

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Ridgefield High School Ridgefield School District

203-438-3785 • www.ridgefield.org/rhs/index.html

School Information

Grade Range **9-12**
Enrollment **1,693**

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)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	845	49.9	49.4
Male	848	50.1	50.6
American Indian or Alaska Native	0	0.0	*
Asian	82	4.8	6.1
Black or African American	*	*	0.6
Hispanic or Latino	88	5.2	6.4
Pacific Islander	*	*	*
Two or More Races	20	1.2	2.6
White	1,490	88.0	84.2
English Language Learners	*	*	1.1
Eligible for Free or Reduced-Price Meals	34	2.0	2.3
Students with Disabilities ¹	132	7.8	9.2

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	78	9.1	*	*
Male	66	7.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino	7	8.0	*	*
White	128	8.6	38	2.6
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	6	17.1	*	*
Students with Disabilities	29	22.5	8	5.5
School	144	8.5	43	2.5
District		4.5		1.3

Number of students in 2014-15 qualified as truant under state statute: 9

Number of school-based arrests: 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	117.8
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	13.6
Paraprofessional Instructional Assistants	15.0
Administrators, Coordinators and Department Chairs	
School Level	10.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	12.2
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	38.4

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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	0.6	0.6
Black or African American	2	1.3	0.4
Hispanic or Latino	5	3.1	1.2
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	151	95.0	97.7

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
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, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.9	7.2

Instruction and Resources

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1017
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:25 AM
End Time	02:15 PM

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	15	75.0	19	90.5
White	210	55.3	311	83.2
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	6	30.0	14	48.3
School	243	57.0	352	83.2
District		56.0		83.2

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	11	*
Emotional Disturbance	26	100.0
Intellectual Disability	0	0.0
Learning Disability	56	93.3
Other Health Impairment	23	92.0
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	118	89.4
District		80.4

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	17	*	17	*	21	78.8
Black or African American	*	*	*	*	*	*
Hispanic or Latino	19	*	19	*	21	63.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	365	75.1	365	74.1	350	73.5
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	6	*	6	*	9	*
Not Eligible for Free or Reduced-Price Meals	402	75.4	402	74.7	392	73.4
Students with Disabilities	23	54.8	23	50.2	34	53.6
Students without Disabilities	385	76.5	385	76.0	367	75.0
High Needs	31	59.0	31	54.8	45	56.5
Non-High Needs	377	76.6	377	76.2	356	75.3
School	408	75.3	408	74.6	401	73.2

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
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	N/A	N/A	N/A	86.1	380	86.1
Curl Up	N/A	N/A	N/A	92.6	380	92.6
Push Up	N/A	N/A	N/A	86.3	380	86.3
Mile Run/PACER	N/A	N/A	N/A	86.6	380	86.6
All Tests - School	N/A	N/A	N/A	78.9	380	78.9
All Tests - District	65.3	54.4	59.8	79.0		64.7

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

	2014-15			2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target ³ (%)
Black or African American	*	*	.	.
Hispanic or Latino	*	*	.	.
English Language Learners	*	*	.	.
Eligible for Free or Reduced-Price Meals	*	*	.	.
Students with Disabilities	39	94.9	.	.
School	425	98.1	.	.
District		96.2	94.0	Yes 94.0

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.8	367	86.8
Male	99.5	362	85.0
Black or African American	*	*	*
Hispanic or Latino	97.6	33	80.5
White	99.9	649	86.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	8	*
Students with Disabilities	*	8	*
School	99.6	729	85.9
District	98.6		84.1

⁴College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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

⁵Participation 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 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	91.0	97.1
Male	88.5	94.4
Black or African American	*	*
Hispanic or Latino	*	*
White	90.5	96.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	86.4
Students with Disabilities	78.9	96.6
School	89.8	95.8
District	88.7	95.8

⁶College 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.

⁷College 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 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	75.3	75	100.0	100	100.0	67.7
	High Needs Students	59.0	75	78.7	100	78.7	56.7
Math Performance Index	All Students	74.6	75	99.4	100	99.4	61.4
	High Needs Students	54.8	75	73.0	100	73.0	49.9
Science Performance Index	All Students	73.2	75	97.6	100	97.6	57.5
	High Needs Students	56.5	75	75.3	100	75.3	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	8.5%	<=5%	43.0	50	85.9	9.6%
	High Needs Students	20.8%	<=5%	18.5	50	37.0	15.6%
Preparation for CCR	% Taking Courses	70.1%	75%	46.7	50	93.4	67.6%
	% Passing Exams	85.9%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		98.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		96.2%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		89.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.4% 78.9%	75%	25.0	50	50.0	89.2% 50.5%
Arts Access		41.8%	60%	34.8	50	69.7	47.5%
Accountability Index				1092.0	1250	87.4	

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	59.0	16.0	16.6	
Math Performance Index Gap	75.0	54.8	20.2	19.1	
Science Performance Index Gap	75.0	56.5	18.5	17.3	
Graduation Rate Gap	94.0%	96.2%	-2.2%	13.0%	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	96.2
	High Needs Students	86.1
Math	All Students	96.2
	High Needs Students	86.1
Science	All Students	94.8
	High Needs Students	80.4

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.