

STRATEGIC SCHOOL PROFILE 2012-13**Ridgefield School District**

Deborah Low, Superintendent

Location: 70 Prospect Street
Ridgefield,
Connecticut

Telephone: (203) 431-2800

Website: 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.

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: 93.6%

*To view the Adult Education Program Profiles online, go to 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, 2012 5,269
5-Year Enrollment Change -4.7%

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	154	2.9	2.0	36.7
K-12 Students Who Are Not Fluent in English	50	1.0	0.7	5.8
Students Identified as Gifted and/or Talented*	156	3.0	5.2	3.8
PK-12 Students Receiving Special Education Services in District	436	8.3	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	278	89.4	95.4	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	64	9.6	7.4	12.7

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	270	5.1
Black	32	0.6
Hispanic	266	5.0
Pacific Islander	1	0.0
White	4,614	87.6
Two or more races	83	1.6
Total Minority	655	12.4

Percent of Minority Professional Staff: 2.4%

Non-English Home Language:

1.0% 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 13.

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.

In an effort to recognize and celebrate the diversity of our families, the district participated in a variety of educational opportunities throughout the school year. These activities and experiences in the formative grades were tied closely to the district's curriculum. Thus, they served as extensions of our learning programs as well as meaningful integrations of multicultural concepts. This school year we expanded the middle school world language program to include daily instruction in all grades sixth through eighth. These courses emphasized not only language learning, but also the understanding and appreciation of the diverse cultures. Additionally, the middle school social studies programs examine several facets of multi-culturalism and included involved a comprehensive study of the positive impact of immigration on the United States. Lastly, in grades six through eight, we continued to implement tenets from the PBIS framework. Through special assembly programs, class discussions, activities emphasizing the pillars of Character Counts! students were explicitly engaged in learning about and respecting differences. Further, the middle school launched an Advisory Program in the spring initiated with the ADL and concluded with a pilot program of advisory activities. The high school greatly enhanced the new Advisory Program for all students during the 2012-2013 school year, expanded the 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. 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 participates 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.

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	81.2	56.9	93.8
Writing	80.8	60.0	89.4
Mathematics	89.4	61.4	97.5
Grade 4 Reading	84.1	62.6	89.9
Writing	86.6	63.0	95.6
Mathematics	91.2	65.1	98.1
Grade 5 Reading	90.9	66.9	96.9
Writing	89.3	65.6	95.0
Mathematics	92.5	69.2	96.9
Science	90.6	62.3	96.9
Grade 6 Reading	88.4	73.3	73.7
Writing	88.3	65.1	91.2
Mathematics	90.8	67	89.3
Grade 7 Reading	95.9	78.9	98.1
Writing	89.6	64.9	97.5
Mathematics	89.6	65.4	91.1
Grade 8 Reading	91.4	76.2	81.6
Writing	90.7	67.2	95.6
Mathematics	89.5	65.0	87.4
Science	82.3	60.4	81.8

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.

To see the NCLB Report Card for this school, go to 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	81.6	48.5	95.5
Writing Across the Disciplines	90.4	62.1	95.5
Mathematics	84.8	52.4	94.7
Science	79.2	48.8	93.2

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	62.0	51.1	72.8

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		85.6	78.5	
Average Score	Mathematics	590	503	95.5
	Critical Reading	580	499	96.2
	Writing	589	504	96.2

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 2012	98.2	84.8	98.5
2011-12 Annual Dropout Rate for Grade 9 through 12	0.3	2.1	70.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.9	82.6
% Employed (Civilian Employment and in Armed Services)	1.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	344.54
Paraprofessional Instructional Assistants	19.24
Special Education	
Teachers and Instructors	40.20
Paraprofessional Instructional Assistants	64.70
Library/Media Specialists and/or Assistants	12.90
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.60
School Level	19.77
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	26.60
School Nurses	13.60
Other Staff Providing Non-Instructional Services and Support	214.81

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	13.9	13.9
% with Master's Degree or Above	85.8	90.7	79.8

Average Class Size	District	DRG	State
Grade K	17.4	18.5	18.9
Grade 2	19.8	20.4	19.8
Grade 5	19.6	20.5	21.3
Grade 7	21.2	21.5	20.2
High School	21.3	20.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	993	1,009	999
Middle School	1,011	1,009	1,029
High School	1,011	987	1,027

*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	2.5	2.7
Middle School	2.5	2.1	2.1
High School	1.8	1.9	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$49,130	\$9,164	\$8,570	\$10,302	\$8,570
Instructional Supplies and Equipment	\$1,187	\$221	\$252	\$286	\$257
Improvement of Instruction and Educational Media Services	\$4,409	\$822	\$475	\$688	\$471
Student Support Services	\$4,016	\$749	\$949	\$1,086	\$950
Administration and Support Services	\$6,961	\$1,298	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$7,919	\$1,477	\$1,466	\$1,705	\$1,459
Transportation	\$5,000	\$891	\$775	\$779	\$765
Costs for Students Tuitioned Out	\$2,566	N/A	N/A	N/A	N/A
Other	\$620	\$116	\$170	\$185	\$170
Total	\$81,807	\$15,243	\$14,444	\$17,274	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,724	\$1,441	\$1,405	\$1,184	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$15,281,414	18.7	21.3	21.8

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	94.4	4.0	1.4	0.1
Excluding School Construction	93.9	4.4	1.5	0.1

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. The Board of Education provides for a budget process that assures equity within and among all schools. Out professional development program makes available a wide range of training opportunities for all educators 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	446
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.5%

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	1.4	1.2	1.3
Learning Disability	178	3.4	3.7	4.0
Intellectual Disability	10	0.2	0.2	0.4
Emotional Disturbance	45	0.9	0.5	1.0
Speech Impairment	71	1.3	1.9	2.0
Other Health Impairment*	56	1.1	2.1	2.4
Other Disabilities**	14	0.3	0.6	1.0
Total	446	8.5	10.1	12.1

*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 2011-12 with a Standard Diploma	92.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	40.1	34.5	88.8	69.2
	Writing	41.5	19.9	87.7	64.4
	Mathematics	51.0	29.0	90.5	65.5
	Science	32.8	21.3	86.3	61.3
CAPT	Reading Across the Disciplines	28.1	15.7	81.6	48.5
	Writing Across the Disciplines	45.7	16.7	90.4	62.1
	Mathematics	27.3	16.8	84.8	52.4
	Science	32.4	14.6	79.2	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	12.2
	% With Accommodations	87.8
CAPT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		4.7

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	31	7.0

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	367	82.3	75.7	72.0
40.1 to 79.0 Percent of Time	41	9.2	16.9	16.4
0.0 to 40.0 Percent of Time	38	8.5	7.4	11.6

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. The 2012-2013 district priorities included an intense focus on K-5 literacy programming and instruction; implementation of Responsive Classroom at the elementary school; revised middle school math programs to build on K-5 improvement; expanded high school opportunities (UCONN courses and new health course, as examples); extensive on-site programming for students with autism; implementation of SRBI model for academic support; increased staff skills in differentiation; and increased integration of technology. For 2012-13, our priorities included initial 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, a deep revision of the high school schedule to increase instructional time; implementation of an advisory program at the middle schools; 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 order to implement bring-your-own-device (BYOD) at the secondary level.
