

**STRATEGIC SCHOOL PROFILE 2011-12****Ridgefield School District**

DEBORAH LOW, Superintendent

Location: 70 Prospect Street  
Ridgefield,  
Connecticut

Telephone: (203) 431-2800

Website: [www.ridgefield.org](http://www.ridgefield.org)


---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Fairfield

Town Population in 2000: 23,643

1990-2000 Population Growth: 13%

Number of Public Schools: 9

Per Capita Income in 2000: \$51,795

Percent of Adults without a High School Diploma in 2000\*: 4.9%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.7%

District Enrollment as % of Estimated. Student Population: 91.5%

---

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

---

District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

---

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011      5,349  
5-Year Enrollment Change      -4.1%

---

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	134	2.5	1.6	35.2
K-12 Students Who Are Not Fluent in English	41	0.8	0.7	5.6
Students Identified as Gifted and/or Talented*	192	3.6	6.1	4.0
PK-12 Students Receiving Special Education Services in District	417	7.8	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	295	95.5	97.4	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	89	13.5	8.6	13.0

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	243	4.5
Black	33	0.6
Hispanic	234	4.4
Pacific Islander	0	0.0
White	4,764	89.1
Two or more races	71	1.3
Total Minority	585	10.9

**Percent of Minority Professional Staff: 2.2%**

**Non-English Home Language:**

0.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

---

### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

---

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

At the elementary level, over 50% of the teachers have been trained in Responsive Classroom procedures. Language to promote respect for others is consistently used and embedded throughout the day. Our first, second, fifth and sixth grade social studies programs involve studies of different cultures, and both fictional and non-fictional literature is incorporated into literacy blocks at every grade level. Our eighth grade social studies program involves an examination of the positive impact of immigration on the United States. We have expanded our middle school world language program, which emphasizes the cultures as well as the languages of the indigenous peoples, to include daily instruction. The middle schools continue to implement the Character Counts! through special assembly programs, class discussions, and lessons emphasizing the character pillars and respecting differences. The high school established an Advisory Program for all students during the 2010-11 school year, expanded its student life program, and incorporated student visits and exchanges into its world language program. Service clubs at both the middle and high school schools emphasize students' responsibility to respect and care for one another, and our PTAs at all schools sponsor a variety of programs to address topics such as diversity, tolerance, and bullying. Student councils in every school focus on community projects to raise funds for or participate in hands-on activities related to local agencies that serve the region. Additionally, a variety of school and community events, such as Family University, Diversity Days, and middle and high school student field trips to foreign countries engage students in learning about other cultures. Ridgefield Public Schools also participate in a teacher visitation program with teachers from Lebanon, an experience that engages our students in learning about students and events in the Middle East. Ridgefield has participated in two of the inter-district building projects in the C.E.S. region aimed at reducing racial, ethnic and economic isolation. Some students from the Ridgefield Public Schools also attend the Academy for Performing Arts, the Academy for Information Technology Engineering, and the Center for Global Studies. We are working with C.E.S. to improve communication about these and other magnet schools to our students and their parents. Ridgefield continues to make strong efforts to attract candidates of all cultures and economic groups to our teaching/administrative positions. This year, we have continued our already-extensive electronic posting of vacancies and broadened our use of conventional advertising media. Our efforts have also included attendance at recruitment fairs and participation in consortium minority recruitment activities.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.7	59.2	86.9
Writing	83.0	62.7	90.0
Mathematics	92.5	66.5	96.9
Grade 4 Reading	88.8	64.1	96.3
Writing	86.3	65.3	89.4
Mathematics	93.6	68.0	97.5
Grade 5 Reading	90.9	67.6	95.8
Writing	89.1	68.1	94.0
Mathematics	94.8	71.6	98.2
Science	90.8	63.9	95.2
Grade 6 Reading	91.0	74.1	84.9
Writing	90.0	67.4	94.0
Mathematics	92.2	69.3	92.2
Grade 7 Reading	94.9	79.8	91.2
Writing	89.5	65.6	96.3
Mathematics	90.1	68.1	91.3
Grade 8 Reading	95.8	76.8	96.2
Writing	93.7	68.3	96.3
Mathematics	93.0	67.2	95.6
Science	85.2	61.9	88.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	81.0	47.5	94.7
Writing Across the Disciplines	93.9	63.0	99.3
Mathematics	83.6	49.2	97.7
Science	79.9	47.1	97.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	63.7	50.6	82.7

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.4	77.3	
Average Score	Mathematics	580	505	93.1
	Critical Reading	570	502	94.7
	Writing	580	506	95.4

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	96.1	82.7	91.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.2	2.6	87.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.2	84.5
% Employed (Civilian Employment and in Armed Services)	3.0	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	338.57
Paraprofessional Instructional Assistants	20.84
Special Education	
Teachers and Instructors	40.20
Paraprofessional Instructional Assistants	68.12
Library/Media Specialists and/or Assistants	13.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.40
School Level	22.17
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	26.60
School Nurses	14.00
Other Staff Providing Non-Instructional Services and Support	232.18

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	13.7	13.9
% with Master's Degree or Above	84.6	90.0	79.6

