Connecticut State Department of Education

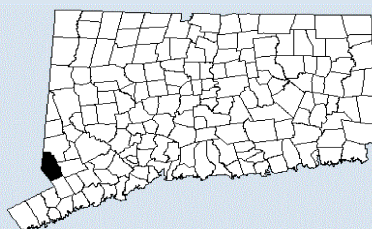# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Ridgefield School District

Ms. Karen Baldwin, Superintendent • 203-431-2800 • www.ridgefield.org

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	5,052
Per Pupil Expenditures[1]	$17,130
Total Expenditures[1]	$88,494,184

[1]Expenditure data reflect the 2014-15 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 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,494	49.4	48.3
Male	2,558	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	310	6.1	4.9
Black or African American	28	0.6	12.8
Hispanic or Latino	322	6.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	129	2.6	2.7
White	4,255	84.2	55.9
English Learners	56	1.1	6.4
Eligible for Free or Reduced-Price Meals	118	2.3	38.0
Students with Disabilities[1]	463	9.2	13.7

[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	118	4.7	8	0.3
Male	111	4.4	59	2.3
Black or African American	*	*	*	*
Hispanic or Latino	16	4.9	*	*
White	197	4.7	58	1.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	9.8	*	*
Students with Disabilities	52	10.6	15	2.7
District	229	4.5	67	1.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 11

Number of school-based arrests: 6

[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	342.5
Paraprofessional Instructional Assistants	11.0
Special Education	
Teachers and Instructors	46.6
Paraprofessional Instructional Assistants	75.6
Administrators, Coordinators and Department Chairs	
District Central Office	7.8
School Level	25.2
Library/Media	
Specialists (Certified)	10.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	16.3
Counselors, Social Workers and School Psychologists	29.8
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	221.7

[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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.6	1.0
Black or African American	2	0.4	3.5
Hispanic or Latino	6	1.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	472	97.7	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	15	75.0	20	87.0
White	210	54.3	319	83.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	6	25.0	23	57.5
District	243	56.0	361	83.2
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	40	62.5
Emotional Disturbance	36	65.5
Intellectual Disability	*	*
Learning Disability	155	91.7
Other Health Impairment	63	86.3
Other Disabilities	*	*
Speech/Language Impairment	47	94.0
District	349	80.4
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	69	1.4	1.6
Emotional Disturbance	56	1.1	1.0
Intellectual Disability	8	0.2	0.5
Learning Disability	169	3.4	4.6
Other Health Impairment	74	1.5	2.8
Other Disabilities	18	0.4	1.0
Speech/Language Impairment	57	1.1	1.9
All Disabilities	451	9.0	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	50,807,603	9,858	9,387
Instructional Supplies and Equipment	989,808	192	318
Improvement of Instruction and Educational Media Services	5,525,935	1,072	541
Student Support Services	4,758,522	923	1,048
Administration and Support Services	6,812,303	1,322	1,790
Plant Operation and Maintenance	9,398,145	1,823	1,608
Transportation	4,739,824	888	845
Costs of Students Tuitioned Out	4,118,831	N/A	N/A
Other	1,343,213	261	194
Total	88,494,184	17,130	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	3,840,440	745	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	6,048,795	33.5	35.1
Noncertified Personnel	2,202,338	12.2	14.5
Purchased Services	1,906,201	10.6	5.5
Tuition to Other Schools	4,115,681	22.8	21.6
Special Ed. Transportation	1,306,024	7.2	8.3
Other Expenditures	2,451,038	13.6	15.0
Total Expenditures	18,030,077	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	93.8	93.5
State	4.6	4.8
Federal	1.3	1.4
Tuition & Other	0.3	0.3

[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 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	*	*	*	*	*	*
Asian	173	88.8	173	87.4	78	74.2
Black or African American	14	*	14	*	*	*
Hispanic or Latino	163	78.0	163	69.3	80	63.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	68	87.1	68	80.6	35	73.5
White	2291	80.8	2285	74.1	1021	70.7
English Learners	38	69.2	38	64.9	13	*
Non-English Learners	2675	81.5	2669	74.9	1210	70.6
Eligible for Free or Reduced-Price Meals	66	73.4	66	63.7	27	61.5
Not Eligible for Free or Reduced-Price Meals	2647	81.5	2641	75.0	1196	70.7
Students with Disabilities	288	58.9	287	50.9	121	51.3
Students without Disabilities	2425	84.0	2420	77.6	1102	72.6
High Needs	368	62.8	367	54.9	151	54.0
Non-High Needs	2345	84.2	2340	77.9	1072	72.8
District	2713	81.3	2707	74.8	1223	70.5

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.5	81.0	83.5	86.1	1,454	85.1
Curl Up	90.8	96.2	97.5	92.7	1,454	94.4
Push Up	83.1	80.7	76.3	86.4	1,454	81.6
Mile Run/PACER	82.5	77.7	83.2	86.6	1,454	82.5
All Tests - District	65.3	54.4	59.8	79.0	1,454	64.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

