

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



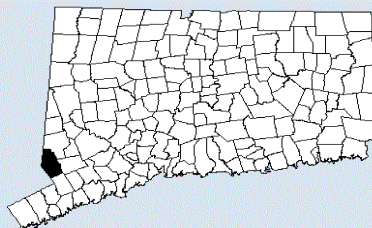
## Ridgefield School District

Dr. Jeanann Paddyfote, Superintendent - Interim • 203-894-5550 • <http://www.ridgefield.org>

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 17           |
| Enrollment                          | 4,707        |
| Per Pupil Expenditures <sup>1</sup> | \$20,130     |
| Total Expenditures <sup>1</sup>     | \$98,176,280 |

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

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

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

|   | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| Female                                    | *     | *                                   | 48.4                             |
| Male                                      | 2,416 | 51.3                                | 51.6                             |
| American Indian or Alaska Native          | *     | *                                   | 0.3                              |
| Asian                                     | 320   | 6.8                                 | 5.2                              |
| Black or African American                 | 30    | 0.6                                 | 12.7                             |
| Hispanic or Latino of any race            | 363   | 7.7                                 | 26.9                             |
| Native Hawaiian or Other Pacific Islander | *     | *                                   | 0.1                              |
| Two or More Races                         | 179   | 3.8                                 | 3.8                              |
| White                                     | 3,806 | 80.9                                | 51.1                             |
| English Learners                          | 56    | 1.2                                 | 8.3                              |
| Eligible for Free or Reduced-Price Meals  | 244   | 5.2                                 | 43.3                             |
| Students with Disabilities <sup>3</sup>   | 656   | 13.9                                | 16.0                             |

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

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

|  | Chronic Absenteeism <sup>4</sup> |          | Suspension/Expulsion <sup>5</sup> |          |
|--|----------------------------------|----------|-----------------------------------|----------|
|  | Count                            | Rate (%) | Count                             | Rate (%) |
| Female                                   | 197                              | 8.6      | *                                 | *        |
| Male                                     | 199                              | 8.4      | *                                 | *        |
| Black or African American                | *                                | *        | *                                 | *        |
| Hispanic or Latino of any race           | 44                               | 12.3     | *                                 | *        |
| White                                    | 301                              | 8.0      | 34                                | 0.9      |
| English Learners                         | 7                                | 11.5     | 0                                 | 0.0      |
| Eligible for Free or Reduced-Price Meals | 38                               | 13.6     | *                                 | *        |
| Students with Disabilities               | 109                              | 17.2     | 17                                | 2.4      |
| District                                 | 396                              | 8.5      | 43                                | 0.9      |
| State                                    |                                  | 12.2     |                                   | 4.9      |

**Number of students in 2018-19 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Ridgefield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 330.5 |
| Paraprofessional Instructional Assistants                 | 3.1   |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 51.0  |
| Paraprofessional Instructional Assistants                 | 86.0  |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 8.5   |
| School Level  | 23.4  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 10.0  |
| Support Staff   | 4.0   |
| Instructional Specialists Who Support Teachers            | 16.1  |
| Counselors, Social Workers and School Psychologists       | 29.6  |
| School Nurses   | 11.0  |
| Other Staff Providing Non-Instructional Services/Support  | 226.6 |

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

#### Educators by Race/Ethnicity

|   | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native          | 0     | 0.0                                 | 0.1                              |
| Asian                                     | 6     | 1.3                                 | 1.2                              |
| Black or African American                 | 2     | 0.4                                 | 4.0                              |
| Hispanic or Latino of any race            | 9     | 1.9                                 | 4.1                              |
| Native Hawaiian or Other Pacific Islander | 1     | 0.2                                 | 0.1                              |
| Two or More Races                         | 0     | 0.0                                 | 0.1                              |
| White                                     | 454   | 96.2                                | 90.4                             |

#### Classroom Teacher Attendance: 2018-19

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 6.9      | 10.4  |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | *     | *        | *     | *        |
| Hispanic or Latino of any race           | 26    | 78.8     | 30    | 85.7     |
| White                                    | 279   | 79.7     | 296   | 91.9     |
| English Learners                         | N/A   | N/A      | N/A   | N/A      |
| Eligible for Free or Reduced-Price Meals | 8     | *        | 8     | *        |
| Students with Disabilities               | 28    | 62.2     | 33    | 63.5     |
| District                                 | 337   | 79.7     | 370   | 91.4     |
| State                                    |       | 75.8     |       | 84.8     |

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

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 60    | 63.8     |
| Emotional Disturbance      | 41    | 66.1     |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 213   | 89.1     |
| Other Health Impairment    | 126   | 85.1     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 30    | 96.8     |
| District                   | 480   | 79.9     |
| State                      |       | 67.8     |

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Ridgefield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 99       | 2.1      | 2.0      |
| Emotional Disturbance      | 62       | 1.3      | 1.1      |
| Intellectual Disability    | 13       | 0.3      | 0.5      |
| Learning Disability        | 240      | 5.2      | 5.7      |
| Other Health Impairment    | 149      | 3.2      | 3.3      |
| Other Disabilities         | 26       | 0.6      | 1.1      |
| Speech/Language Impairment | 49       | 1.1      | 1.8      |
| All Disabilities           | 638      | 13.7     | 15.6     |

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 10       | 1.6      | 8.2      |
| Private Schools or Other Settings | 39       | 6.1      | 5.0      |

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

|  | Total (\$)   | Per Pupil     |            |
|--|--------------|---------------|------------|
|  |              | District (\$) | State (\$) |
| Instruction                                    | \$60,914,342 | \$12,490      | \$10,923   |
| Support services - students                    | \$5,638,072  | \$1,165       | \$1,277    |
| Support services - instruction                 | \$6,217,391  | \$1,285       | \$682      |
| Support services - general administration      | \$1,204,420  | \$249         | \$467      |
| Support services - school based administration | \$6,171,095  | \$1,276       | \$1,021    |
| Central and other support services             | \$1,655,807  | \$342         | \$679      |
| Operation and maintenance of plant             | \$9,738,392  | \$2,013       | \$1,718    |
| Student transportation services                | \$5,340,776  | \$1,111       | \$1,288    |
| Food services                                  | .            | .             | \$12       |
| Enterprise operations                          | \$1,295,983  | \$268         | \$163      |
| Minor school construction                      | .            | .             | \$59       |
| Total  | \$98,176,280 | \$20,130      | \$17,629   |

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

|  | District     |                      | State                |
|--|--------------|----------------------|----------------------|
|  | Total (\$)   | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries   | \$6,188,386  | 31.6                 | 28.5                 |
| Instructional Aide Salaries                              | \$2,312,083  | 11.8                 | 10.1                 |
| Other Salaries   | \$1,274,303  | 6.5                  | 11.1                 |
| Employee Benefits  | \$2,977,626  | 15.2                 | 13.0                 |
| Purchased Services Other Than Transportation             | \$1,833,840  | 9.4                  | 5.7                  |
| Special Education Tuition                                | \$3,612,699  | 18.4                 | 22.5                 |
| Supplies   | \$61,628     | 0.3                  | 0.6                  |
| Property Services  | \$17,881     | 0.1                  | 0.3                  |
| Purchased Services For Transportation                    | \$1,286,760  | 6.6                  | 8.0                  |
| Equipment  | \$21,284     | 0.1                  | 0.2                  |
| All Other Expenditures                                   | \$1,500      | 0.0                  | 0.1                  |
| Total  | \$19,587,991 | 100.0                | 100.0                |
| Percent of Total Expenditures Used for Special Education |              | 20.0                 | 24.6                 |

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

|                 | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local           | 96.4   |
| State           | 2.3  |
| Federal         | 1.2  |
| Tuition & Other | 0.2  |

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2019-20

## Ridgefield School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2019 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| READING         | Grade 4   | Grade 8 | Grade 12  |
| Connecticut     | 40        | 41      | 50        |
| National Public | 34        | 32      | 36        |
| MATH            | Grade 4   | Grade 8 | Grade 12  |
| Connecticut     | 45        | 39      | 32        |
| National Public | 40        | 33      | 25        |

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

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Ridgefield School District

### Cohort Graduation: Four-Year<sup>1</sup>

|  | 2018-19                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | *                         | *        |
| Hispanic or Latino of any race           | 21                        | 90.5     |
| English Learners                         | *                         | *        |
| Eligible for Free or Reduced-Price Meals | 16                        | *        |
| Students with Disabilities               | 60                        | 73.3     |
| District                                 | 398                       | 95.5     |
| State                                    |                           | 88.5     |

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

|  | Class of 2019         | Class of 2018            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>3</sup> | Persistence <sup>4</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 87.6                  | 96.5                     |
| Male                                     | 94.3                  | 94.3                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino of any race           | *                     | 85.0                     |
| White                                    | 91.5                  | 96.0                     |
| English Learners                         | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | *                     | *                        |
| Students with Disabilities               | 76.4                  | 78.8                     |
| District                                 | 90.9                  | 95.5                     |
| State                                    | 71.5                  | 87.5                     |

<sup>3</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>4</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2019-20

## Ridgefield School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

| Indicator   |                     | Index/Rate | Target | State Average Index/Rate |
|---|---------------------|------------|--------|--------------------------|
| Progress Toward English Proficiency                   | Literacy            | 82.2%      | 100%   | 60.4%                    |
|   | Oral                | 70.0%      | 100%   | 57.6%                    |
| Chronic Absenteeism                                   | All Students        | 8.5%       | <=5%   | 12.2%                    |
|   | High Needs Students | 16.1%      | <=5%   | 18.0%                    |
| Preparation for CCR                                   | % Taking Courses    | 85.4%      | 75%    | 80.4%                    |
| On-track to High School Graduation                    |                     | 97.5%      | 94%    | 88.4%                    |
| 4-year Graduation All Students (2019 Cohort)          |                     | 95.5%      | 94%    | 88.5%                    |
| 6-year Graduation - High Needs Students (2017 Cohort) |                     | 86.0%      | 94%    | 84.5%                    |
| Postsecondary Entrance (Class of 2019)                |                     | 90.8%      | 75%    | 71.5%                    |
| Arts Access   |                     | 52.8%      | 60%    | 51.8%                    |

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

| Gap Indicators      | Non-High Needs Rate <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|---------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Graduation Rate Gap | 94.0%                            | 86.0%           | 8.0%        | 10.9%                                | N                               |

<sup>1</sup> If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Ridgefield School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The District has been successfully utilizing a variety of parent, student and community outreach tools (primarily "K-12 Insight-Engage" and "Google Forms") to solicit actionable feedback from Stakeholders. This process started before the pandemic, but has been expanded to gather Parent input, make programmatic adjustments and improve communication. In addition, three new websites have been launched from the RPS homepage to assist ALL stakeholders with the reopening of schools: 1) "RPS Reopening Website" (for Students and Parents); 2) "Updates from the Superintendent"; 3) "Teacher Resource Site." In addition, the District created and implemented a Title 1 grants policy (6172.4) that creates annual meetings whereby parents have the opportunity to participate in the design, development, operation and evaluation of the program for the next school year.

Elementary (PreK-5): Some schools also engage in the following: Schools maintain an Instagram account for parents that features learning and events; Student performances at monthly school meetings where grade levels showcase their learning in academics, character education, and integrated arts; Parents and students celebrate learning in order to develop a sense of community and make statements about social issues; We showcase our child centered schools as an outreach with parents; PTAs sponsor a STEM Night to explore Science, Technology and Mathematics; Schools sponsor a Growth Mindset Night for parents in kindergarten and grade one to explore dispositions and research on intrinsic motivation (Carol Dweck, Mindset); Books Bind Us program - A collaboration between literacy and art departments to teach students and parents about the importance of emotional intelligence and self-regulation; At BMES, the culminating activity is a school tapestry representing emotions.

Secondary (6-12): Intentional focus on questioning/discussion strategies to leverage higher order thinking opportunities for students. Focusing on analysis, synthesis, problem-solving and reflection. The recent addition of Math Specialists (grades 6-8) for focused intervention and extension. Creating open, "agenda-less" parent coffees as a platform for parents to come with any questions and concerns. Hosting parent informational evenings on an array of topics; social media awareness, Google Classroom, middle school parent "tool-kit" for incoming grade parents.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Ridgefield has made a comprehensive commitment to Districtwide professional development for all staff around issues of race, equity, inclusion and gender by utilizing National experts and trainers from True Colors ("Sexual Minority Youth and Family Services"), RE-Center ("Race and Equity in Education") and Gender Spectrum. In addition, Ridgefield has recently implemented RULER, a Social Emotional Learning (SEL) approach from the Yale Center for Emotional Intelligence, at eight (8) of its nine (9) schools.

Elementary School (PreK-5): Every elementary school builds their school climate on the equity based, personal responsibility premises of RESPONSIVE CLASSROOM: Cooperation, Assertion, Respect, Responsibility, Empathy and Self Control. Within the schools, psychologists and teachers provide lessons in social emotional skills and behavior regulation using the Social Thinking and Choose Love materials. We strive to always welcome every child and care for the whole child. Our school and classroom libraries, and instructional practices routinely include multicultural books. Parent meetings, classroom, whole school and District survey results from student, teacher and parent communities help us refine and focus this work.

Confidential financial support for families is provided by the PTAs. The six (6) elementary schools engage in many of the following: Presentations about Integrating Restorative Practices; Presentations and field trips to The Prospector, a local organization whose mission is to support individuals with disabilities; Presentations from My Face, an organization that supports compassion, understanding, and anti-bullying for those that appear different or experience a facial difference; PTA School at home partnership features books that highlight the growth mindset.

Secondary (6-12): We host the Anti-Defamation League for lengthy programs for students and staff: "Step-Up" program promoting "Upstanders" instead of "Bystanders"; "Names Day"; "No One Sits Alone" program in the cafeteria to encourage students to engage with others and check-in with students who may appear to be alone; Social Justice Unit - which has featured a Holocaust survivor (Judith Altman); Advisory Program- An array of topics: Stereotyping, racism, and prejudice.

# District Profile and Performance Report for School Year 2019-20

## Ridgefield School District

### **Equitable Allocation of Resources among District Schools**

Over the past two years, Ridgefield has moved to a partial resource allocation based upon student enrollment which provides equity in terms of per student funding. We also use our limited Title I and Title II A funds to provide supplemental activities so that low-income and minority students have greater opportunity to master State standards. Since not all schools receive Title funds, we target those schools that can benefit from the following: Math and ELA tutors, intervention programs in Math and ELA, and professional development to help teachers reach all students. In addition, a common and consistent budget process (schools in partnership with Central Office) helps ensure the following: Staffing based on district guidelines; Instructional & Building Teams work with administration to help develop budgetary needs for all students across all curricular areas; The assignment of SPED personnel based on IEP's.