Average Class Size	District	DRG	State
Grade K	17.4	18.4	18.5
Grade 2	21.5	21.1	19.7
Grade 5	22.5	21.3	21.6
Grade 7	21.8	21.2	20.3
High School	22.2	20.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	993	997	993
Middle School	1,012	1,006	1,024
High School	1,027	991	1,024

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.4	2.6	2.8
Middle School	2.4	2.3	2.2
High School	1.6	1.9	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$48,704	\$8,984	\$8,464	\$9,950	\$8,469
Instructional Supplies and Equipment	\$1,096	\$202	\$267	\$259	\$271
Improvement of Instruction and Educational Media Services	\$4,105	\$757	\$487	\$677	\$482
Student Support Services	\$3,967	\$732	\$901	\$1,019	\$901
Administration and Support Services	\$6,308	\$1,164	\$1,468	\$1,563	\$1,490
Plant Operation and Maintenance	\$8,789	\$1,621	\$1,471	\$1,824	\$1,463
Transportation	\$4,774	\$823	\$735	\$744	\$724
Costs for Students Tuitioned Out	\$3,284	N/A	N/A	N/A	N/A
Other	\$881	\$163	\$165	\$197	\$165
<b>Total</b>	<b>\$81,909</b>	<b>\$15,065</b>	<b>\$14,238</b>	<b>\$16,835</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$8,056	\$1,486	\$1,290	\$1,916	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$15,685,863	19.2	21.6	21.7

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	93.3	4.1	2.3	0.2
Excluding School Construction	93.6	3.5	2.5	0.3

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of the Ridgefield Board of Education to ensure that all resident students are offered equal access to educational opportunities provided within the school program. Not only does the Board provide for a budget process that assures equity within and among all schools, it also funds district-wide instructional administrative positions in the areas of math, science, language arts and technology. Our professional development program makes available a wide range of training opportunities for all teachers K-12. Since funds for each school's materials, supplies, equipment and other resources are formulated and distributed based upon a "per pupil" allocation, each school receives an appropriate percentage of the district budget. In addition, principals submit requests for necessary support to run any needed/desired specialized programs. Special projects such as reading or math program pilots are funded separately and are evenly distributed across the schools. The district plans for improvement and maintenance projects with a focus on achieving parity among schools. Throughout the year, the Superintendent, as an agent for the Board, oversees all expenditures. The Superintendent also requests Board funds for district-wide initiatives when the needs present themselves.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	420
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	72	1.3	1.2	1.2
Learning Disability	174	3.3	3.6	3.9
Intellectual Disability	9	0.2	0.2	0.4
Emotional Disturbance	42	0.8	0.4	1.0
Speech Impairment	65	1.2	1.9	2.1
Other Health Impairment*	45	0.8	2.1	2.2
Other Disabilities**	13	0.2	0.6	1.0
<b>Total</b>	<b>420</b>	<b>7.9</b>	<b>10.0</b>	<b>11.7</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	85.4	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	44.4	36.0	90.3	70.4
	Writing	40.6	21.5	88.7	66.3
	Mathematics	53.1	31.8	92.7	68.4
	Science	36.4	23.0	87.8	62.9
CAPT	Reading Across the Disciplines	28.0	14.5	81.0	47.5
	Writing Across the Disciplines	61.5	18.2	93.9	63.0
	Mathematics	37.5	15.4	83.6	49.2
	Science	44.0	13.6	79.9	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	31.2
	% With Accommodations	68.8
CAPT	% Without Accommodations	8.0
	% With Accommodations	92.0
% Assessed Using Skills Checklist		2.6

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	28	6.7

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	338	80.5	75.8	72.1
40.1 to 79.0 Percent of Time	48	11.4	17.4	16.3
0.0 to 40.0 Percent of Time	34	8.1	6.8	11.7

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

All schools enjoy a high level of parent involvement, including strong relationships with their respective Parent Teacher Associations. The PTAs work closely with the district to support school improvement goals. Our mission statement, “Our mission is excellence for all students in partnership with parents and the community” is an indication of the important role that parental involvement plays in our students’ academic success. The district’s strategic planning process involves setting annual district priorities. These are approved in the fall each year by the Board of Education and are based on past progress, needs’ assessments of various programs, parent input, long-range planning committee goals, and state initiatives. The district priorities form the basis for budget development and allocation of staff, time, and resources. In the past few years, our priorities included focus on K-5 literacy programming and instruction; implementation of Responsive Classroom at the elementary school; revised math middle school programs to build on K-5 improvement; expanded high school opportunities (UConn courses and new health course, as examples); improved on-site programming for students with autism; implementation of SRBI model for academic support; increased staff skills in differentiation; and increased integration of technology.

Importantly, the district implemented full-day kindergarten in 2010-11. For 2011-12, our priorities included beginning implementation of the Common Core State Standards in K-12 English-Language Arts and math through curriculum revisions and staff development; grade five “departmentalization” model of instruction; revised schedule and increased instructional time at the high school; implementation of an advisory program at the high school; continued work on SRBI and differentiation; focus and training on positive school climate and anti-bullying initiatives; and network upgrades and expanded wireless infrastructure in preparation for bring-your-own-device (BYOD) at the secondary level in 2012-13.

---