[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]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	20	100.0	.		.
Students with Disabilities	59	81.4	88.2	No	88.9
District	446	96.2	94.0	Yes	94.0
State[4]		87.2			

[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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 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	98.8	367	84.8
Male	98.4	363	83.4
Black or African American	*	*	*
Hispanic or Latino	95.3	33	76.7
White	98.8	650	84.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	8	*
Students with Disabilities	73.9	9	39.1
District	98.6	730	84.1
State	95.6		40.7

[5]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

[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 © 2016 The College Board. www.collegeboard.org
- ACT® statistics derived from data provided by ACT, Inc.
- Copyright © 2016 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 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	89.8	97.1
Male	87.5	94.4
Black or African American	*	*
Hispanic or Latino	*	*
White	89.4	96.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.9	86.4
Students with Disabilities	70.8	96.6
District	88.7	95.8
State	71.9	88.3

[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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	81.3	75	50.0	50	100.0	67.7
	High Needs Students	62.8	75	41.9	50	83.7	56.7
Math Performance Index	All Students	74.8	75	49.8	50	99.7	61.4
	High Needs Students	54.9	75	36.6	50	73.3	49.9
Science Performance Index	All Students	70.5	75	47.0	50	94.0	57.5
	High Needs Students	54.0	75	36.0	50	72.0	47.0
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	63.8%
	High Needs Students	54.2%	100%	54.2	100	54.2	58.3%
Math Academic Growth	All Students	74.2%	100%	74.2	100	74.2	65.0%
	High Needs Students	54.7%	100%	54.7	100	54.7	57.4%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	9.8%	<=5%	40.3	50	80.6	15.6%
Preparation for CCR	% Taking Courses	69.6%	75%	46.4	50	92.8	67.6%
	% Passing Exams	84.1%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.2%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		91.4%	94%	97.2	100	97.2	78.6%
Postsecondary Entrance (Class of 2015)		88.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.0% | 64.7%	75%	43.1	50	86.3	89.2% | 50.5%
Arts Access		41.9%	60%	34.9	50	69.9	47.5%
Accountability Index				**1124.7**	**1350**	**83.3**	

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?					Y
ELA Performance Index Gap	75.0	62.8	12.2	16.5	
Math Performance Index Gap	75.0	54.9	20.1	18.9	
Science Performance Index Gap	72.8	54.0	18.8	17.2	
Graduation Rate Gap	94.0%	91.4%	2.6%	15.3%	N

[1]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.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	97.3
	High Needs Students	96.2
Math	All Students	97.1
	High Needs Students	95.9
Science	All Students	98.0
	High Needs Students	92.1

[3]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: 59.3   State: 51.4

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 the continuous improvement goals of the school district. The Ridgefield Board of Education has developed a Strategic Planning and Outreach committee with the 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 in Ridgefield. During the 2015-2016 school year, the district engaged the services of a consultant to conduct a special education program review to learn how the district supports our children with special needs in the general education curriculum and how we communicate student progress with parents. Two parent meetings were conducted and facilitated by a consultant from the Capital Region Education Council (CREC). Those meetings resulted in a strengthening of the Joint Council of PTA's to include outreach to parents of children with special needs, and efforts to build a parent network that include such activities as:
• Parent of students transitioning to another school meet with parents who have children in the school to share ideas.
• Notify all special education parents of who the special education PTA rep is in their building.
• Use of typical siblings to assist in helping with socialization opportunities.
Through the supervision and evaluation process the district has focused professional learning in Danielson's Domain 4: Professional Responsibilities. Learning in this area has been focused on developing the capacity of teachers to lead curriculum, instruction and assessment efforts as well as expanding understanding relative to partnering with parents to improve outcomes and opportunities for all children. 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 has a very active and involved 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 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; 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.

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. Throughout curricula students examine several facets of diversity and teachers 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.

All students in the Ridgefield Public Schools come together at one high school. Programs and curriculum are designed to promote understanding of all kinds of diversity. The students and staff work closely with the Anti-Defamation League (ADL) to personalize learning experiences that match the unique needs of Ridgefield High School. Administrators partner with local civic leaders, church leaders and non-profit groups to address issues of diversity across the Ridgefield Community. Ridgefield High School has several students enrolled through the ABC (A Better Chance) Program. This further diversifies the student population and provides opportunities for those students. The vision of the ABC program is to place talented young people of color into the nation's leadership pipeline through increased access to academically rigorous independent and public schools. Ridgefield is also a participating district with the inter-district magnet, Academy of Information Technology and Engineering (AITE).

Equitable Allocation of Resources among District Schools

The Ridgefield Public Schools engages in a zero-based budget development process. The leadership takes a collaborative approach to decision-making and in the identification of priority needs and correlating resources that meet the needs of all students. Major program initiatives are coordinated through a centralized planning and implementation process. In addition, comprehensive teacher and leader development is provided to ensure consistency in application of best practice across the district. 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. 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.