

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



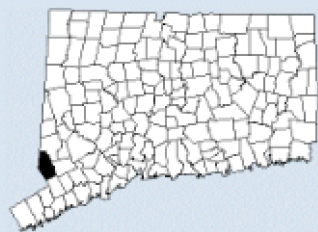
### Ridgefield School District

Susie Dasilva, Superintendent • 203-894-5550 • <http://www.ridgefield.org>

#### District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	4,484
Per Pupil Expenditures	\$25,292
Total Expenditures	\$113,332,450

Expenditure data reflect the 2023-24 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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#### Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

#### Students

##### October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	2,204	49.2	48.4
Male	2,274	50.7	51.5
Non-Binary	6	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	287	6.4	5.2
Black or African American	33	0.7	12.4
Hispanic or Latino of any race	429	9.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	216	4.8	4.8
White	3,509	78.3	45.1
English Learners/Multilingual Learners	96	2.1	11.3
Eligible for Free or Reduced-Price Meals	361	8.1	44.8
Students with Disabilities	850	19.0	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

**Students with disabilities** are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

#### Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	102	4.7	15	0.7
Male	113	5.1	68	2.9
Non-Binary	0	*	0	*
Black or African American	0	0.0	*	*
Hispanic or Latino of any race	29	6.9	14	3.2
White	162	4.7	59	1.7
English Learners/Multilingual Learners	9	8.9	*	*
Eligible for Free or Reduced-Price Meals	24	7.1	14	3.5
Students with Disabilities	82	10.4	36	3.7
All Students - District	215	4.9	83	1.8
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

**Number of students qualified as truant under state statute: 0**  
**Number of school-based arrests: 0**

# District Profile and Performance Report for School Year 2024-25

## Ridgefield School District

### Educators

#### Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	318.9
General Education Paraprofessionals	6.0
Special Education Teachers and Instructors	60.8
Special Education Paraprofessionals	108.0
District Central Office Administrators	10.5
School Level Administrators	28.3
Library/Media Specialists (Certified)	10.0
Library/Media Support Staff	3.0
Instructional Specialists Who Support Teachers	18.3
Counselors, Social Workers and School Psychologists	31.6
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	241.4

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.

#### Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.3
State	13.0

#### Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	8	1.7	1.4
Black or African American	2	0.4	4.9
Hispanic or Latino of any race	13	2.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	455	94.8	87.9

#### New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	42	9.2	6.8
Teachers	34	9.2	7.6

**Teacher Attrition Rate** is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

### Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	45	91.8	32	94.1
White	243	91.4	311	96.3
English Learners/Multilingual Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	33	91.7	35	94.6
Students with Disabilities	45	83.3	46	80.7
All Students - District	332	91.2	386	96.0
All Students - State		89.2		95.3

**College-and-Career-Readiness Courses** include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	112	65.5
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	216	80.6
Other Health Impairment	139	83.2
Other Disabilities	*	*
Speech/Language Impairment	79	91.9
All Disabilities - District	588	77.6
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2024-25

## Ridgefield School District

### Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	175	4.0	2.9
Emotional Disability	47	1.1	1.1
Intellectual Disability	10	0.2	0.6
Learning Disability	268	6.1	6.5
Other Health Impairment	169	3.8	3.6
Other Disabilities	15	0.3	1.1
Speech/Language Impairment	106	2.4	2.0
All Disabilities	790	17.9	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$69,913,384	\$15,602	\$13,471
Support services - students	\$6,447,006	\$1,451	\$1,826
Support services - instruction	\$7,824,903	\$1,761	\$972
Support services - general administration	\$1,627,765	\$366	\$568
Support services - school based administration	\$6,056,930	\$1,363	\$1,274
Central and other support services	\$1,666,032	\$375	\$761
Operation and maintenance of plant	\$12,092,766	\$2,721	\$2,125
Student transportation services	\$6,257,662	\$1,357	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,446,003	\$325	\$219
Total	\$113,332,450	\$25,292	\$22,054

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

### Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$8,188,013	33.9	26.4
Instructional Aide Salaries	\$2,888,291	12.0	10.1
Other Salaries	\$775,560	3.2	10.5
Employee Benefits	\$3,354,180	13.9	13.3
Purchased Services Other Than Transportation	\$1,484,677	6.1	6.8
Special Education Tuition	\$5,661,403	23.4	22.8
Supplies	\$130,801	0.5	0.6
Property Services	\$10,303	0.0	0.4
Purchased Services For Transportation	\$1,657,165	6.9	8.7
Equipment	\$15,052	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$24,165,446	100.0	100.0

### Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	21.3
State	25.7

### Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	96.7
State	1.8
Federal	1.4
Tuition & Other	0.0

