

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



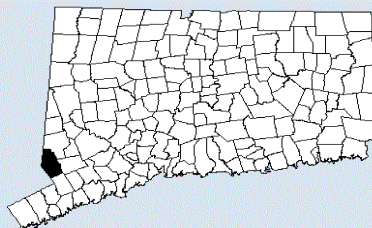
Ridgefield School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	4,984
Per Pupil Expenditures ¹	\$17,653
Total Expenditures ¹	\$89,006,153

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,467	49.5	48.4
Male	2,517	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	322	6.5	5.1
Black or African American	37	0.7	12.9
Hispanic or Latino	332	6.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	154	3.1	2.9
White	4,132	82.9	54.8
English Learners	61	1.2	6.8
Eligible for Free or Reduced-Price Meals	108	2.2	35.9
Students with Disabilities ¹	491	9.9	14.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	125	5.1	25	1.0
Male	107	4.3	64	2.5
Black or African American	*	*	*	*
Hispanic or Latino	18	5.5	6	1.8
White	187	4.5	72	1.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	8.0	7	5.6
Students with Disabilities	54	10.1	29	4.8
District	232	4.7	89	1.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

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	343.0
Paraprofessional Instructional Assistants	8.6
Special Education	
Teachers and Instructors	47.6
Paraprofessional Instructional Assistants	45.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.6
School Level	25.0
Library/Media	
Specialists (Certified)	10.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	16.8
Counselors, Social Workers and School Psychologists	27.8
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	226.6

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	4	0.8	1.0
Black or African American	2	0.4	3.6
Hispanic or Latino	7	1.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	468	97.1	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.6

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	*	*	*	*
Hispanic or Latino	11	52.4	18	85.7
White	220	59.8	314	80.9
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	10	28.6	15	44.1
District	253	60.1	356	80.9
State		63.6		77.5

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	50	68.5
Emotional Disturbance	40	71.4
Intellectual Disability	*	*
Learning Disability	161	94.2
Other Health Impairment	89	91.8
Other Disabilities	*	*
Speech/Language Impairment	34	100.0
District	383	83.6
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	75	1.5	1.7
Emotional Disturbance	56	1.1	1.0
Intellectual Disability	11	0.2	0.5
Learning Disability	171	3.5	4.9
Other Health Impairment	97	2.0	2.9
Other Disabilities	22	0.4	1.1
Speech/Language Impairment	39	0.8	1.8
All Disabilities	471	9.5	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	51,230,932	10,169	9,663
Instructional Supplies and Equipment	960,248	191	321
Improvement of Instruction and Educational Media Services	5,654,299	1,122	578
Student Support Services	5,019,982	996	1,103
Administration and Support Services	7,248,031	1,439	1,861
Plant Operation and Maintenance	9,073,330	1,801	1,637
Transportation	4,761,675	912	877
Costs of Students Tuitioned Out	3,629,789	N/A	N/A
Other	1,427,867	283	201
Total	89,006,153	17,653	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,092,877	614	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	6,012,967	34.1	34.6
Noncertified Personnel	2,380,136	13.5	14.6
Purchased Services	1,886,488	10.7	5.8
Tuition to Other Schools	3,629,789	20.6	21.8
Special Ed. Transportation	1,212,278	6.9	8.5
Other Expenditures	2,494,241	14.2	14.7
Total Expenditures	17,615,899	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.2	94.0
State	4.6	4.7
Federal	1.1	1.1
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).

District Profile and Performance Report for School Year 2016-17

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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	*	*	*	*	0	N/A
Asian	174	88.1	174	87.4	70	75.4
Black or African American	14	*	14	*	8	*
Hispanic or Latino	167	75.1	167	68.2	70	61.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	79	85.1	79	80.5	26	69.7
White	2203	80.3	2196	74.6	1021	66.8
English Learners	59	73.8	59	68.6	23	57.2
Non-English Learners	2583	80.7	2576	75.4	1172	67.2
Eligible for Free or Reduced-Price Meals	55	69.7	55	65.1	24	59.4
Not Eligible for Free or Reduced-Price Meals	2587	80.8	2580	75.4	1171	67.2
Students with Disabilities	287	59.6	287	51.8	138	49.9
Students without Disabilities	2355	83.1	2348	78.1	1057	69.3
High Needs	378	63.3	378	56.5	176	52.7
Non-High Needs	2264	83.5	2257	78.4	1019	69.5
District	2642	80.6	2635	75.2	1195	67.0

