

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



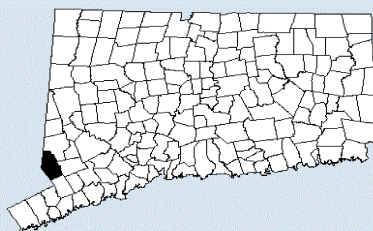
## Ridgefield School District

Ms. Karen Baldwin, Superintendent • 203-894-5550 • <http://www.ridgefield.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	4,929
Per Pupil Expenditures <sup>1</sup>	\$18,634
Total Expenditures <sup>1</sup>	\$92,945,729

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,425	49.2	48.4
Male	2,504	50.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	314	6.4	5.1
Black or African American	38	0.8	12.8
Hispanic or Latino	352	7.1	24.8
Pacific Islander	*	*	0.1
Two or More Races	171	3.5	3.3
White	4,046	82.1	53.6
English Learners	53	1.1	7.2
Eligible for Free or Reduced-Price Meals	84	1.7	36.7
Students with Disabilities <sup>1</sup>	570	11.6	14.8

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	155	6.4	12	0.5
Male	151	6.1	96	3.8
Black or African American	*	*	*	*
Hispanic or Latino	31	8.9	8	2.3
White	246	6.1	91	2.2
English Learners	6	10.3	*	*
Eligible for Free or Reduced-Price Meals	32	16.1	*	*
Students with Disabilities	88	14.3	41	5.9
District	306	6.3	108	2.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 7

<sup>2</sup>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.

<sup>3</sup>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 2017-18

## Ridgefield School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	338.9
Paraprofessional Instructional Assistants	5.5
<b>Special Education</b>	
Teachers and Instructors	45.6
Paraprofessional Instructional Assistants	85.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	8.5
School Level	26.5
<b>Library/Media</b>	
Specialists (Certified)	10.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	14.6
Counselors, Social Workers and School Psychologists	25.2
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	225.4

<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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.1	1.1
Black or African American	2	0.4	3.7
Hispanic or Latino	6	1.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	455	97.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.5

### 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	11	50.0	17	68.0
White	215	61.6	284	76.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	11	26.8	20	43.5
District	244	60.7	332	77.0
State		69.3		80.1

<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	55	67.9
Emotional Disturbance	36	65.5
Intellectual Disability	*	*
Learning Disability	184	92.9
Other Health Impairment	111	93.3
Other Disabilities	*	*
Speech/Language Impairment	40	95.2
District	437	82.9
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Ridgefield School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	88	1.8	1.8
Emotional Disturbance	55	1.1	1.1
Intellectual Disability	14	0.3	0.5
Learning Disability	199	4.1	5.2
Other Health Impairment	120	2.5	3.1
Other Disabilities	24	0.5	1.1
Speech/Language Impairment	49	1.0	1.8
All Disabilities	549	11.3	14.5

<sup>1</sup>Grades K-12

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	53,557,280	10,778	9,847
Instructional Supplies and Equipment	930,148	187	287
Improvement of Instruction and Educational Media Services	6,018,357	1,211	589
Student Support Services	5,132,545	1,033	1,120
Administration and Support Services	7,943,736	1,599	1,905
Plant Operation and Maintenance	9,045,931	1,820	1,648
Transportation	4,909,559	949	904
Costs of Students Tuitioned Out	3,933,851	N/A	N/A
Other	1,474,322	297	208
Total	92,945,729	18,634	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	3,007,121	605	1,393
-----------------------------------	-----------	-----	-------

<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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	6,510,215	34.3	33.8
Noncertified Personnel	2,676,930	14.1	14.5
Purchased Services	1,921,548	10.1	5.5
Tuition to Other Schools	3,933,851	20.7	23.4
Special Ed. Transportation	1,212,475	6.4	8.7
Other Expenditures	2,705,295	14.3	14.1
Total Expenditures	18,960,314	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	96.5	96.4
State	2.3	2.4
Federal	1.0	1.1
Tuition & Other	0.2	0.2

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	167	87.5	167	86.2
Black or African American	15	*	15	*
Hispanic or Latino	169	76.3	168	70.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	95	87.1	96	82.0
White	2112	79.8	2109	74.9
English Learners	63	74.4	63	70.8
Non-English Learners	2500	80.5	2497	75.7
Eligible for Free or Reduced-Price Meals	118	70.2	118	64.7
Not Eligible for Free or Reduced-Price Meals	2445	80.8	2442	76.1
Students with Disabilities	331	60.4	330	53.3
Students without Disabilities	2232	83.3	2230	78.9
High Needs	459	64.8	458	58.6
Non-High Needs	2104	83.7	2102	79.3
District	2563	80.3	2560	75.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.6	77.9	79.0	88.2	1,458	83.1
Curl Up	91.1	88.7	68.9	95.5	1,458	85.8
Push Up	77.2	85.6	79.8	86.6	1,458	82.4
Mile Run/PACER	73.7	78.2	59.1	84.3	1,458	73.7
All Tests - District	53.8	58.4	37.3	70.9	1,458	55.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Ridgefield School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	41	61.0
District	433	95.8
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	358	84.8
Male	98.3	328	79.8
Black or African American	*	*	*
Hispanic or Latino	97.9	30	63.8
White	98.6	598	82.9
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	12	*
Students with Disabilities	88.5	21	24.1
District	98.7	686	82.4
State	96.3		44.8

<sup>3</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>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 © 2018 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2018 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2018

### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	89.4	97.9
Male	87.3	94.1
Black or African American	*	*
Hispanic or Latino	85.0	*
White	88.2	95.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	77.4	83.9
District	88.4	96.1
State	70.9	88.3

