

**STRATEGIC SCHOOL PROFILE 2007-08****Ridgefield School District**

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Location: 70 Prospect Street  
Ridgefield,  
Connecticut

Website: [www.ridgefield.org](http://www.ridgefield.org)

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Fairfield	Per Capita Income in 2000: \$51,795
Town Population in 2000: 23,643	Percent of Adults without a High School Diploma in 2000*: 4.9%
1990-2000 Population Growth: 13.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 9	District Enrollment as % of Estimated. Student Population: 91.6%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007      5,527  
5-Year Enrollment Change      2.6%

**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	56	1.0	1.0	28.7
K-12 Students Who Are Not Fluent in English	36	0.7	0.8	5.4
Students Identified as Gifted and/or Talented*	453	8.2	6.9	4.0
PK-12 Students Receiving Special Education Services in District	535	9.7	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	312	93.1	96.8	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	109	14.1	7.2	20.2

\*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	187	3.4
Black	36	0.7
Hispanic	157	2.8
White	5,144	93.1
Total Minority	383	6.9

**Percent of Minority Professional Staff:** 1.7%

**Non-English Home Language:** 2.0% 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 22.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Two initiatives represent the district's efforts to reduce racial, ethnic and economic isolation in Ridgefield. At the elementary level, leadership teams have initiated study groups about effective strategies to promote positive social behaviors and have focused primarily on adopting Responsive Classroom procedures. The middle schools continue to implement the Character Counts! through special assembly programs, class discussions, and lessons emphasizing the character pillars and respecting differences. The high school has expanded its student life program

A variety of school and community events engage students in learning about other diverse people and cultures, and our middle and high school students go on extended foreign field trips. Ridgefield Public Schools participate in a teacher visitation program with teachers from Lebanon. This experience engages our students in learning about students and events in the Middle East.

Although Ridgefield is physically isolated from other communities in the Cooperative Education Services (C.E.S.) region, we have participated in two of their inter-district building projects aimed at reducing racial, ethnic and economic isolation. Some students from the Ridgefield Public Schools also attend the Academy for Performing Arts, the Academy for Information Technology Engineering, and the Center for Global Studies. We are working with C.E.S. to improve communication about these and other magnet schools to our students and their parents.

Ridgefield continues to make strong efforts to attract candidates of all cultures and economic groups to our teaching/administrative positions. This year, we have continued our already-extensive electronic posting of vacancies and broadened our use of conventional advertising media. Our efforts have also included frequent attendance at recruitment fairs and participation in consortium minority recruitment activities.

The Ridgefield Public Schools are strongly committed to reducing the racial, ethnic and economic isolation of our students and also to increasing understanding of and appreciation for human diversity.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	70.4	52.0	78.5
Writing	80.6	63.4	81.0
Mathematics	81.0	60.0	85.9
Grade 4 Reading	83.9	55.9	98.7
Writing	88.0	62.9	96.9
Mathematics	88.5	60.3	98.1
Grade 5 Reading	86.9	62.2	95.1
Writing	87.6	64.5	93.2
Mathematics	88.1	65.9	90.7
Science	83.2	54.9	92.0
Grade 6 Reading	91.2	66.3	97.0
Writing	83.4	61.9	89.9
Mathematics	92.3	66.4	97.6
Grade 7 Reading	90.1	71.1	90.3
Writing	86.7	62.0	92.9
Mathematics	88.7	63.0	91.6
Grade 8 Reading	87.4	64.8	88.1
Writing	89.6	63.4	92.5
Mathematics	89.3	60.8	93.1
Science	83.7	58.6	86.8

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scoreable 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	83.9	45.5	97.7
Writing Across the Disciplines	92.6	57.9	100.0
Mathematics	88.0	50.1	99.2
Science	80.1	46.3	96.9

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	40.2	36.1	60.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	77.6	
Average Score	Mathematics	578	504	96.2
	Critical Reading	566	502	95.4
	Writing	568	503	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, Class of 2007	98.8	92.6	83.1
Cumulative Four-Year Dropout Rate for Class of 2007	1.1	6.2	81.2
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.3	83.4
% Employed (Civilian Employment and in Armed Services)	3.5	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	341.19
Paraprofessional Instructional Assistants	20.44
Special Education	
Teachers and Instructors	38.10
Paraprofessional Instructional Assistants	60.18
Library/Media Specialists and Assistants	15.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	20.31
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	26.10
School Nurses	11.00
Other Staff Providing Non-Instructional Services and Support	205.89

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	14.9	12.7	13.6
% with Master's Degree or Above	82.5	85.4	75.6