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2024-25

## Ridgefield School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	164	87.3	164	91.6	75	86.9
Black or African American	14	*	14	*	*	*
Hispanic or Latino of any race	221	71.3	220	69.3	102	65.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	122	79.5	122	78.4	53	77.0
White	1,843	80.5	1,840	79.4	804	77.0
English Learners/Multilingual Learners	85	69.7	85	70.4	29	65.7
Non-English Learners/Non-Multilingual Learners	2,284	80.4	2,280	79.5	1,011	76.8
Eligible for Free or Reduced-Price Meals	185	71.0	185	68.8	77	67.0
Not Eligible for Free or Reduced-Price Meals	2,184	80.8	2,180	80.1	963	77.2
Students with Disabilities	430	63.5	427	61.2	177	58.1
Students without Disabilities	1,939	83.7	1,938	83.1	863	80.2
High Needs	605	67.5	602	65.8	246	62.4
Non-High Needs	1,764	84.4	1,763	83.7	794	80.8
All Students - District	2,369	80.0	2,365	79.2	1,040	76.5

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

#### Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	89.1	93.4	88.9	90.6	1,332	90.5
Curl Up	88.4	95.1	91.2	98.5	1,324	93.4
Push Up	85.6	77.7	73.8	86.4	1,317	80.8
Mile Run/PACER	82.8	90.8	78.1	68.0	1,310	80.2
All Tests - District	66.5	70.4	55.7	63.6	1,293	64.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

**Note: Only students assessed in all four areas are included in the All Tests calculation**

# District Profile and Performance Report for School Year 2024-25

## Ridgefield School District

### 2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	34	94.1
White	295	95.6
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	43	90.7
Students with Disabilities	74	81.1
All Students - District	365	95.9
All Students - State		88.9

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

**Cohort count** includes all students in the cohort as of the end of the 2023-24 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	*	*
Male	313	78.3
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	51	61.4
White	489	83.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	41	56.2
Students with Disabilities	36	32.4
All Students - District	623	81.3
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	89.0	*
Male	81.7	95.5
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	74.3	96.2
White	86.3	95.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	79.5	90.0
Students with Disabilities	74.7	87.2
All Students - District	85.4	95.9
All Students - State	67.0	88.2

**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.

**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

# District Profile and Performance Report for School Year 2024-25

## Ridgefield School District

### 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.0	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	67.5	75	45.0	50	90.0	54.9
Math Performance Index	All Students	79.2	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	65.8	75	43.9	50	87.8	50.6
Science Performance Index	All Students	76.5	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	62.4	75	41.6	50	83.2	52.1
ELA Academic Growth	All Students	67.2%	100%	67.2	100	67.2	60.6%
ELA Academic Growth	High Needs Students	57.9%	100%	57.9	100	57.9	55.7%
Math Academic Growth	All Students	74.1%	100%	74.1	100	74.1	62.3%
Math Academic Growth	High Needs Students	62.5%	100%	62.5	100	62.5	55.9%
Progress Toward English Proficiency	Literacy	78.1%	100%	39.1	50	78.1	58.7%
Progress Toward English Proficiency	Oral	80.5%	100%	40.3	50	80.5	55.7%
Chronic Absenteeism	All Students	4.9%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	9.0%	<=5%	42.0	50	84.1	24.8%
% Taking CCR Courses	All Students	93.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	81.3%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	95.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.9%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	95.8%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	85.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	64.1%	75%	42.7	50	85.5	49.0%
Arts Access	All Students	31.8%	60%	26.5	50	53.0	55.1%
<b>Accountability Index</b>				<b>1232.7</b>	<b>1450</b>	<b>85.0</b>	

Physical Fitness Estimated Participation Rate - District: 94.1% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	67.5	7.5	16.9	N
Math Performance Index Gap	75.0	65.8	9.2	18.4	N
Science Performance Index Gap	75.0	62.4	12.6	18.2	N
Graduation Rate Gap	94.0%	95.8%	0.0%	8.6%	N

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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.1
ELA	High Needs Students	94.8
Math	All Students	98.0
Math	High Needs Students	94.4
Science	All Students	98.4
Science	High Needs Students	96.6

Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 68.6**

**State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2024-25

## Ridgefield School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Ridgefield Public Schools is committed to ongoing growth and excellence in its systems, structures, professional learning, family engagement, and communication. Central to this work is the district's unwavering focus on providing a student-centered and equitable experience for all learners. Guided by the RPS Vision of the Graduate, the district maintains a clear priority: ensuring that all students make at least one year of growth within a year's time. This commitment is evident and embedded in all strategic and operational efforts across the district.