<sup>5</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>6</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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.3	75	50.0	50	100.0	67.6
	High Needs Students	64.8	75	43.2	50	86.5	57.5
Math Performance Index	All Students	75.6	75	50.0	50	100.0	62.7
	High Needs Students	58.6	75	39.1	50	78.1	52.0
ELA Academic Growth	All Students	64.6%	100%	64.6	100	64.6	60.7%
	High Needs Students	54.2%	100%	54.2	100	54.2	55.6%
Math Academic Growth	All Students	68.0%	100%	68.0	100	68.0	61.9%
	High Needs Students	53.4%	100%	53.4	100	53.4	55.4%
Chronic Absenteeism	All Students	6.3%	<=5%	47.5	50	94.9	10.7%
	High Needs Students	14.1%	<=5%	31.8	50	63.6	16.6%
Preparation for CCR	% Taking Courses	69.1%	75%	46.1	50	92.2	74.8%
	% Passing Exams	82.4%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		97.8%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.9%	94%	97.8	100	97.8	81.8%
Postsecondary Entrance (Class of 2017)		88.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.2%   55.0%	75%	36.7	50	73.3	96.6%   50.1%
Arts Access		55.4%	60%	46.2	50	92.4	51.2%
<b>Accountability Index</b>				<b>1028.5</b>	<b>1250</b>	<b>82.3</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.8	10.2	15.9	
Math Performance Index Gap	75.0	58.6	16.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	91.9%	2.1%	12.7%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.8
	High Needs Students	94.8
Math	All Students	96.7
	High Needs Students	94.6
Science	All Students	91.9
	High Needs Students	87.4

<sup>3</sup>Minimum participation standard is 95%.

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

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: 64.4**

**State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## Ridgefield School District

### Narratives

---

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

The Ridgefield Public Schools continues its efforts to strengthen the engagement of parents and the broader community to meet improvement goals of the school district. The Ridgefield Board of Education developed a Strategic Coherence Plan in 2017 that has a specific aim of improving communication with families and strengthening the district's message to parents about the goals for learning in the school system and the strategies and systems that drive this work.

The district continues to assess special education and related services for students with disabilities. The Ridgefield Intensive Special Education program (RISE) is an in-district program that serves students with significant disabilities and intensive services. This program is embedded into the culture of schools at each level and provides opportunities for students with significant disabilities to interact and participate with typical peers. The district also provides school and community based transition services for students with disabilities, ages 18-21.

Parents of students transitioning to another school meet with parents who have children in the school to share ideas. Typical siblings assist in helping with socialization opportunities. The Parent Teacher Association (PTA) has a special education PTA representative in each school. Parents of students with disabilities are notified of this representative and it creates a pathway for families to become involved in a proactive way with other parents and families in the school.

The district capitalizes on many parent involvement opportunities to collaborate with all families. Some of these opportunities include monthly newsletters from each school, monthly Parent Teacher Association meetings, parent volunteer opportunities in each school, individual school Facebook pages, Principal's coffee and brown bag lunch meetings, school assemblies and concerts, Parent University, curriculum nights, grade level parent orientation meetings and newcomers evenings.

School and home engagement is reflected through a close partnership with families. Each school promotes and creates multiple ways for parents to become involved in their student's school. Electronic communication through parent portals for grades and assignments enable parents with busy schedules to monitor their student's performance. Parents are also encouraged to become involved in the safe school climate and wellness committees at their child's school. Faculty communicate through electronic messaging and websites to keep parents informed of school events. Parent workshops are held both during the day and at night to accommodate parents with busy schedules.

Staff is annually trained regarding the identification of truancy concerns, and the district communicates proactively with all families regarding attendance policies, regulations, and reporting requirements related to truancy. Support services staff provide outreach to families and implement individualized strategies to meet the needs of students with issues, such as school phobia that impede school attendance.

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

Ridgefield Public Schools recognizes and celebrates the diversity of families and the district participates in a variety of educational opportunities throughout the school year. Classroom activities and experiences are tied closely to district priorities and curriculum. At the elementary level students learn Positive Behavior Intervention Strategies (PBIS) which are embedded in the Responsive Classroom initiative. At the middle and high school levels, the Advisory program provides students with the opportunity to learn and exchange information about different cultures. Each school has a Safe School Climate Plan that provides opportunities for students to understand positive ways to resolve conflicts, express concerns and develop strategies to handle conflict proactively.

All students in Ridgefield Public Schools have experiences to participate in community projects to raise funds for local agencies that serve the region. In addition, there are a variety of school and community events that engage students and families with themes of tolerance, empathy, and understanding of other cultures. Examples of these activities include Anti-Defamation League (ADL) workshops, Man's Inhumanity to Man Program, Family University, and Diversity Day. Students also participate in field trips within and outside the United States to increase their awareness and empathy of understanding the perspectives of others.

# District Profile and Performance Report for School Year 2017-18

## Ridgefield School District

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

The budget development process used in the Ridgefield Public Schools is a collaborative process that begins with school Principals planning for all students within their school. The district leadership team consults with Principals to determine district-wide needs related to staffing, facilities, transportation, and program enhancements. District level decisions are made based on need and the Strategic Coherence Plan.

Classroom staffing is based on district class size guidelines. Assignment of special education and related services personnel is based on Individualized Education Programs. Major program initiatives are coordinated at the district level through centralized planning and implementation to ensure there is equity across grade levels and schools.

Facility improvements are developed through a multi-year capital plan that is reviewed and updated annually. Capital improvements are prioritized by need; projects related to health and safety issues are addressed first. Technology initiatives are reviewed annually and new equipment is deployed through a phase-in process with the goal of ensuring parity between all schools.