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	85.8	83.5	77.9	90.4	1,541	84.3
Curl Up	88.8	85.8	94.0	97.1	1,541	91.4
Push Up	84.8	89.3	85.5	92.0	1,541	87.9
Mile Run/PACER	80.2	74.3	79.2	90.4	1,541	80.9
All Tests - District	58.6	52.9	64.7	83.5	1,541	64.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	21	100.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	20	85.0
Students with Disabilities	49	87.8
District	430	97.0
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.5	370	85.1
Male	98.1	355	83.3
Black or African American	*	*	*
Hispanic or Latino	97.6	29	69.0
White	99.1	645	85.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	8	*
Students with Disabilities	87.0	19	27.5
District	98.8	725	84.2
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.6	96.4
Male	90.0	95.7
Black or African American	*	*
Hispanic or Latino	*	*
White	90.4	95.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	72.1	94.1
District	90.3	96.0
State	72.0	88.5

⁵College 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.

⁶College 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.6	75	50.0	50	100.0	67.1
	High Needs Students	63.3	75	42.2	50	84.4	55.9
Math Performance Index	All Students	75.2	75	50.0	50	100.0	62.2
	High Needs Students	56.5	75	37.7	50	75.3	50.5
Science Performance	All Students	67.0	75	44.7	50	89.4	55.3
	High Needs Students	52.7	75	35.1	50	70.2	45.2
ELA Academic Growth	All Students	57.8%	100%	57.8	100	57.8	55.4%
	High Needs Students	47.1%	100%	47.1	100	47.1	49.8%
Math Academic Growth	All Students	68.3%	100%	68.3	100	68.3	61.7%
	High Needs Students	59.1%	100%	59.1	100	59.1	53.7%
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	9.2%	<=5%	41.7	50	83.4	15.8%
Preparation for CCR	% Taking Courses	70.7%	75%	47.2	50	94.3	70.7%
	% Passing Exams	84.2%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		98.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.0%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.0%	94%	96.9	100	96.9	82.0%
Postsecondary Entrance (Class of 2016)		90.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.7% 64.8%	75%	43.2	50	86.4	92.0% 51.6%
Arts Access		47.8%	60%	39.8	50	79.7	50.5%
Accountability Index				1110.6	1350	82.3	

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	63.3	11.7	16.7	
Math Performance Index Gap	75.0	56.5	18.5	18.7	
Science Performance Index Gap	69.5	52.7	16.8	16.6	
Graduation Rate Gap	94.0%	91.0%	3.0%	12.0%	N

¹If 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.

²If 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	96.6
	High Needs Students	93.7
Math	All Students	96.4
	High Needs Students	93.7
Science	All Students	98.0
	High Needs Students	93.8

³Minimum 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: 70.1

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 the continuous improvement goals of the school district. The Ridgefield Board of Education engaged in Strategic Coherence Planning process in the 2016-2017 school year that included a wide range of community, parent, teacher and leader representatives on the committee. Four Strategic Goals were developed and a priority strategy includes developing a systemic leadership focus and messaging consistency to ensure all stakeholders are well-informed regarding the Mission statement, the Vision of the Graduate and district goals. A Communications Specialist works with staff to produce 9 District Newsletters for distribution across the community highlighting programming in the schools and parent education workshops. During the 2016-2017 school year, the District's work in special education and related services was shaped by the recommendations from the 2015 Special Education Program Review. The Assistant Superintendent of Special Services held regular morning "coffees" with parents to discuss programming opportunities, the PPT process, and strategies to strengthen the relationship between the District and parents. Through the partnership with the Ridgefield Education Foundation, the District received a \$10,000 grant and developed a Unified Sports program at Ridgefield High School. Through the District SRBI committee and 504 Committee communication procedures relative to reporting on data and student progress to parents were developed. 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 comprehensive workshops, meetings, and communication to support high school families and 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).

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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 and Capital improvement projects are planned on a 5-Year basis to ensure similar standards between the schools and to be responsive to emerging needs and trends. Technology initiatives are deployed through a phase-in process with the end result being parity between the schools.