Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	858
Per Pupil Expenditures[1]	$23,210
Total Expenditures[1]	$21,469,280

[1]*Expenditure data reflect the 2017-18 school year.*
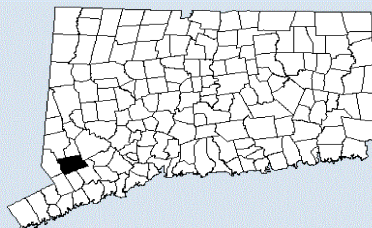
Community Information

[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 2018-19 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, 2018 Enrollment[2]

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	417	48.6	48.4
Male	441	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	2.7	5.2
Black or African American	14	1.6	12.8
Hispanic or Latino of any race	71	8.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	32	3.7	3.6
White	716	83.4	52.4
English Learners	9	1.0	7.6
Eligible for Free or Reduced-Price Meals	58	6.8	42.1
Students with Disabilities[3]	154	17.9	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	15	3.8	*	*
Male	13	3.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	7	10.3	0	0.0
White	18	2.7	15	2.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	8	5.6	*	*
District	28	3.5	15	1.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 9

Number of school-based arrests: 0

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	61.2
Paraprofessional Instructional Assistants	13.5
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	39.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.7
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	6.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	52.2

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	1	1.0	3.8
Hispanic or Latino of any race	2	2.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	98	97.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.1	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	24	77.4
Other Health Impairment	28	84.8
Other Disabilities	*	*
Speech/Language Impairment	30	90.9
District	92	75.4
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	19	2.3	1.9
Emotional Disturbance	6	0.7	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	31	3.8	5.5
Other Health Impairment	33	4.1	3.2
Other Disabilities	6	0.7	1.1
Speech/Language Impairment	37	4.6	1.8
All Disabilities	132	16.2	15.0

[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 District[2]

	District Count	District Rate (%)	State 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 Expenditures:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$15,518,079	$16,776	$10,545
Support services - students	$213,066	$233	$1,373
Support services - instruction	$435,182	$477	$644
Support services - general administration	$295,970	$324	$462
Support services - school based administration	$1,202,164	$1,317	$1,007
Central and other support services	$326,752	$358	$671
Operation and maintenance of plant	$2,140,338	$2,344	$1,629
Student transportation services	$1,337,566	$1,465	$1,231
Food services	$164	$0	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$21,469,280	$23,210	$17,153

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

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$2,958,112	49.6	29.7
Instructional Aide Salaries	$1,120,223	18.8	9.6
Other Salaries	.	.	10.4
Employee Benefits	$1,055,129	17.7	13.0
Purchased Services Other Than Transportation	$441,401	7.4	5.5
Special Education Tuition	$140,606	2.4	22.6
Supplies	$24,221	0.4	0.6
Property Services	$9,956	0.2	0.4
Purchased Services For Transportation	$207,848	3.5	8.0
Equipment	$6,564	0.1	0.2
All Other Expenditures	.	.	0.1
Total	$5,964,060	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.8	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	96.2
State	1.5
Federal	1.2
Tuition & Other	1.1

[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).

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
Asian	13	*	13	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	33	77.1	32	76.7	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	26	80.6	26	83.0	11	*
White	449	82.1	448	79.9	165	74.1
English Learners	14	*	14	*	*	*
Non-English Learners	515	82.1	513	80.1	*	*
Eligible for Free or Reduced-Price Meals	45	75.0	45	72.5	16	*
Not Eligible for Free or Reduced-Price Meals	484	82.3	482	80.5	174	75.3
Students with Disabilities	84	62.2	82	57.4	26	59.2
Students without Disabilities	445	85.4	445	84.0	164	77.5
High Needs	129	67.7	127	64.1	42	64.2
Non-High Needs	400	86.2	400	84.8	148	78.0
District	529	81.7	527	79.8	190	75.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.9	80.2	96.0	N/A	271	88.6
Curl Up	88.9	95.6	98.0	N/A	271	94.5
Push Up	66.7	90.1	96.0	N/A	271	85.2
Mile Run/PACER	76.5	95.6	85.9	N/A	271	86.3
All Tests - District	58.0	80.2	85.9	N/A	271	75.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.7	75	50.0	50	100.0	67.7
	High Needs Students	67.7	75	45.1	50	90.3	58.1
Math Performance Index	All Students	79.8	75	50.0	50	100.0	63.1
	High Needs Students	64.1	75	42.8	50	85.5	52.7
Science Performance Index	All Students	75.0	75	50.0	50	100.0	63.8
	High Needs Students	64.2	75	42.8	50	85.6	54.2
ELA Academic Growth	All Students	65.6%	100%	65.6	100	65.6	59.9%
	High Needs Students	57.0%	100%	57.0	100	57.0	55.1%
Math Academic Growth	All Students	74.1%	100%	74.1	100	74.1	62.5%
	High Needs Students	63.2%	100%	63.2	100	63.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.4%	<=5%	49.2	50	98.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.1% | 75.6%	75%	50.0	50	100.0	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**739.6**	**900**	**82.2**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.7	7.3	15.4	
Math Performance Index Gap	75.0	64.1	10.9	17.6	
Science Performance Index Gap	75.0	64.2	10.8	16.1	
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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.9
	High Needs Students	98.5
Math	All Students	98.7
	High Needs Students	97.7
Science	All Students	99.5
	High Needs Students	100.0

[3]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: *   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2018-19 school year, Redding Elementary School used a variety of assessments including the Smarter Balanced Rubrics 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. 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. 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. The PTA provides strong support of the home-school partnership through the provision of parent information and the development of a grant program. Students engage in advisory groups where the focus is on building school community that takes care of self, others and place.

The Easton & Redding Special Services 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 IEP Guidelines. District BCBA's provided professional development for certified and non-certified staff to address programming needs for students with complex neurodevelopmental disorders in both Easton and Redding. The BASES Program (Building Academic, Social & Emotional Success) continues to serve the needs of a variety of students with complex needs, and job-embedded training is provided to both certified and non-certified staff members working in this program. Additionally, Preschool teams in both districts worked collaboratively to begin writing a project based curriculum aligned with the CT Early Learning Development Standards.

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. The entire Redding Elementary School community engages in a One Book One School event in the spring. Students in grades two through four have the opportunity to participate in the Kindness Club, an afterschool program designed to promote community service. 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 fourth grade student volunteers work with the principal and teacher representative as a Character Council 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. 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. The Taking Care Team pairs students with adult and student mentors to increase engagement in the school community.

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.