As part of this focus, the district continues to refine how student growth is measured, communicated, and supported. Close attention is given to the progress of student subgroups, particularly in areas where gaps exist. For these students, the district is working to ensure more than one year of growth annually, in order to close those gaps and promote equitable outcomes. This work is supported through strong collaboration between general education and special education leadership at every level of the organization.

Aligned with these goals is the district's focus on strengthening Multi-Tiered Systems of Support (MTSS). The district has rebooted and aligned MTSS practices across grades K–8 and is actively developing a structure for MTSS at the high school level. The MTSS framework includes a fully developed intervention pathway, a newly established enrichment pathway, and a social-emotional learning and behavior pathway. These systems are being implemented in close partnership with a representative group across levels including general and special education staff.

In addition to academic and instructional priorities, Ridgefield Public Schools continues to emphasize meaningful family engagement. Schools across the district utilize a range of strategies to strengthen the connection between home and school. At the elementary level, the district offers the "Come Play School" series, which allows families to experience and engage with classroom learning in specific content areas. These events are designed to help parents and caregivers support their children's learning at home. At all levels, families are also invited to attend workshops facilitated by school support staff and outside experts. Topics include mental health, technology use, and other relevant issues that families are navigating today. To further support access for families, the Curriculum Department has developed a dedicated webpage that houses recordings of past workshops and short instructional videos, giving families flexible access to valuable information and resources.

Effective communication with families remains a top priority. The district maintains a user-friendly, frequently updated parent and teacher-facing website. Regular newsletters are distributed to families, and schools continue to prioritize proactive outreach, including positive phone calls home. The Superintendent provides weekly district updates, and all school buildings follow a 24-hour response guideline to ensure timely follow-up on parent inquiries. Updates to the district website have also been made to make it easier for families to locate important information and stay connected to the school community.

Through these coordinated efforts, Ridgefield Public Schools continues to build a culture of growth, inclusion, and partnership—ensuring that every student.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Ridgefield Public Schools is committed to reducing all forms of isolation—racial, ethnic, economic, ability based, social, emotional or otherwise—as part of its ongoing mission to bring the district's Vision of the Graduate to life for every student. This commitment is evident across all grade levels through intentional programming, inclusive practices, and a focus on fostering empathy, understanding differences and cultural understanding.

At the elementary level, students are immersed in classroom libraries thoughtfully curated to reflect both "windows" into diverse cultures and perspectives and "mirrors" of their own identities. These collections include texts that promote positive messages about diversity, tolerance, empathy, and kindness, helping to create a learning environment where all students feel seen and valued. Inclusion is further reinforced through visits from diverse authors, supported by PTA initiatives, and through exposure to artists from a variety of cultural backgrounds in art class. Students also engage in social-emotional learning that emphasizes recognizing emotions, respecting learning differences, and resolving conflict constructively.

At the middle school level, students continue to explore diverse perspectives through interdisciplinary learning, particularly within the inquiry-based approach of social studies and science. Programs like No Place for Hate provide a framework for building an inclusive school climate, encouraging students to reflect critically, think empathetically, and act responsibly as global citizens. Our eighth graders engage in a Witness Stones project where they learn about Ridgefielders who were enslaved through the study of historic documents and primary sources. The unit ends with a dedication to each person and the placement of a stone in their name.

At the high school, a variety of student-led and school-supported initiatives have earned the school its designation as a No Place for Hate institution by the Anti-Defamation League. Signature events include an interactive assembly focused on understanding bias, prejudice, and allyship. Additionally, the annual Man's Inhumanity to Man program offers powerful learning opportunities helping to connect historical learning with real-world testimony and fostering deep

# District Profile and Performance Report for School Year 2024-25

## Ridgefield School District

### **Equitable Allocation of Resources among District Schools**

RPS strives to create a student-centered, equitable experience for all students. This includes the equitable allocation of resources. At each of the levels, systems have been established to ensure this. The Elementary Director and 6-12 Supervisors support the schools in this work by evaluating and revising the curriculum and the MTSS process with teachers and administrators. Consistent class size guidelines, aligned collaborative professional learning across levels, and a push to memorialize curriculum were also done. Initiatives are identified through needs assessments and the curriculum review processes. These studies are clearly communicated and teachers are then supported at the classroom level to ensure consistency and calibration.

Hiring is a collaborative process. This district-wide approach results in high-quality candidates for all schools. At the funding level, RPS continues to use partial resource allocation based upon student enrollment, which provides equity in terms of student funding. Limited Title I and Title II funds are used to supplement the schools, based on a needs assessment and eligibility.

# District Profile and Performance Report for School Year 2024-25

## Ridgefield School District

### Appendix A

#### 2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	3	10.7	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	11	39.3	23.7
Teach/Admin in Other CT Dist	13	46.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	3.6	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
<b>TOTAL</b>	<b>28</b>		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.