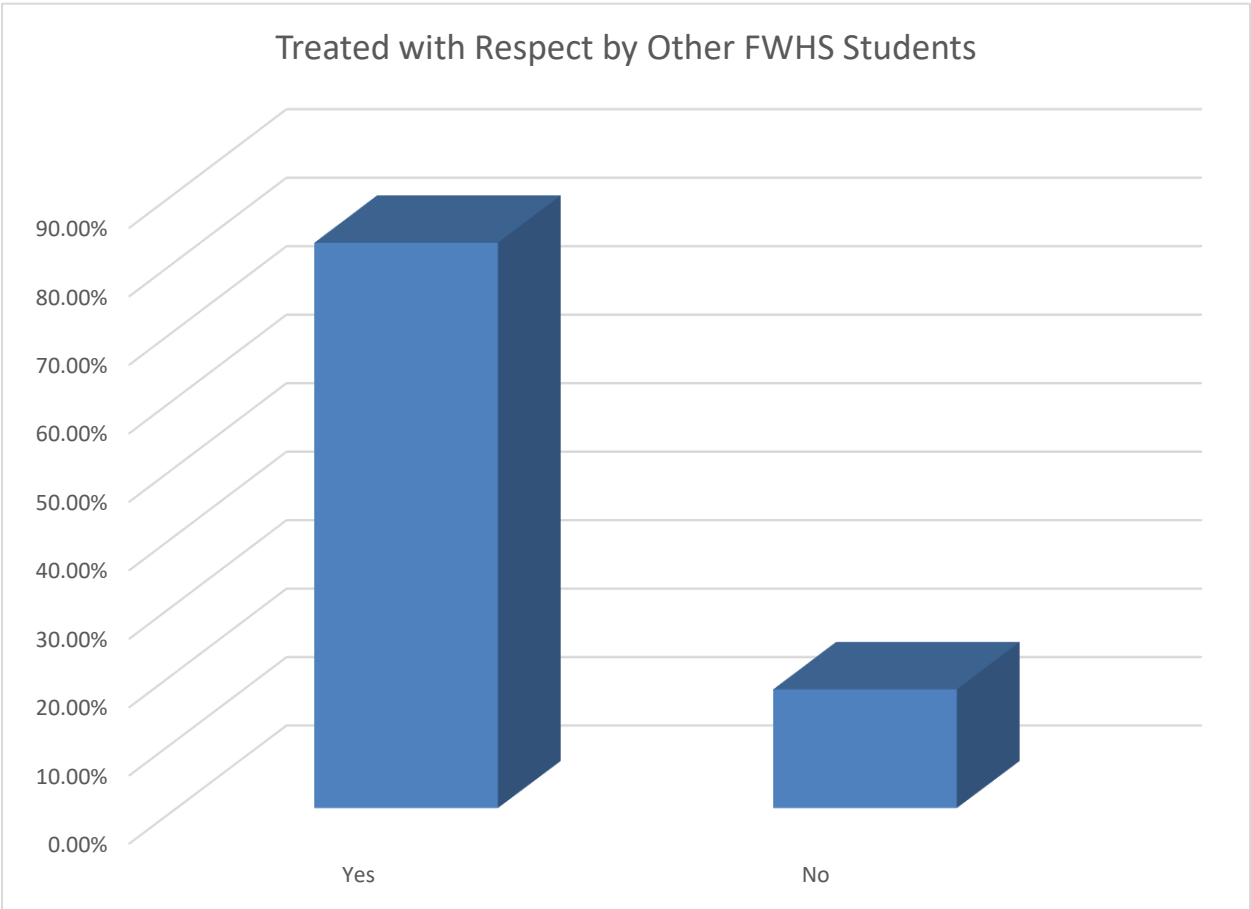
Number of Respondents: 69

Percentage Responding: 81.2%

	Yes	No
Overall:	82.6%	17.4%
AP:	96.3%	3.7%
Honors/Level 1:	72.4%	27.6%
Level 2:	75.0%	25.0%
Previous Study #1:	92.2%	7.8%
Previous Study #2:	92.6%	7.4%

Responding FWHS alumni members are requested to assess whether he/she believe, in general, that he/she were treated with respect by the other FWHS students. Specifically, 82.6% indicate that he/she believe he/she was treated with respect by the other FWHS students.

