

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

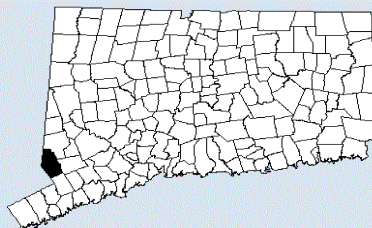


Ridgefield School District

203-894-5550 • <http://www.ridgefield.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	4,860
Per Pupil Expenditures ¹	\$19,258
Total Expenditures ¹	\$95,113,867

¹Expenditure data reflect the 2017-18 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 2018-19 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.

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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,386	49.1	48.4
Male	2,474	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	331	6.8	5.2
Black or African American	35	0.7	12.8
Hispanic or Latino of any race	343	7.1	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	177	3.6	3.6
White	3,966	81.6	52.4
English Learners	66	1.4	7.6
Eligible for Free or Reduced-Price Meals	225	4.6	42.1
Students with Disabilities ³	641	13.2	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	137	5.8	24	1.0
Male	146	6.0	75	3.0
Black or African American	*	*	*	*
Hispanic or Latino of any race	32	9.2	14	3.9
White	223	5.7	74	1.8
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	28	10.9	9	3.4
Students with Disabilities	99	15.3	41	5.4
District	283	5.9	99	2.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 9

⁴A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	337.9
Paraprofessional Instructional Assistants	3.1
Special Education	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	103.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.5
School Level	26.3
Library/Media	
Specialists (Certified)	10.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	17.6
Counselors, Social Workers and School Psychologists	27.6
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	229.4

¹In 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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.0	1.1
Black or African American	2	0.4	3.8
Hispanic or Latino of any race	8	1.7	3.8
Native Hawaiian or Other Pacific Islander	1	0.2	0.0
Two or More Races	0	0.0	0.1
White	460	95.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	24	77.4	19	82.6
White	237	76.0	317	88.8
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	11	*
Students with Disabilities	25	67.6	37	69.8
District	302	77.0	364	88.1
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	57	67.9
Emotional Disturbance	40	63.5
Intellectual Disability	*	*
Learning Disability	210	89.4
Other Health Impairment	117	86.7
Other Disabilities	*	*
Speech/Language Impairment	34	94.4
District	467	80.1
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	95	2.0	1.9
Emotional Disturbance	63	1.3	1.1
Intellectual Disability	14	0.3	0.5
Learning Disability	235	4.9	5.5
Other Health Impairment	136	2.8	3.2
Other Disabilities	25	0.5	1.1
Speech/Language Impairment	46	1.0	1.8
All Disabilities	614	12.8	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	1.1	8.2
Private Schools or Other Settings	22	3.6	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$59,674,279	\$12,082	\$10,545
Support services - students	\$5,599,501	\$1,141	\$1,373
Support services - instruction	\$5,955,281	\$1,213	\$644
Support services - general administration	\$1,242,940	\$253	\$462
Support services - school based administration	\$5,861,885	\$1,194	\$1,007
Central and other support services	\$1,646,610	\$335	\$671
Operation and maintenance of plant	\$8,830,143	\$1,799	\$1,629
Student transportation services	\$5,073,360	\$1,046	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,229,869	\$251	\$157
Minor school construction	.	.	\$65
Total	\$95,113,867	\$19,258	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,626,423	29.9	29.7
Instructional Aide Salaries	\$1,997,442	10.6	9.6
Other Salaries	\$1,230,460	6.5	10.4
Employee Benefits	\$2,919,241	15.5	13.0
Purchased Services Other Than Transportation	\$1,976,836	10.5	5.5
Special Education Tuition	\$3,857,361	20.5	22.6
Supplies	\$83,391	0.4	0.6
Property Services	\$19,392	0.1	0.4
Purchased Services For Transportation	\$1,095,529	5.8	8.0
Equipment	\$23,331	0.1	0.2
All Other Expenditures	\$198	0.0	0.1
Total	\$18,829,604	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.8
State	1.9
Federal	1.1
Tuition & Other	0.1

