

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

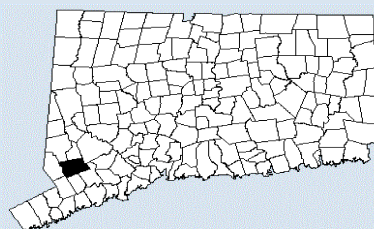


Redding School District

203-261-2513 • www.er9.org/

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	1,001
Per Pupil Expenditures ¹	\$21,350
Total Expenditures ¹	\$21,990,514

¹Expenditure data reflect the 2013-14 year.

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 \(Class of 2015\)](#)
 (2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	476	47.6	48.3
Male	525	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	28	2.8	4.7
Black or African American	6	0.6	12.9
Hispanic or Latino	47	4.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	58	5.8	2.5
White	860	85.9	57.2
English Language Learners	13	1.3	6.3
Eligible for Free or Reduced-Price Meals	36	3.6	37.6
Students with Disabilities ¹	138	13.8	13.3

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	10	2.2	*	*
Male	19	3.9	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	*	*
White	27	3.3	8	0.9
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	5.5	6	3.7
District	29	3.0	11	1.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 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.

District Profile and Performance Report for School Year 2014-15

Redding School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	68.9
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	13.4
Paraprofessional Instructional Assistants	27.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	6.4
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	41.0

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	0	0.0	1.0
Black or African American	1	0.9	3.5
Hispanic or Latino	3	2.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	108	96.4	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.1
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	8	*
Intellectual Disability	N/A	N/A
Learning Disability	26	89.7
Other Health Impairment	26	92.9
Other Disabilities	*	*
Speech/Language Impairment	42	100.0
District	109	90.1
State		69.7

³Ages 6-21

District Profile and Performance Report for School Year 2014-15

Redding School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	12	1.3	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	29	3.0	4.4
Other Health Impairment	28	2.9	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	43	4.5	1.9
All Disabilities	125	13.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	15,321,184	14,454	9,134
Instructional Supplies and Equipment	269,531	254	334
Improvement of Instruction and Educational Media Services	509,851	481	498
Student Support Services	219,837	207	1,001
Administration and Support Services	2,001,376	1,888	1,694
Plant Operation and Maintenance	2,236,315	2,110	1,572
Transportation	1,203,737	744	813
Costs of Students Tuitioned Out	224,659	N/A	N/A
Other	4,024	4	186
Total	21,990,514	21,350	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,997,713	1,885	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,160,351	46.9	35.1
Noncertified Personnel	1,061,499	23.0	14.2
Purchased Services	186,203	4.0	5.2
Tuition to Other Schools	197,899	4.3	22.0
Special Ed. Transportation	127,954	2.8	8.6
Other Expenditures	874,279	19.0	14.9
Total Expenditures	4,608,185	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	95.9	95.5
State	2.9	3.2
Federal	0.3	0.3
Tuition & Other	0.9	1.0

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 2014-15

Redding 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., 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	0	N/A	0	N/A
Asian	17	*	17	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	26	71.1	25	66.9	9	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	49	76.9	46	74.6	17	*
White	542	77.3	531	72.8	229	63.5
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	22	68.2	19	*	8	*
Not Eligible for Free or Reduced-Price Meals	616	77.7	604	73.4	253	63.6
Students with Disabilities	89	59.2	87	56.8	43	53.9
Students without Disabilities	549	80.3	536	75.7	218	65.3
High Needs	107	61.3	103	58.4	49	54.4
Non-High Needs	531	80.6	520	76.0	212	65.6
District	638	77.4	623	73.1	261	63.5

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	95.8	89.9	87.0	N/A	337	90.5
Curl Up	98.9	97.5	92.7	N/A	337	96.1
Push Up	94.7	84.9	79.7	N/A	337	85.8
Mile Run/PACER	93.7	85.7	90.2	N/A	337	89.6
All Tests - District	84.2	77.3	69.1	N/A	337	76.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Redding School District

Next Generation Accountability Results

These statistics are the first 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	77.4	75	100.0	100	100.0	67.9
	High Needs Students	61.3	75	81.7	100	81.7	56.7
Math Performance Index	All Students	73.1	75	97.5	100	97.5	59.3
	High Needs Students	58.4	75	77.9	100	77.9	47.8
Science Performance Index	All Students	63.5	75	84.6	100	84.6	56.5
	High Needs Students	54.4	75	72.5	100	72.5	45.9
Chronic Absenteeism	All Students	3.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	5.1%	<=5%	49.9	50	99.7	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		96.9%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% 76.3%	75%	50.0	50	100.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				714.1	800	89.3	

