

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



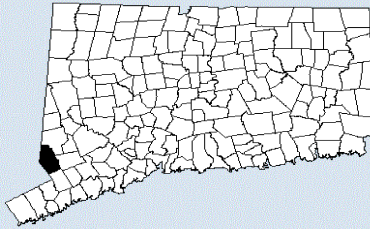
Ridgefield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	5,178
Per Pupil Expenditures ¹	\$16,329
Total Expenditures ¹	\$86,315,518

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,547	49.2	48.3
Male	2,631	50.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	315	6.1	4.7
Black or African American	32	0.6	12.9
Hispanic or Latino	305	5.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	96	1.9	2.5
White	4,423	85.4	57.2
English Language Learners	75	1.4	6.3
Eligible for Free or Reduced-Price Meals	158	3.1	37.6
Students with Disabilities ¹	476	9.2	13.3

¹Students 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	152	6.0	15	0.5
Male	130	5.0	38	1.4
Black or African American	*	*	*	*
Hispanic or Latino	20	6.5	*	*
White	238	5.4	43	0.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	14.4	*	*
Students with Disabilities	61	13.0	14	2.6
District	282	5.5	53	1.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 5

²A 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.

³The 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	313.6
Paraprofessional Instructional Assistants	13.1
Special Education	
Teachers and Instructors	44.6
Paraprofessional Instructional Assistants	62.7
Administrators, Coordinators and Department Chairs	
District Central Office	6.8
School Level	20.0
Library/Media	
Specialists (Certified)	9.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	9.3
Counselors, Social Workers and School Psychologists	29.6
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	111.5

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	3	0.7	1.0
Black or African American	1	0.2	3.5
Hispanic or Latino	6	1.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	429	97.7	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	240	63.0	334	83.1
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	6	*	8	*
Students with Disabilities	8	26.7	24	55.8
District	268	62.2	370	82.6
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	37	53.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	156	91.2
Other Health Impairment	65	84.4
Other Disabilities	*	*
Speech/Language Impairment	50	90.9
District	340	75.9
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	71	1.4	1.5
Emotional Disturbance	52	1.0	1.0
Intellectual Disability	11	0.2	0.5
Learning Disability	171	3.3	4.4
Other Health Impairment	78	1.5	2.6
Other Disabilities	19	0.4	1.0
Speech/Language Impairment	65	1.3	1.9
All Disabilities	467	9.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	1.3	8.1
Private Schools or Other Settings	27	5.8	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	50,394,509	9,566	9,134
Instructional Supplies and Equipment	1,023,919	194	334
Improvement of Instruction and Educational Media Services	5,116,173	971	498
Student Support Services	4,250,323	807	1,001
Administration and Support Services	6,694,331	1,271	1,694
Plant Operation and Maintenance	9,338,772	1,773	1,572
Transportation	4,631,885	848	813
Costs of Students Tuitioned Out	3,634,813	N/A	N/A
Other	1,230,793	234	186
Total	86,315,518	16,329	15,289

Additional Expenditures

Land, Buildings, and Debt Service	6,743,579	1,280	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,721,787	34.0	35.1
Noncertified Personnel	2,271,473	13.5	14.2
Purchased Services	1,693,254	10.0	5.2
Tuition to Other Schools	3,585,123	21.3	22.0
Special Ed. Transportation	1,281,466	7.6	8.6
Other Expenditures	2,296,732	13.6	14.9
Total Expenditures	16,849,835	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.9	93.4
State	4.7	5.1
Federal	1.3	1.4
Tuition & Other	0.2	0.2

⁴Revenue 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).