Among the course levels, AP respondents are most favorable.



OVERALL RATING OF FAIRFIELD WARDE HIGH SCHOOL

Number of Respondents: 72

Percentage Responding: 84.7%

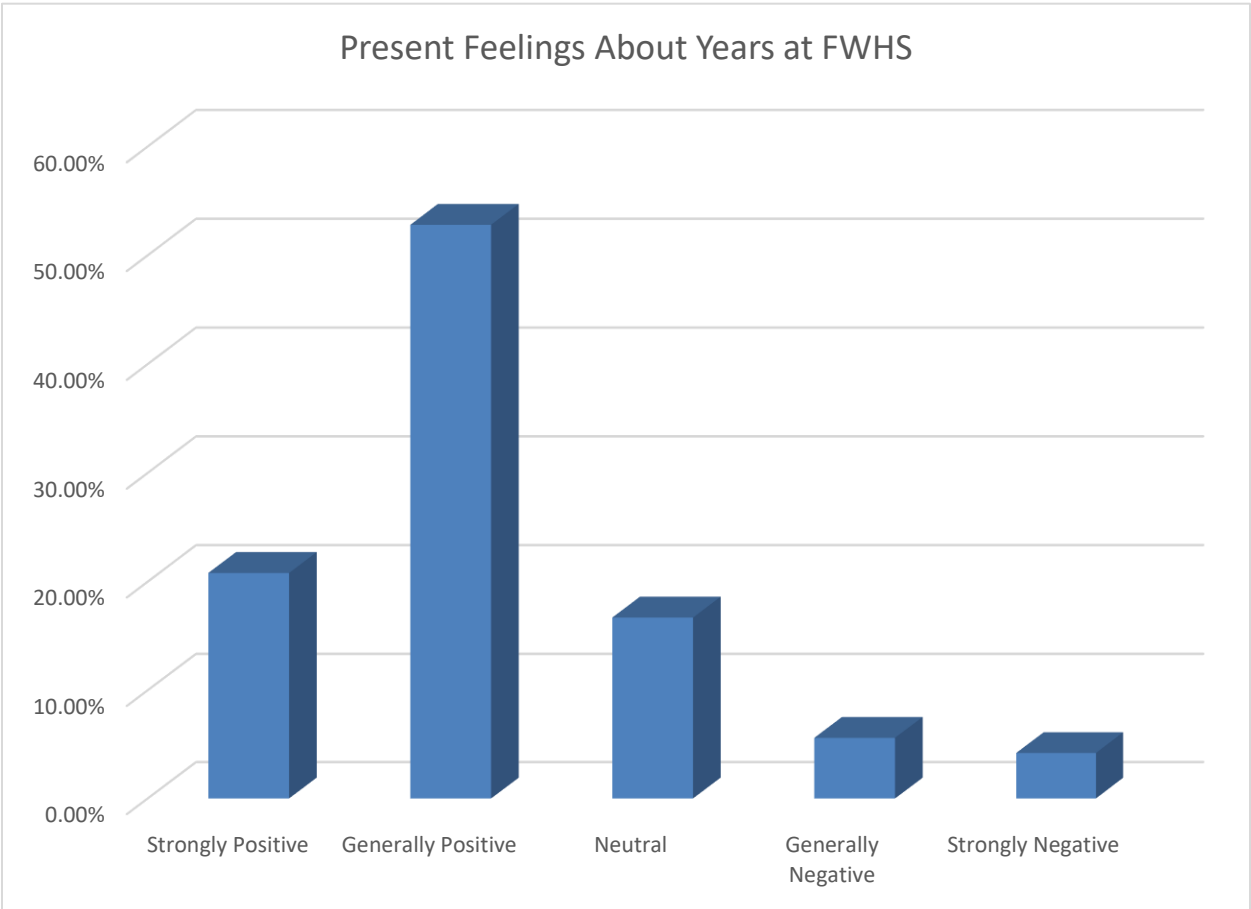
Rating Scale:	5=Strongly Positive	4=Generally Positive	3=Neutral	2=Generally Negative	1=Strongly Negative
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Percentage:	5=Strongly Positive	4=Generally Positive	3=Neutral	2=Generally Negative	1=Strongly Negative
Overall:	20.8%	52.8%	16.7%	5.6%	4.2%

