Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Dwight Elementary School
Fairfield School District

203-255-8312 • http://fairfieldschools.org/schools/dwt/

School Information

Grade Range	PK-5
Enrollment	319

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

 CT Reports (CMT/CAPT)

 District and School Performance Reports

 Special Education Annual Performance Reports

Contents

Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit EdSight (EdSight.ct.gov).

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2014 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	150	47.0	49.3
Male	169	53.0	50.7
American Indian or Alaska Native	*	*	0.1
Asian	15	4.7	5.5
Black or African American	*	*	2.5
Hispanic or Latino	16	5.0	8.9
Pacific Islander	0	0.0	0.1
Two or More Races	8	2.5	3.0
White	272	85.3	79.9
English Language Learners	*	*	2.0
Eligible for Free or Reduced-Price Meals	14	4.4	9.4
Students with Disabilities[1]	33	10.3	11.2

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	0	0.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	0	0.0	0	0.0
School	*	*	0	0.0
District		3.7		1.6

Number of students in 2013-14 qualified as truant under state statute: 0

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	20.5
Paraprofessional Instructional Assistants	2.8
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.3
Counselors, Social Workers and School Psychologists	1.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.0

[1]In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.7
Black or African American	0	0.0	0.5
Hispanic or Latino	1	2.9	1.8
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	34	97.1	97.1

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	14.1	9.9

Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1015
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	08:55 AM
End Time	03:30 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
School	24	75.0
District		78.9

[3]Ages 6-21

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) for the Smarter Balanced and Connecticut Alternate Assessment(CTAA) is the test performance of both assessments in the respective subject for all students in the school. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 75 because in a school with a SPI of 75 or above, students will have performed at or above the 'goal' level on the majority of tests.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	9	*	9	*	7	*
Black or African American	*	*	*	*	0	*
Hispanic or Latino	6	*	6	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	125	81.0	125	73.8	36	66.2
English Language Learners	0	*	0	*	0	*
Non-English Language Learners	145	80.3	145	73.9	45	65.7
Eligible for Free or Reduced-Price Meals	*	*	*	*	0	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	45	65.7
Students with Disabilities	24	62.4	24	59.4	6	*
Students without Disabilities	121	83.9	121	76.8	39	66.3
High Needs	27	63.2	27	60.1	6	*
Non-High Needs	118	84.2	118	77.0	39	66.3
School	145	80.3	145	73.9	45	65.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	100.0	N/A	N/A	N/A	45	100.0
Curl Up	97.8	N/A	N/A	N/A	45	97.8
Push Up	93.3	N/A	N/A	N/A	45	93.3
Mile Run/PACER	100.0	N/A	N/A	N/A	45	100.0
All Tests - School	93.3	N/A	N/A	N/A	45	93.3
All Tests - District	66.4	72.7	69.4	57.2		66.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

[3]Only students assessed in all four areas are included in this calculation.

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	80.3	75	100.0	100	100.0	67.9
	High Needs Students	63.2	75	84.3	100	84.3	56.7
Math Performance Index	All Students	73.9	75	98.5	100	98.5	59.3
	High Needs Students	60.1	75	80.2	100	80.2	47.8
Science Performance Index	All Students	65.7	75	87.6	100	87.6	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	1.4%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	2.0%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.8% | 93.3%	75%	50.0	50	100.0	87.6% | 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				**600.6**	**650**	**92.4**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.2	11.8	16.8	
Math Performance Index Gap	75.0	60.1	14.9	19.5	
Science Performance Index Gap	66.3	N/A	.	17.3	
Graduation Rate Gap	.	.	.	.	

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.0
	High Needs Students	96.6
Math	All Students	98.0
	High Needs Students	96.6
Science	All Students	100.0
	High Needs Students	.

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports