Connecticut State Department of Education

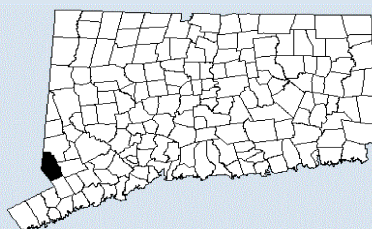# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

Ridgefield School District

Ms. Deborah Low, Superintendent • 203-431-2800 • www.ridgefield.org

District Information

Grade Range	PK-12
Number of Schools	15
Enrollment	5,293
Per Pupil Expenditures[1]	$16,004
Total Expenditures[1]	$84,551,486

[1]*Expenditure data reflect the 2012-13 year.*

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](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2014)](#)
(2014® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2013-14 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.](#)

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 ensure student confidentiality.

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

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,581	48.8	48.3
Male	2,712	51.2	51.6
American Indian	*	*	0.2
Asian	302	5.7	4.6
Black or African American	33	0.6	12.9
Hispanic or Latino	284	5.4	21.2
Pacific Islander	*	*	0.0
White	4,576	86.5	58.4
Two or More Races	92	1.7	2.3
English Language Learners	49	0.9	5.7
Eligible for Free or Reduced-Price Meals	157	3.0	37.3
Students with Disabilities[1]	460	8.7	12.8

[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	167	6.5	6	0.2
Male	151	5.7	57	2.1
Black or African American	*	*	*	*
Hispanic or Latino	15	5.4	6	2.1
White	280	6.2	50	1.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	15	9.5	9	4.8
Students with Disabilities	60	12.8	13	2.4
District	318	6.1	63	1.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 5

[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	342.4
Paraprofessional Instructional Assistants	24.8
Special Education	
Teachers and Instructors	41.4
Paraprofessional Instructional Assistants	68.7
Administrators, Coordinators and Department Chairs	
District Central Office	6.8
School Level	19.6
Library/Media	
Specialists (Certified)	9.9
Support Staff	4.0
Instructional Specialists Who Support Teachers	10.3
Counselors, Social Workers and School Psychologists	26.6
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	217.4

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	4	0.9	1.0
Black or African American	2	0.4	3.5
Hispanic	8	1.7	3.6
Native American	0	0	0.1
White	449	97.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.2
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	*
White	95	23.9	222	53.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	108	24.2	246	53.8
State		14.2		26.8

[3]Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	35	53.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	170	92.9
Other Health Impairment	56	83.6
Other Disabilities	*	*
Speech/Language Impairment	48	92.3
District	337	77.3
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	70	1.3	1.4
Emotional Disturbance	49	0.9	1.0
Intellectual Disability	10	0.2	0.4
Learning Disability	184	3.5	4.2
Other Health Impairment	69	1.3	2.5
Other Disabilities	10	0.2	1.0
Speech/Language Impairment	59	1.1	1.9
All Disabilities	451	8.6	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	39	8.6	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	50,198,198	9,514	8,769
Instructional Supplies and Equipment	993,427	188	275
Improvement of Instruction and Educational Media Services	4,524,612	858	487
Student Support Services	4,213,827	799	965
Administration and Support Services	6,439,990	1,221	1,600
Plant Operation and Maintenance	8,421,418	1,596	1,472
Transportation	5,185,002	937	786
Costs of Students Tuitioned Out	3,655,705	N/A	N/A
Other	919,307	174	178
Total	84,551,486	16,004	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	7,360,506	1,395	1,434

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,457,710	33.8	35.6
Noncertified Personnel	2,105,757	13.0	14.5
Purchased Services	1,443,952	8.9	5.0
Tuition to Other Schools	3,646,305	22.6	21.4
Special Ed. Transportation	1,257,779	7.8	8.5
Other Expenditures	2,228,336	13.8	14.9
Total Expenditures	16,139,839	100.0	100.0
PK-12 Expenditures Used for Special Education		19.1	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.9	93.6
State	4.6	4.9
Federal	1.4	1.5
Tuition & Other	0.1	0.1

[4]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 Correction).

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	.	.	.	.	.	.	
Hispanic or Latino	84.7	84.6	90.8	87.6	.	.	.	
English Language Learners	.	.	69.2	70.4	.	.	.	
Eligible for Free or Reduced-Price Meals	76.0	83.1	91.9	85.1	.	.	.	
Students with Disabilities	71.3	69.3	72.2	65.5	.	.	.	
High Needs	72.4	71.7	75.4	70.0	.	.	.	
District	93.6	93.7	95.1	93.8	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	.	.	.	.	.	.	
Hispanic or Latino	.	85.5	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	83.6	.	.	.	.	
Students with Disabilities	70.8	53.5	72.0	62.2	.	.	.	
High Needs	73.8	61.0	80.5	67.1	.	.	.	
District	93.6	93.1	94.1	92.8	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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	90.9	76.3	73.2	91.2	1,575	82.9
Curl Up	87.3	94.8	95.6	97.7	1,575	93.9
Push Up	83.4	73.2	87.5	94.7	1,575	84.8
Mile Run/PACER	75.9	70.8	70.8	94.7	1,575	78.1
All Tests - District	58.3	46.6	49.6	87.7	1,575	60.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

[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.