Category:	Rating
Overall:	3.81
AP:	4.17
Honors/Level 1:	3.59
Level 2:	3.40
Previous Study #1:	4.06
Previous Study #2:	4.33

Overall, responding FWHS alumni members rate the quality of Fairfield Warde High School favorably at 3.81, below the midpoint between the ratings of generally positive and strongly positive.

AP respondents rate the overall quality of their FWHS education highest at 4.17.



General Comments and Suggestions

Within this segment the responses to the major open-ended question asked is addressed. For this open-ended question, general comments or suggestions are stated.

Below a variety of the responses are noted for these open-ended questions.

List any suggestions you have concerning how we might improve any of our academic programs.

Actual lab work is needed.

Allow sophomores more access to AP classes. It is not okay to stop students from challenging themselves because you want 'high stats'.

Don't push students into AP courses that they are not prepared for.

Failing mathematics with an inadequate teacher took me off the honors science track and that's not fair.

Have students filled out a required teacher evaluation for each class.

I think FWHS students could benefit from a curriculum that includes greater emphasis on oral communication and presentation skills.

Improve the language programs.

Improve the mathematics program.

Make difficulty levels clear and consistent.

More 'diversity training' type sessions for teachers, staff, faculty, etc. The people of color at FWHS are treated terribly.

More creative opportunities, more projects, creative writing assignments and discussions.

More emphasis on computer skills, especially beyond the Microsoft programs. Also, more research techniques, and how to find reputable sources.

More practice for writing skills.

Provide more support for students with concussions and help them to make up work missed.

Remove Marxist propaganda from English and Social Studies programs.

Stop forcing students with clear medical problems to do physical education.

Stop making everything a competition.

Teachers most definitely play favorites. When put into a group for group projects, they are unfairly created. Some teachers should not be teaching.

Textbook homework/reading should be assigned more often.

Time management can be better.

Too much busy work is assigned.

List any suggestions you have on how we can improve the school counseling and support services.

Be more open minded with the variety of problems that students can have.

Better communication to students about the support services.

Counselors have too many students.

Defiantly update the Job Board every few weeks instead of having the same ones up until they are gone.

Frequent check-ins with student and counselor.

Greater availability in guidance.

Have counselors knowledgeable instead of ones that say I don't know.

Listen to the student's feelings about their future, schools, and family.

Make it easier to adjust your schedule.

More job shadow opportunities.

Reach out to students who aren't participating in much and see if you can help them with that or show them how.

When I was applying to colleges my guidance counselor did nothing to help me.

Work better with students who have a lot of absences for a valid reason (medical, family emergency, etc.) instead of punishing them for that.

List any suggestions you have on how we can improve the library/media center.

Add and upgrade the computers.

Allow students to eat their lunch in the study rooms.

Don't kick people out unless they are disruptive.

Encourage students to use the space for work not socializing.

Have a section that is dedicated to POC and other minority groups.

Honestly don't require that it be silent. People don't go there to read books or take tests; they go to interact and make valuable discussion.

It seemed as if the library was generally used more as a social space than as a place for study and research. More student commons areas would help.

It should somehow be encouraged to be used more by students outside of class.

More quiet areas.

More serious research papers done in the library and make it more of a quiet study space.

More varieties of books especially when it comes to research project for a class. Study rooms are used for studying only and not hanging out.

Stop making the library too strict.

The library should be a place for studying, not a place where people go to talk and hang out (creating a loud environment not good for doing work).

Briefly describe the greatest strength(s) of Fairfield Warde High School.

Academic rigor in the AP and honors courses, fairness and understanding teachers.