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?					N
ELA Performance Index Gap	75.0	61.3	13.7	17.3	
Math Performance Index Gap	75.0	58.4	16.6	19.6	
Science Performance Index Gap	65.6	54.4	11.2	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	92.6
	High Needs Students	90.2
Math	All Students	90.6
	High Needs Students	87.0
Science	All Students	100.0
	High Needs Students	100.0

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: 70.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2014-15

Redding School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2014-15 school year, Redding Elementary School used performance-based assessments to measure students' growth in their ability to problem solve in the context of real-world, interdisciplinary tasks, engage in the process of self-reflection and communicate understanding in a variety of modes. Staff communicated student progress through Interim Progress Reports two times per year, Parent Teacher Conferences two times per year, and Progress Report Cards two times per year. At Redding Elementary School, parents are encouraged to support student progress through PTA presentations, Coffees with the Principal and the Principal Blog. Literacy, math and science specialists provide parent workshops on language arts, mathematics, and science. A Kindergarten Readiness evening provides information to incoming kindergarten parents about how to support developmentally appropriate school readiness. The school website fosters frequent communication. Redding Elementary boasts a strong PTA, whereby active parent volunteers contribute to the learning community and provide information about educational topics related to the elementary program.

Parents, teachers and administrators at John Read Middle School communicate via teacher email address and websites. Annual parent conferences and grade level teams meetings occur throughout the school year. Peek at the Week, an electronic newsletter, is sent out via listserv to all parents every other week. Progress reports are available throughout the year and parent conferences are held in the fall. Student progress can be viewed through the Parent Portal, our district listserv provides regular communication, and the PTA conducts regular meetings. JRMS focuses on engaging students in constructing meaning from challenging resources, communicating their ideas effectively in a variety of forms, engaging in self-reflection and problem solve in a real world context.. Eighth grade year-end writing portfolios are assessed by a committee consisting of both middle and high school teachers. Eighth grade teachers refined and implemented a performance assessment that integrated all content areas as part of a Performance Assessment Design Initiative. The PTA provides strong support of the home.school partnership through the provision of parent information and the development of a grant program for teachers. Students in grades six through eight engage in advisory groups where the focus is on building school community that takes care of self, others and place.

he Easton and Redding Special Education Departments continue to work under aligned leadership to support consistent programming and procedures across the two districts. Certified staff members have participated in joint professional development experiences on topics ranging from Dyslexia to special education law and IEP guidelines. The Center for Children with Special Needs, in ongoing collaboration with both Easton and Redding, continues to provide targeted professional development for both certified and non-certified staff to address programming for students with significant neurodevelopmental disorders.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Redding School District is committed to providing students with multiple opportunities to develop global, ethnic, and cultural awareness. In partnership with Danbury, a large urban district, Redding Elementary School students participate in The Zone Program, which provides social activities, many of which take place in Danbury, in an effort to increase awareness regarding opportunities the city has to offer. Students in grades two through four participate in the Kindness Klub, an afterschool program designed to promote community service. Parents play a large part in these efforts; the PTA sponsors many cultural programs throughout the school year including an International Festival where different families become Country Captains and share the most valuable traditions of their native countries. A group of fourth grade students meet regularly with the principal and teacher representatives as a Character Council to discuss how students and adults should model and teach character attributes as well as "give back" to the community. Redding Elementary School participates annually in the International Peace Day and The Great Kindness Challenge.

Student life at John Read Middle School focuses on the theme of taking care of self, others and community. Students in the Outreach club organized a canned food drive, a coat drive and a fundraiser for St. Baldrick's cancer research. Students in musical performing groups made several visits to hospitals and Meadow Ridge, the local retirement home. Many aspects of the curriculum lend themselves to discussions and activities that are multi-cultural in nature or focus on social justice issues. Grade 8 students engaged in an investigation of real world problems, and presented their ideas for solutions to a panel of community members. Students at John Read Middle School take Project Adventure each year and learn the necessary skills to work with others. A representative group of students are engaged in Project Dream, an exchange and partnership program with Broadview Middle School in Danbury.

District Profile and Performance Report for School Year 2014-15

Redding School District

Equitable Allocation of Resources among District Schools

Allocation of resources is determined through an annual process of developing each school's operating budget in the district. Budgetary decisions are guided by the district's strategic commitment to academic excellence, character education, personalized learning and community involvement. All teachers provide input to their principals who work collaboratively with the director of finance that reflects each school's mission. The budget is proposed publicly at meetings conducted by the board of education, where members of the public are invited to provide input. Allocation of resources is discussed at monthly board of education meetings. Expenditures are balanced to sustain all academic and non-academic programs and determined in a manner that ensures full participation by members of the staff and full transparency to the community.