Cohort Graduation: Four-Year[1]

	2012-13				2013-14
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	20	90	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	42	76.2	86.8	No	87.5
District	414	96.1	94.0	Yes	94.0
State[4]		85.5			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	358	80.1
Male	92.5	337	73.9
Black or African American	*	*	*
Hispanic or Latino	84.8	18	54.5
White	94.6	630	77.9
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	77.4	12	38.7
Students with Disabilities	51.9	*	*
District	94.1	695	77.0
State	72.9		37.6

[5]College readiness exams and benchmark scores are as follows:
  - SAT® - composite score of 1550 or higher
  - ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
  - AP® - 3 or higher on any one AP® exam
  - IB® - 4 or higher on any one IB® exam

[6]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:
  SAT® and AP® statistics derived from data provided by the College Board.
  Copyright © 2014 The College Board. www.collegeboard.org
  ACT® statistics derived from data provided by ACT, Inc.
  Copyright © 2015 ACT, Inc. www.act.org
  IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	89.7	93.7
Male	86.3	95.4
Black or African American	*	*
Hispanic or Latino	*	*
White	87.6	94.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	74.0	85.7
District	87.9	94.6
State	72.7	88.5

[7]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.

[8]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

Narratives

School District Improvement Plans and Parental Outreach Activities

The Ridgefield Board of Education annually approves District Priorities which define general goals over time and specific areas of focus for each year. The priorities are based on assessment of data and input from staff, parents, and Board members. The priorities determine program improvement initiatives and serve as the basis for budget development and allocation of resources.

Our priorities focus on providing excellent, academically rigorous programs and strong student preparation for the future within a nurturing and supportive school environment. Recent initiatives include implementation of new standards in literacy and math; job-embedded training for teachers through literacy coaches; improved secondary reading programs; new K-8 math programming; evolution to a learning-commons model; strategic planning for STEM programming; high school courses in a range of departments; and focus on ensuring a safe school climate and inclusive environment for all students.

Specific goals reflect emphasis on improving special education programs and services for students with disabilities. A recent goal is Improved academic achievement by special education students resulting in an increased number of students achieving IEP goals, growth in reading, writing and math on end of year assessments, and decreased gap in standardized testing scores between special education and general education. Another goal is increased support for students with mental health issues through increased support staffing, continued K-12 staff training, expansion of behavioral interventions, and development of district on-site services.

Every effort is made to partner with families to ensure students fully participate in school. Staff is annually trained regarding the identification of truancy concerns; and the district communicates proactively with all families regarding attendance policies and definitions, regulations, and reporting requirements related to truancy. Support services staff provides outreach to families and implement individualized strategies to meet the needs of students with issues, such as school phobia, that impede school attendance.

Ridgefield is blessed with an active and engaged parent community. School and home engagement is reflected through a close partnership with the PTA; monthly superintendent meetings with PTA leaders regarding program initiatives and implementation; parent participation when new administrators; parent involvement in safe school climate and wellness committees; high level of parent volunteerism to support classroom and after-school enrichment activities; transition planning and outreach for families moving between schools and grade levels; Open House night for parents; parent and teacher conferences K – Grade 8; electronic "parent portal" for grades and assignments; faculty communication through electronic messaging and websites; regular parent workshops held both during the day and at night focused on curriculum initiatives, new standards, and next generation assessments; comprehensive workshops, meetings, and communication to support high school families and students with post-secondary planning; and home links to online curricular resources.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to recognize and celebrate the diversity of our families, the district participates in a variety of educational opportunities throughout the school year. These activities and experiences are tied closely to the district priorities and curriculum. Thus, they serve as extensions of our learning programs, as well as meaningful integrations of multicultural concepts.

Ridgefield is a participating district with the inter-district magnet high school, Academy of Information Technology and Engineering. AITE is a college preparatory public high school engaging students in core elective programs in information technology, digital arts, pre-engineering, and architecture, business and biomedical sciences, with an emphasis on technology integration to promote skills in communication, problem-solving, digital proficiency, teaming and numeracy. All students are provided with a laptop computer.

The K - 8 social studies and English curricula examine several facets of diversity and emphasize understanding and appreciation of multiple perspectives and multi-culturalism. The tenets of PBIS are inherent within elementary Responsive Classroom initiatives and the middle and high school Advisory programs, as well as the whole-school safe school climate efforts.

Community service projects and clubs are specifically designed and developed to increase student awareness of global diversity issues and promote understanding of individuals and cultures. Student Councils in every school focus on community projects to raise funds for or participate in activities related to local agencies that serve the region.

Additionally, a variety of school and community events, such as Family University, Diversity Day, and field trips within and outside of the United States further engage students and families with themes of tolerance, empathy, and understanding the perspectives of others.

Equitable Allocation of Resources among District Schools

District priorities apply to all schools. Major program initiatives are coordinated through a centralized planning and implementation process. The district and school leadership take a collaborative approach to decision-making and needs assessment. Regular communication helps ensure consistent implementation of programs between the schools. In addition, teacher training is afforded across grade levels and between schools to ensure consistent instructional practices in the classrooms.

The budget process assures equity. Program priorities are implemented K-12. Classroom staffing is determined through district class size guidelines. Consistent support services are provided at each school such as school psychologists, counselors, and nurses.   Special education staffing is determined through special education enrollment at each school and can vary year to year depending on student needs.   Funds for materials are based upon a per pupil allocation.   Facility improvement projects are planned to ensure similar standards between the schools. Technology initiatives are deployed through a phase-in process with the end result being parity between the schools.