Accepting of diversity, encouraging students to push themselves academically beyond their comfort zones, allowing students to be flexible and accommodate many of their interests.

Best high school on earth. People deal in reality here and respond adequately to the real problems of a diverse bunch of students. I will forever be indebted to the Warde Mustangs.

Chances to get college credit (AP classes, ECE classes).

Clubs and athletics, teacher quality, and course options.

Communication with faculty, asking for help when needed.

Community environment.

Diverse and tight knit community.

Diversity and acceptance.

Diversity, compassion, music program.

Diversity/inclusion, variety of classes, good funding of music and arts, sports involvement.

Encourages students to challenge themselves and pursue their passions. Cultivates a diverse and well-rounded student body.

Everyone loves being there.

Everyone respects each other and allows for a healthy learning environment.

Faculty, students, and administration were very helpful and kind.

Fostering a learning environment accessible to every student.

Good health/sex education, A lot of money and potential for good resources (although they aren't always used).

Good science programs, the counseling center is amazing.

Helpfulness.

It had all the expectations of high school and exceeded some certain qualities. I'm proud to have gone there but wouldn't go out of my way to ensure my children go to Warde in particular.

It's a diverse school that introduce students to different walks in life.

It taught me how to succeed in HS and prepare me for college socially, academically and respectfully.

It was reliable, consistent, and challenging.

Large course selection.

Many teachers who truly care about their students and change lives.

Money.

Quality of teachers and administrators.

Really good teachers.

Some very good staff.

Some very good teachers.

Strong academic curriculum prepared well for college coursework.

Strong belief that students will strive and succeed.

Strong in academics.

Teachers and administrators recognize students who work hard.

Teachers engaged with students and made class more exciting.

Teachers help their students to understand and doing their own work.

Teachers were very dedicated to their subjects and did their best to make students understand.

Technology classes, wood shop, auto shop, and graphics.

The amount of diversity.

The camaraderie, and friendships I made, not only with fellow students but also teachers.

The location and diversity and the amount of opportunities provided.

The music courses are incredible.

There are many opportunities for students to become involved. Outside of academics, athletics and clubs are easily accessible. Academics are also strong and prepare you for college.

Very diverse, good at teaching students to be good people. Science, social studies, arts programs are very strong.

Very welcoming and diverse.

Very welcoming and there is always someone to help you and or to guide you.

Welcoming Academic Respectful Dynamic Ethical.

Welcoming and supportive of all abilities.

Briefly describe the most important area(s) for improvement at Fairfield Warde High School.

Air conditioning in every room, not much else.

Always could use more emphasis on those who do not want the four-year college option.

An improvement in computer skills, especially beyond the Microsoft programs, or at least more accessibility to taking more advanced classes.

As the people who were supposed to be educating us you really should have tried a lot harder to prove to us that you know what you are doing.

Better communication between students and school, better listening to student concerns.

Better counseling for kids with issues at home or drug addiction.

Better transition classes especially when dealing with money specifically in math courses.

Building and technology could be updated.

Career planning access and assistance.

Clubs are not interesting.

Consistency of courses with different teachers.

Counseling didn't help me or motivate me at all.

Every year there are more and more restraints on what students can do and where they can go. That's not going to help students transition to college.

Extracurricular activities by students during school.

Fairness between students, diversity and acceptance of students. I wish there would have been more talk about sensitive subjects such as anxiety and depression.

Get the whole school air conditioned.

Giving these opportunities to succeed without keeping such a competitive environment.

If we had student government, I didn't know about it.

More oral presentations in class.

More racial equality, teachers need to care more about students, not make everything a competition.

More space for students to socialize, student government should be expanded and advertised.

Need air conditioning.

Need to deal with bullying of students.

Not using the money provided.

Promote free thinking versus formulaic ideals.

Reading, writing, and preparation for college.

Real life preparation.

Reward intelligent and dedicated students.

Scheduling system, studying places besides the library/college career center, parking rules.

School infrastructure, rigor, and seriousness of clubs and activities.

Social cliques are a big problem.

Teachers picking favorites and not bothering to get to know other students.

