

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



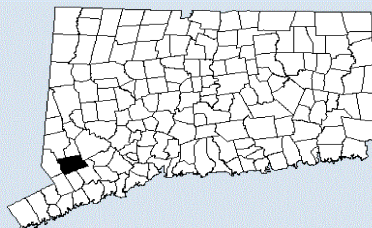
Redding School District

Dr. Thomas McMorran, Superintendent • 203-261-2513 • <http://www.er9.org/>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	836
Per Pupil Expenditures ¹	\$25,051
Total Expenditures ¹	\$21,718,925

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	409	48.9	48.4
Male	427	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	20	2.4	5.2
Black or African American	15	1.8	12.7
Hispanic or Latino of any race	82	9.8	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	31	3.7	3.8
White	686	82.1	51.1
English Learners	12	1.4	8.3
Eligible for Free or Reduced-Price Meals	62	7.4	43.3
Students with Disabilities ³	155	18.5	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category 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

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	19	5.0	*	*
Male	25	6.2	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	6	7.6	*	*
White	35	5.5	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	11	8.9	*	*
District	44	5.6	14	1.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 15

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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 2019-20

Redding School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	57.2
Paraprofessional Instructional Assistants	14.5
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	36.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.7
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	9.5
Counselors, Social Workers and School Psychologists	6.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	53.1

¹ 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.

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	1.2
Black or African American	1	1.0	4.0
Hispanic or Latino of any race	3	3.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	96	96.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.7	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	21	72.4
Other Health Impairment	26	76.5
Other Disabilities	*	*
Speech/Language Impairment	44	93.6
District	98	74.2
State		67.8

² 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	2.2	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	29	3.6	5.7
Other Health Impairment	35	4.4	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	48	6.0	1.8
All Disabilities	143	17.9	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,422,305	\$17,788	\$10,923
Support services - students	\$225,099	\$264	\$1,277
Support services - instruction	\$452,718	\$530	\$682
Support services - general administration	\$310,435	\$364	\$467
Support services - school based administration	\$1,237,466	\$1,449	\$1,021
Central and other support services	\$348,051	\$408	\$679
Operation and maintenance of plant	\$2,121,261	\$2,484	\$1,718
Student transportation services	\$1,601,554	\$1,875	\$1,288
Food services	\$37	\$0	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$21,718,925	\$25,051	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,078,168	47.7	28.5
Instructional Aide Salaries	\$1,146,608	17.8	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$1,152,318	17.9	13.0
Purchased Services Other Than Transportation	\$262,929	4.1	5.7
Special Education Tuition	\$356,848	5.5	22.5
Supplies	\$28,459	0.4	0.6
Property Services	\$9,905	0.2	0.3
Purchased Services For Transportation	\$410,771	6.4	8.0
Equipment	\$7,214	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$6,453,219	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	96.7
State	1.1
Federal	1.2
Tuition & Other	1.0

⁴ 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	5.6%	<=5%	12.2%
	High Needs Students	6.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Redding School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2019-2020 school year, Redding Elementary School used a variety of assessments to show students' measurable academic progress in reading, writing and math. Redding Elementary School teachers also provided prosocial, embedded learning experiences to support social-emotional learning within each classroom. Staff communicated students' academic and social progress through Interim Progress Reports, Parent Teacher Conferences and Report Cards twice a year. At Redding Elementary School, parents are encouraged to support student progress through PTA presentations, monthly Conversations with the Principal and the RES website. Redding Elementary School also shares updated information on our Twitter account as well as our RES Facebook page. During our Distance Learning time from March to June, building administration communicated virtually with families and provided updates to the district's learning plan. Literacy, math and science specialists provide parent workshops on language arts, mathematics, & science. A Kindergarten Meet and Greet provides information to incoming kindergarten parents about how to support developmentally appropriate school readiness. The school website fosters communication through a weekly Tuesday Newsday which keeps families informed about important dates and events at RES and within the community. Redding Elementary boasts a strong PTA that has been recognized as a National PTA School of Excellence.

Parents, teachers and administrators at John Read Middle School communicate via teacher email and websites. Parent conferences and grade-level team meetings occur throughout the school year. Peek of the Week, an electronic newsletter, is sent to 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. New leadership in our PTA injected new energies into our communication and parent support programs. Guest expert speakers regularly attended PTA meetings, e.g. supporting children with strong organization skills. 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 solving in a real world context. Student led conferences assist in this process. Grades six-eight implemented assured experiences with all students designed to engage students in interdisciplinary, authentic problem-solving activities. The PTA provides strong support of the home-school partnership through the provision of parent information and the development of a grant program. Teachers' special projects to support diversified learners are routinely supported by these grants. Students engage in advisory groups where the focus is on building our school community that takes care of self, others and place.

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. Students have the opportunity to participate in the Kindness Club, an afterschool program designed to promote community service as well as Garden Club which promotes community building and includes student independence and responsibility. The PTA sponsors many cultural programs throughout the school year including an International Festival where families share the most valuable traditions of their native countries. This weekend event is a way to celebrate the cultural diversity at RES. A group of nominated and elected third and fourth grade students work with the assistant principal as a Student Senate Team to discuss how students and adults should model and teach character attributes as well as "give back" to the community. RES participates annually in International Peace Day in September.

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. Unfortunately, with the onset of Covid 19 the remaining programs scheduled for the year had to be canceled. Last year, these included: 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 multicultural 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 Learning Development Standards.

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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.