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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	*	*	*	*	*	*
Asian	153	89.8	152	85.2	57	73.7
Black or African American	10	*	10	*	8	*
Hispanic or Latino	152	76.0	152	67.4	63	61.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	54	86.3	54	77.1	21	70.3
White	2172	82.0	2129	72.3	1086	67.9
English Language Learners	27	71.9	27	63.6	10	*
Non-English Language Learners	2519	82.3	2474	72.9	1228	68.0
Eligible for Free or Reduced-Price Meals	53	67.7	53	59.2	26	60.5
Not Eligible for Free or Reduced-Price Meals	2493	82.5	2448	73.1	1212	68.1
Students with Disabilities	286	58.7	276	50.4	135	49.8
Students without Disabilities	2260	85.1	2225	75.6	1103	70.1
High Needs	341	61.4	331	53.0	157	51.8
Non-High Needs	2205	85.4	2170	75.9	1081	70.2
District	2546	82.2	2501	72.8	1238	67.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.1	76.5	78.8	92.8	1,599	84.9
Curl Up	87.8	92.3	94.2	96.3	1,599	92.6
Push Up	83.4	73.8	74.9	88.9	1,599	80.3
Mile Run/PACER	80.4	79.7	84.7	85.4	1,599	82.5
All Tests - District	62.8	52.8	55.6	79.0	1,599	62.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

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

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	28	92.9	.		.
Students with Disabilities	41	87.8	87.5	Yes	88.2
District	459	97.6	94.0	Yes	94.0
State ⁴		87.0			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.9	339	77.6
Male	91.4	330	74.7
Black or African American	*	*	*
Hispanic or Latino	84.6	24	61.5
White	92.3	596	76.1
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	63.6	11	50.0
Students with Disabilities	54.2	6	25.0
District	92.2	669	76.1
State	67.2		37.3

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation 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.

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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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.6	97.7
Male	85.5	95.1
Black or African American	*	*
Hispanic or Latino	*	*
White	88.5	96.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	82.8	*
Students with Disabilities	83.0	94.7
District	88.5	96.3
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first 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	82.2	75	100.0	100	100.0	67.9
	High Needs Students	61.4	75	81.9	100	81.9	56.7
Math Performance Index	All Students	72.8	75	97.1	100	97.1	59.3
	High Needs Students	53.0	75	70.7	100	70.7	47.8
Science Performance Index	All Students	67.9	75	90.5	100	90.5	56.5
	High Needs Students	51.8	75	69.0	100	69.0	45.9
Chronic Absenteeism	All Students	5.5%	<=5%	49.0	50	98.1	10.6%
	High Needs Students	12.3%	<=5%	35.4	50	70.8	17.3%
Preparation for CCR	% Taking Courses	72.6%	75%	48.4	50	96.8	66.1%
	% Passing Exams	76.1%	75%	50.0	50	100.0	37.3%
On-track to High School Graduation		96.1%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		97.6%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		100.0%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		89.0%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% 62.6%	75%	41.7	50	83.5	87.6% 51.0%
Arts Access		43.8%	60%	36.5	50	73.0	45.7%
Accountability Index				1120.4	1250	89.6	

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	61.4	13.6	17.3	
Math Performance Index Gap	75.0	53.0	22.0	19.6	
Science Performance Index Gap	70.2	51.8	18.4	17.2	
Graduation Rate Gap	94.0%	100.0%	-6.0%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	90.4
	High Needs Students	90.6
Math	All Students	88.9
	High Needs Students	88.3
Science	All Students	99.1
	High Needs Students	97.0

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: 49.1 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Each year the Ridgefield Board of Education approves District Priorities defining the general district goals and specific areas of focus for improvement and enhancement. The priorities are based on analysis 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.

Ridgefield's 2014-2015 district priorities focused 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 computer adaptive, core standards aligned assessment at the middle school; job-embedded training for teachers through a Teachers College lab site; improved secondary reading programs; new K-8 math programming; evolution to a learning-commons model; 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. 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. Further, in work with the Center for Children with Special Needs, program enhancement for students in the Ridgefield Intensive Special Education (RISE) program have been made and teacher capacity increased.

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 integration of multicultural concepts.

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.

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 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.

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.

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Equitable Allocation of Resources among District 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.

District priorities apply to all schools. 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.