Teachers who are knowledgeable on the subject, can actually explain it to those who may not understand and not apathetic in whether the student succeeds or not.

Technology courses were very weak. almost no engineering/software courses, the few that exist are poorly run.

Learned more about tech in first three months of college than ever could at Warde.

The quality of the building.

The teachers should have a wide variety of ways to teach their students. Use apps like TopHat, it really does help you learn the courses.

There needs to be more social freedom and less sanctioned free periods.

There should be more teachers and paras in the learning center.

Too bureaucratic.

Too many drugs being used by other students.

Working personally with students and caring about them as well as making classes/work that actually applies to the real world.

World Language. Underclassmen are not prepared for high level classes.

IV. EXECUTIVE SUMMARY

Within this chapter, the program's major conclusions are reviewed and recommendations for future action are detailed. Each series of conclusions and recommendations are classified depending upon whether it deals with FWHS's assessing issues related to college/technical school preparation level, quality of preparation for future responsibilities, quality of learning skills, academic areas of study, the quality of teaching, the school counseling and support services, the college and career center, the library/media center services, and miscellaneous issues.

Assessing Issues Related to College/Technical School Preparation Level

In this segment of the study, FWHS alumni members who have attended college or technical school assess their preparation level for college/technical school. In review, the largest percentage of respondents assert their belief that they were prepared about the same for college/technical school as most of their college/technical school classmates (49.3%) and that they were adequately prepared for college/technical school's reading level (91.8%), study load (78.1%), written assignments (89.0%), world language level (70.8%), mathematics level (76.1%), science level (82.9%), lab experimentation (71.4%), oral presentations (75.3%), group work (95.9%), test taking skills (86.3%), and college social life (74.0%).

Overall, 44.4% of respondents were required to take remedial coursework in English and 43.7% were required to take remedial coursework in mathematics. Additionally, 68.1% were placed at a higher level or exempted out of college coursework with the main reason being AP test scores (68.6%).

Quality of Preparation for Future Responsibilities

In this area, eleven issues are addressed. These skills are rated between 2.47 and 4.19. In summary, to make informed money management decisions and to make informed career choices can be considered areas for improvement.

Quality of Learning Skills

Responding FWHS alumni members rate the quality of the FWHS learning skills between 3.35 and 4.12.

Those learning skills that can be considered relative strengths or areas for improvement are determined in the following manner. If it can be determined with 95% certainty that an individual learning skill is above the mean value of the learning skills (3.79) with 95% certainty it can be considered a relative perceived strength. Similarly, if a learning skill is below 3.50 with 95% certainty, it can be considered a relative perceived area for improvement.

The following learning skills can be considered relative strengths:

- 1) Reading Skills
- 2) Writing Skills
- 3) Listening Skills
- 4) Science Skills
- 5) Group Work Skills
- 6) Problem Solving/Thinking Skills

The following learning skill can be considered an area for improvement:

- 1) World Language Skills.

Academic Areas of Study

Overall, FWHS alumni members rate the overall quality of the instruction very favorably at 3.82.

As with learning skills, a determination is made as to each subject area relative perceived strength or area for improvement using the following methodology. If a given subject area can be proven statistically with a 95% degree of certainty to be above the mean value of all FWHS subject areas (3.82) it can be considered a relative perceived strength. Similarly, if a subject area is below 3.50 with 95% certainty it can be considered a relative perceived area for improvement.

The following subject areas can be considered FWHS relative strengths:

- 1) Art
- 2) Music
- 3) English
- 4) Science
- 5) Family and Consumer Science
- 6) Social Studies
- 7) Resource Room/Learning Center

The following subject areas can be considered FWHS relative areas for improvement:

- 1) World Languages
- 2) Business Education

Quality of Teaching

FWHS alumni members are requested to rate six aspects of the FWHS teachers.

Overall, all are rated favorably or higher except for used a variety of teaching techniques (3.67) and fairness in grading students (3.67).

School Counseling and Support Services

Responding FWHS alumni members rate the overall quality of the school counseling and support services at 3.50.

