

**STRATEGIC SCHOOL PROFILE 2009-10****Redding School District**

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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

Town Population in 2000: 8,270

1990-2000 Population Growth: 4.3%

Number of Public Schools: 2

Per Capita Income in 2000: \$50,687

Percent of Adults without a High School Diploma in 2000\*: 3.5%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.0%

District Enrollment as % of Estimated. Student Population: 93.9%

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\*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, 2009      1,265  
 5-Year Enrollment Change      -2.5%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 8

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	19	1.5	1.4	32.6
K-12 Students Who Are Not Fluent in English	5	0.4	0.6	5.4
Students Identified as Gifted and/or Talented*	86	6.8	6.1	4.1
PK-12 Students Receiving Special Education Services in District	152	12.0	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	109	95.6	95.9	80.5
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*39.5 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	64	5.1
Black	15	1.2
Hispanic	32	2.5
White	1,150	90.9
Total Minority	115	9.1

**Percent of Minority Professional Staff: 2.9%**

**Non-English Home Language:**

1.4% 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 9.

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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.

Staff and students in Redding Elementary School and John Read Middle School have been involved in a number of initiatives throughout the 2009-10 school year in an effort to reduce racial, ethnic and economic isolation. Redding Elementary School has conducted its Tuesday Zone Program for nineteen years in partnership with the Danbury Public Schools, a nearby urban school district. Students participate in social activities including a cross-country ski outing on the grounds of Redding Elementary School. Many activities take place in Danbury and allow for Redding students to increase their awareness of opportunities that the city has to offer. The elementary school has participated in International Peace Day for the past four years. Students in grades Prek-4 created pinwheels in the sign of peace, ornamenting the school lawn. Additionally, the PTA has been instrumental in sponsoring several multi-cultural programs throughout the school year. Students increase their awareness of other cultures by attending programs that celebrate cultural differences through the arts. Habits of Mind, a character education initiative that began eight years ago at Redding Elementary School, allows each grade level to focus on specific habits throughout the year with the intent of developing lifelong learning habits in students. Student-led morning announcements also include lessons related to habits of mind, ethical behavior, and citizenship. A Character Council including a group of fourth grade students, the principal, and teacher representatives, meet to discuss the importance of modeling character attributes in common school areas, such as the cafeteria and the playground, that include respect and kindness. Student life at John Read Middle School has continued focusing on the theme of Taking Care: of self, others, and the community. Students raised money for Urban Impact, which assisted in funding a summer camp for students in need. Students conducted a food drive to collect food for a local food shelter. Several visits were made to area hospitals and Meadow Ridge, a local retirement home, to allow students to present musical performances. Students in grade eight participated in an assembly with Sel Huber, a concentration camp survivor, to enhance their unit of study of the Holocaust and genocide. John Read Middle School continues their partnership with Project Dream, bringing together students from Broadview Middle School in Danbury with John Read students for two days of team building. The curriculum at both the elementary and middle school continues to support discussion and extended activities related to multi-cultural events and social justice issues.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	76.1	57.0	79.8
Writing	72.3	58.3	73.6
Mathematics	88.8	62.4	98.2
Grade 4 Reading	82.9	59.9	91.8
Writing	79.8	63.6	76.3
Mathematics	87.7	67.0	86.8
Grade 5 Reading	83.6	61.8	86.1
Writing	92.3	68.2	97.6
Mathematics	93.5	72.4	95.2
Science	88.4	59.4	95.8
Grade 6 Reading	95.9	74.9	96.3
Writing	87.7	65.9	89.0
Mathematics	94.7	70.7	96.3
Grade 7 Reading	97.8	77.4	99.4
Writing	95.2	61.2	100.0
Mathematics	94.4	68.5	96.1
Grade 8 Reading	92.0	73.3	88.5
Writing	87.1	62.6	91.1
Mathematics	93.4	67.3	96.8
Science	83.5	62.8	82.8

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 scorable 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	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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
	72.1	50.7	92.7

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

**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 2009	N/A	N/A	N/A
2008-09 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	91.20
Paraprofessional Instructional Assistants	29.05
Special Education	
Teachers and Instructors	15.47
Paraprofessional Instructional Assistants	18.00
Library/Media Specialists and/or Assistants	4.40
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	6.30
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	40.70

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	14.0	13.1	13.8
% with Master's Degree or Above	91.7	88.5	77.8

Average Class Size	District	DRG	State
Grade K	16.3	18.5	18.5
Grade 2	20.0	20.8	19.7
Grade 5	19.5	21.6	21.1
Grade 7	20.7	20.8	20.8
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	937	995	992
Middle School	999	1,005	1,018
High School	N/A	N/A	N/A