⁴Revenue 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 2018-19

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	184	88.2	184	90.7	83	85.3
Black or African American	16	*	16	*	*	*
Hispanic or Latino of any race	186	76.9	186	73.1	92	69.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	103	86.8	103	81.4	44	80.6
White	2,034	81.6	2,026	78.2	897	75.7
English Learners	73	74.7	73	75.0	34	74.0
Non-English Learners	2,453	82.1	2,445	79.0	1,089	76.0
Eligible for Free or Reduced-Price Meals	140	72.6	140	68.3	58	64.2
Not Eligible for Free or Reduced-Price Meals	2,386	82.4	2,378	79.5	1,065	76.6
Students with Disabilities	325	62.9	325	56.6	126	55.1
Students without Disabilities	2,201	84.7	2,193	82.1	997	78.6
High Needs	476	67.8	476	63.0	195	61.0
Non-High Needs	2,050	85.2	2,042	82.5	928	79.1
District	2,526	81.9	2,518	78.8	1,123	76.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.8	87.3	85.9	84.6	1,502	86.8
Curl Up	87.7	97.3	91.4	97.0	1,502	93.5
Push Up	87.1	88.1	89.1	90.1	1,502	88.7
Mile Run/PACER	76.9	91.4	84.3	82.6	1,502	84.0
All Tests - District	59.2	76.2	69.4	72.2	1,502	69.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	25	92.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*
Students with Disabilities	39	61.5
District	427	95.6
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	337	83.0
Male	98.7	320	80.2
Black or African American	*	*	*
Hispanic or Latino of any race	96.3	32	59.3
White	98.8	560	83.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	13	59.1
Students with Disabilities	90.0	18	20.0
District	98.8	657	81.6
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	93.4	96.9
Male	87.9	95.7
Black or African American	*	*
Hispanic or Latino of any race	87.0	*
White	91.3	96.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	73.3	95.8
District	90.8	96.3
State	71.0	87.8

⁵College 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.

⁶College 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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.9	75	50.0	50	100.0	67.7
	High Needs Students	67.8	75	45.2	50	90.4	58.1
Math Performance Index	All Students	78.8	75	50.0	50	100.0	63.1
	High Needs Students	63.0	75	42.0	50	84.0	52.7
Science Performance Index	All Students	76.0	75	50.0	50	100.0	63.8
	High Needs Students	61.0	75	40.7	50	81.4	54.2
ELA Academic Growth	All Students	69.1%	100%	69.1	100	69.1	59.9%
	High Needs Students	61.3%	100%	61.3	100	61.3	55.1%
Math Academic Growth	All Students	78.0%	100%	78.0	100	78.0	62.5%
	High Needs Students	63.2%	100%	63.2	100	63.2	55.2%
Progress Toward English Proficiency	Literacy	84.1%	100%	42.1	50	84.1	60.0%
	Oral	72.6%	100%	36.3	50	72.6	52.1%
Chronic Absenteeism	All Students	5.9%	<=5%	48.2	50	96.4	10.4%
	High Needs Students	13.3%	<=5%	33.4	50	66.8	16.1%
Preparation for CCR	% Taking Courses	82.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	81.6%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		96.8%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		90.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.3% 69.6%	75%	46.4	50	92.8	96.4% 52.9%
Arts Access		54.5%	60%	45.5	50	90.9	51.9%
Accountability Index				1251.2	1450	86.3	

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 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	67.8	7.2	15.4	
Math Performance Index Gap	75.0	63.0	12.0	17.6	
Science Performance Index Gap	75.0	61.0	14.0	16.1	
Graduation Rate Gap	94.0%	96.8%	-2.8%	11.1%	N

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.8
	High Needs Students	94.8
Math	All Students	97.5
	High Needs Students	94.8
Science	All Students	96.3
	High Needs Students	91.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 68.4 State: 51.5

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Narratives

Elementary School (K-5):. All Ridgefield elementary schools are Teachers College ELA schools. The TC curriculum, our school and classroom libraries, and instructional practices routinely include multicultural books. These books "play an important role in achieving the goal of an inclusive and culturally responsive curriculum." TCRWP 2019.

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.

As classroom and school communities, we strive to always welcome every child and care for the whole child. Parent meetings, classroom, whole school and District survey results from student, teacher and parent communities are an essential part of refining and focusing the work we do to reduce racial, ethnic and economic isolation. Confidential financial support for families is provided by the PTA through the administration at each school.

In addition, the six (6) elementary schools engage 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 to find their sparkle and employment.

- 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 book partnership featuring books that highlight the growth mindset.

Secondary (6-12):.-We host the Anti-Defamation League at our school for a lengthy programs for students and staff; "Step-Up" Program aimed at promoting "Upstanders" instead of "ByStanders." and "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 features Holocaust Survivor Judith Altman in a school-wide assembly.

- Advisory Program- An array of topics: Stereotyping, racism, prejudice.

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Equitable Allocation of Resources among District Schools

In Ridgefield Public Schools, we have 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.