Respondents indicate that the most favorable aspect of this area is course planning while career exploration and planning services are rated least favorable.

College and Career Center

Responding FWHS alumni members rate the overall quality of the college and career center at 3.52.

Respondents indicate that computer searches (3.95) and college representative visits (3.85) are rated most favorably while job board (2.67) is rated least favorably.

Library/Media Center Services

Responding FWHS alumni members rate the overall quality of the library/media center services favorably at 3.77.

Respondents indicate that the quality/quantity of print materials and quality/quantity of electronic materials are the library/media center's strongest areas.

Additionally, 84.7% of the respondents felt that FWHS adequately prepared him/her to manage information and technology.

Miscellaneous Issues

Alumni members also addressed the quality of selected extracurricular activities, treatment with respect at FWHS, and the overall rating of FWHS.

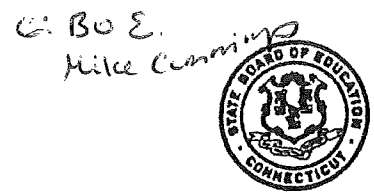
FWHS extracurricular activities are rated as follows. Overall, athletics (4.21) and music (4.33) are rated extremely favorably while drama (3.88) is rated very favorably. In contrast, student government (3.14) is rated less favorably.

Additionally, a clear majority of respondents indicate that he/she felt treated with respect by the FWHS administration (88.9%), by the FWHS faculty (93.1%), and by the other FWHS students (82.6%).

Respondents also rated the overall quality of FWHS favorably at 3.81 with the largest percentage of respondents assessing the overall quality as generally positive.



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



September 28, 2017

Dr. Toni Jones, Superintendent
Fairfield Public Schools
P.O. Box 320189
501 Kings Highway East
Fairfield, CT 06825

Dear Dr. Jones:

I am writing to inform you that the State Board of Education (the "Board"), at its meeting on September 6, 2017, conditionally approved the Fairfield Board of Education's amended plan to correct racial imbalance at McKinley School. Enclosed is a copy of the Board's resolution for your records.

You will be contacted to schedule follow up discussion regarding your plan. In the meantime, if you have any questions or concerns regarding the implementation of your plan, please contact Attorney Laura Anastasio, Division of Legal and Governmental Affairs at (860) 713-6512.

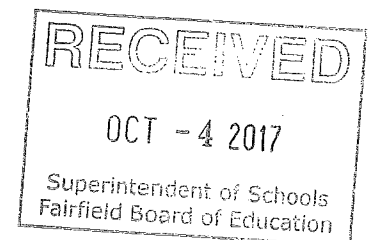
Sincerely,

Dianna R. Wentzell

Dr. Dianna R. Wentzell
Commissioner of Education

DRW: lla

Enclosure



V.A.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:

September 6, 2017

RESOLVED, That the State Board of Education, pursuant to Sections 10-226a and 10-226b of the Connecticut General Statutes, accepts the Amendment to the Fairfield Board of Education's Racial Imbalance Plan, and directs the Commissioner to take the necessary action, conditioned upon the following:

1. That the Fairfield Board of Education's implementation of its plan, as amended, shall be subject to continuing review and evaluation by the State Department of Education (SDE).
2. That such review and evaluation shall include, but not be limited to, discussion with the Fairfield Board of Education concerning the feasibility and efficacy of further expanding open choice opportunities as a component of the school district's plan to achieve racial balance, with the outcome of such discussion to be communicated to the State Board by SDE at an appropriate time determined by the Commissioner.
3. That the SDE shall provide update reports to the State Board of Education in such manner and at such times as determined appropriate by the Commissioner or at the direction of the State Board.
4. That if at any time the State Board of Education determines that further action or discussion concerning the Fairfield Board of Education's plan to correct racial imbalance is necessary or advisable, the State Board will advise the Commissioner, who will provide reasonable notice to the Fairfield Board of Education.

Approved by a vote of 8:0, this sixth day of September, Two Thousand Seventeen.

Signed: Dianna R. Wentzell
Dr. Dianna R. Wentzell, Secretary
State Board of Education