Average Class Size	District	DRG	State
Grade K	16.8	18.9	18.1
Grade 2	20.7	20.5	19.3
Grade 5	22.7	21.7	20.9
Grade 7	21.0	21.4	20.5
High School	20.6	20.1	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	991	1,000	987
Middle School	997	999	1,017
High School	957	987	1,006

\*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*	3.7	3.1	3.4
Middle School	2.5	2.7	2.7
High School	2.3	2.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$39,769	\$7,133	\$7,153	\$8,205	\$7,159
Instructional Supplies and Equipment	\$1,108	\$199	\$262	\$272	\$266
Improvement of Instruction and Educational Media Services	\$4,008	\$719	\$443	\$559	\$429
Student Support Services	\$3,324	\$596	\$764	\$821	\$761
Administration and Support Services	\$5,464	\$980	\$1,256	\$1,450	\$1,271
Plant Operation and Maintenance	\$9,168	\$1,644	\$1,329	\$1,740	\$1,322
Transportation	\$4,454	\$738	\$605	\$681	\$601
Costs for Students Tuitioned Out	\$2,354	N/A	N/A	N/A	N/A
Other	\$1,033	\$185	\$147	\$178	\$145
<b>Total</b>	<b>\$70,681</b>	<b>\$12,658</b>	<b>\$12,203</b>	<b>\$14,330</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$9,360	\$1,679	\$1,875	\$1,844	\$1,882

Special Education Expenditures	
Total Expenditures	\$11,315,722
Percent of Total PK-12 Expenditures Used for Special Education	16.0%

**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	94.6	4.0	1.1	0.3
Excluding School Construction	95.1	3.3	1.2	0.4

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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. Not only does the Board provide for a budget process that assures equity within and among all schools, it also funds district-wide instructional administrative positions in the areas of math, science, language arts and technology. Our professional development program makes available a wide range of training opportunities for all teachers 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

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	520
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.5%

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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	31	0.6	0.8	0.7
Learning Disability	211	3.9	4.0	4.0
Intellectual Disability	12	0.2	0.2	0.5
Emotional Disturbance	30	0.5	0.4	1.0
Speech Impairment	119	2.2	2.3	2.4
Other Health Impairment*	91	1.7	1.8	2.1
Other Disabilities**	26	0.5	0.6	0.9
Total	520	9.5	10.1	11.5

\*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 2006-07 with a Standard Diploma	68.6	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.8	2.8

## 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	39.7	20.4	85.1	62.1
	Writing	48.5	19.3	86.0	63.0
	Mathematics	47.4	22.6	88.0	62.7
	Science	39.4	22.2	83.5	56.8
CAPT	Reading Across the Disciplines	33.3	11.4	83.9	45.5
	Writing Across the Disciplines	55.6	16.3	92.6	57.9
	Mathematics	40.7	14.7	88.0	50.1
	Science	37.0	14.4	80.1	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	22.1
	% With Accommodations	77.9
CAPT	% Without Accommodations	10.7
	% With Accommodations	89.3
% Assessed Using Skills Checklist		2.9

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	26	5.0

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	441	84.8	76.6	71.6
40.1 to 79.0 Percent of Time	55	10.6	16.7	16.6
0.0 to 40.0 Percent of Time	24	4.6	6.7	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

One of the ongoing goals of the Ridgefield Public Schools is to improve students' performance on state and national tests. To achieve that goal, Ridgefield has launched an ambitious plan of curriculum and instructional improvement. This initiative includes a transition to a K-12 curriculum with embedded performance-based assessment, a high participation rate on the Advanced Placement Tests and a comprehensive professional development program.

Our overall SAT verbal score is 571, the overall writing score is 581, and the overall math score is 584. Four hundred ten (410) students took eight hundred twenty-three (823) Advance Placement exams. Many students take more than one AP course and thus more than one test. Ninety percent (93%) scored at or above "3" on the test while 40% scored a perfect "5." All students who take advanced placement classes take the AP exams, and both participation in and performance on the AP tests has steadily improved.

Tenth graders take the Connecticut Academic Performance Test which includes math, science, reading and writing.

Our strongest area is writing 92.6%--this year among the highest percentage in the state.. In reading, our performance percentage is 83.9%; in math, the percentage is 88%, the percentage in science is 80%.

The Connecticut Mastery Test is given in grades three, four, five, six, seven and eight in the areas of math, reading and writing. Performance in grade four shows that we have stayed strong in writing, have improved in some grade levels in reading and have improved math scores in all grade levels. We have completed the implementation of a new elementary math program and are engaged in a study of how best to provide a fluid transition from the elementary to the middle school levels in mathematics.

Internal testing in reading in the elementary schools shows that approximately eighty-five percent (85%) of students are at or above grade in reading. Ongoing systematic development of curriculum, instruction and assessment through professional development designed to meet the differing needs of the staff is helping us improve so that student performance improves.

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