\*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*	2.7	2.9	3.2
Middle School	1.8	2.6	2.5
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$13,674	\$10,511	\$7,843	\$9,168	\$7,829
Instructional Supplies and Equipment	\$334	\$256	\$336	\$270	\$279
Improvement of Instruction and Educational Media Services	\$382	\$294	\$252	\$653	\$459
Student Support Services	\$223	\$171	\$830	\$958	\$859
Administration and Support Services	\$1,776	\$1,365	\$1,627	\$1,509	\$1,426
Plant Operation and Maintenance	\$2,096	\$1,611	\$1,336	\$1,920	\$1,462
Transportation	\$1,332	\$741	\$658	\$748	\$694
Costs for Students Tuitioned Out*	\$584	N/A	N/A	N/A	N/A
Other	\$162	\$124	\$93	\$236	\$162
<b>Total*</b>	<b>\$20,562</b>	<b>\$16,153</b>	<b>\$13,721</b>	<b>\$16,033</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,896	\$1,457	\$1,232	\$1,997	\$1,825

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$30,249 Tuition Costs, \$9,936.

Total town expenditures per pupil for PK-12 are \$16,871.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,219,856	20.5	19.9	20.7

**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	92.6	4.8	1.8	0.8
Excluding School Construction	92.3	4.8	2.0	0.9

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Redding School District includes one preschool-4 elementary school (Redding Elementary) and one 5-8 middle school (John Read). Equitable allocation of resources is determined through the annual budget process, which in such a small district is very detailed and school based. The Central office administrators, Redding K-8 regular and special education administrators and staff work as a team to develop a comprehensive budget. The Redding Board of Education and the community in general, are actively involved in the many budget presentations between October 1 and final town approval in the spring. Special needs are addressed through on-going assessment of student learning using the Connecticut Mastery Tests Program plans. All programs, curriculum and budget decisions are guided by the Redding Schools Strategic Plan, the Easton, Redding, and Region 9 Strategic Plan and the K-12 Curriculum Master Plan. The budget process is based on staff and administrative team work and on professional collaboration intended to make improvement of learning the goal and focus of all budget and work efforts in the district. The Redding schools' budget process is equitable and exemplary.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	147
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.0%

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	15	1.2	0.9	1.0
Learning Disability	36	2.9	3.9	3.9
Intellectual Disability	1	0.1	0.2	0.5
Emotional Disturbance	4	0.3	0.4	1.0
Speech Impairment	47	3.8	2.2	2.2
Other Health Impairment*	36	2.9	2.1	2.1
Other Disabilities**	8	0.7	0.6	0.9
<b>Total</b>	<b>147</b>	<b>12.0</b>	<b>10.2</b>	<b>11.6</b>

\*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 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

## 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	67.1	31.6	88.3	67.5
	Writing	54.8	19.6	86.1	63.3
	Mathematics	62.4	32.9	92.3	68.1
	Science	56.4	23.7	86.1	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	10.2
	% With Accommodations	89.8
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		4.2

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	5	3.4

### 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	135	91.8	78.0	73.4
40.1 to 79.0 Percent of Time	6	4.1	15.7	15.3
0.0 to 40.0 Percent of Time	6	4.1	6.3	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

As guided by the district Master Assessment Plan, Redding teachers and administrators engage in analyzing student performance data to identify specific areas of weakness and patterns that may suggest revisions to curriculum, professional development, and focus of instruction. Upon the identification of areas of concern, teachers collaborate to create goals related to the district and school goals. Action plans are created by data teams in collaboration with building specialists to address the need for differentiation of instruction, instructional strategies specific to areas of weakness, and on-going formative assessments to track student performance throughout the year. District based professional development days engage teachers in analyzing midyear data and looking at student work samples to indicate progress toward goals. Teachers and administrators have organized focused book clubs to build upon their knowledge in the area of teaching reading comprehension across the content areas. Reading specialists and a literacy early intervention teacher work with teachers to promote scientifically research-based interventions to students in need. Math teachers at both levels use data to flexibly group students in order to close achievement gaps. In writing, a new course titled Writing with a Purpose was developed for fifth graders; in grades six through eight, the writing specialist balanced working with students to improve writing and providing professional development sessions to teachers focused on writing across the curriculum. Co-taught classes have increased over the past two years, providing numerous opportunities for teachers to collaborate and plan for programs that engage all students in positive learning outcomes as evidenced by student achievement data. New teachers participate in a comprehensive teacher induction plan called Teacher Education and Mentoring Program (TEAM), formerly known as Beginning Educator Support and Training Program (BEST). Mentors are matched with beginning teachers in the same content area. Several meetings are scheduled throughout the year with planned focus topics, including instruction, assessment, and classroom management. A district coordinator supports the beginning teachers by organizing observations between mentors and the beginning teachers. In addition to planning focus meetings throughout the year, training is provided prior to the opening of school. SMART Board technology continues to be used in all classrooms. Library media specialists collaborate with classroom teachers to integrate the use of technology across the curriculum.

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