

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

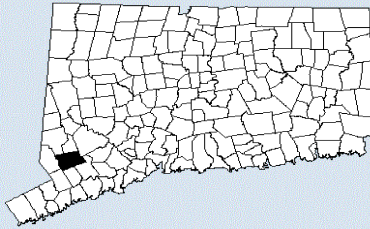


## Redding School District

203-261-2513 • <http://www.er9.org/>

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	954
Per Pupil Expenditures <sup>1</sup>	\$22,645
Total Expenditures <sup>1</sup>	\$21,920,254

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	451	47.3	48.3
Male	503	52.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	27	2.8	4.9
Black or African American	8	0.8	12.8
Hispanic or Latino	53	5.6	23.0
Pacific Islander	*	*	0.0
Two or More Races	51	5.3	2.7
White	813	85.2	55.9
English Learners	18	1.9	6.4
Eligible for Free or Reduced-Price Meals	30	3.1	38.0
Students with Disabilities <sup>1</sup>	140	14.7	13.7

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	12	2.8	*	*
Male	15	3.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	*	*
White	*	*	11	1.4
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	8	7.3	7	4.6
District	27	3.0	15	1.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 10

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Redding School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	69.4
Paraprofessional Instructional Assistants	12.1
<b>Special Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	32.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	5.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	6.4
School Nurses	3.1
Other Staff Providing Non-Instructional Services/Support	40.2

<sup>1</sup>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	1.0
Black or African American	1	0.9	3.5
Hispanic or Latino	3	2.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	105	96.3	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.2	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	25	83.3
Other Health Impairment	28	93.3
Other Disabilities	*	*
Speech/Language Impairment	36	92.3
District	95	84.1
State		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Redding School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	1.0	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	30	3.3	4.6
Other Health Impairment	30	3.3	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	41	4.5	1.9
All Disabilities	116	12.7	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,039,819	15,025	9,387
Instructional Supplies and Equipment	410,633	410	318
Improvement of Instruction and Educational Media Services	590,033	589	541
Student Support Services	224,630	224	1,048
Administration and Support Services	1,928,712	1,927	1,790
Plant Operation and Maintenance	2,330,216	2,328	1,608
Transportation	1,254,452	813	845
Costs of Students Tuitioned Out	139,984	N/A	N/A
Other	1,775	2	194
Total	21,920,254	22,645	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,226,257	2,224	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,138,993	43.8	35.1
Noncertified Personnel	1,135,222	23.2	14.5
Purchased Services	405,113	8.3	5.5
Tuition to Other Schools	113,224	2.3	21.6
Special Ed. Transportation	149,075	3.0	8.3
Other Expenditures	946,928	19.4	15.0
Total Expenditures	4,888,555	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.7	93.0
State	4.2	4.7
Federal	1.2	1.3
Tuition & Other	0.9	1.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	37	68.9	37	67.4	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	40	80.0	40	76.5	14	*
White	551	80.3	551	76.1	187	67.1
English Learners	13	*	13	*	*	*
Non-English Learners	639	80.3	639	76.3	*	*
Eligible for Free or Reduced-Price Meals	18	*	18	*	9	*
Not Eligible for Free or Reduced-Price Meals	634	80.2	634	76.2	207	68.0
Students with Disabilities	103	61.8	103	60.5	28	49.8
Students without Disabilities	549	83.3	549	78.7	188	70.2
High Needs	122	63.2	122	61.1	36	52.2
Non-High Needs	530	83.7	530	79.2	180	70.6
District	652	79.9	652	75.9	216	67.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.5	87.3	93.0	N/A	334	90.7
Curl Up	94.6	96.0	88.7	N/A	334	93.1
Push Up	93.5	92.9	80.9	N/A	334	88.9
Mile Run/PACER	83.9	89.7	96.5	N/A	334	90.4
All Tests - District	74.2	77.0	72.2	N/A	334	74.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Redding School District

### Next Generation Accountability Results

These statistics are the 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	79.9	75	50.0	50	100.0	67.7
	High Needs Students	63.2	75	42.2	50	84.3	56.7
Math Performance Index	All Students	75.9	75	50.0	50	100.0	61.4
	High Needs Students	61.1	75	40.8	50	81.5	49.9
Science Performance Index	All Students	67.5	75	45.0	50	90.0	57.5
	High Needs Students	52.2	75	34.8	50	69.6	47.0
ELA Academic Growth	All Students	69.0%	100%	69.0	100	69.0	63.8%
	High Needs Students	56.6%	100%	56.6	100	56.6	58.3%
Math Academic Growth	All Students	75.0%	100%	75.0	100	75.0	65.0%
	High Needs Students	71.6%	100%	71.6	100	71.6	57.4%
Chronic Absenteeism	All Students	3.0%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	5.7%	<=5%	48.6	50	97.1	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.0%   74.6%	75%	49.7	50	99.4	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>733.1</b>	<b>900</b>	<b>81.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	63.2	11.8	16.5	
Math Performance Index Gap	75.0	61.1	13.9	18.9	
Science Performance Index Gap	70.6	52.2	18.4	17.2	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.8
	High Needs Students	96.8
Math	All Students	98.8
	High Needs Students	96.8
Science	All Students	97.7
	High Needs Students	97.3

<sup>3</sup>Minimum participation standard is 95%.

### 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: 67.4**

**State: 51.4**

#### 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 2015-16

## Redding School District

### Narratives

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

During the 2015-16 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 RES, parents are encouraged to support student progress through PTA presentations, Conversations with the Principal and the RES website. 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. RES 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 address and websites. Annual parent conferences and grade-level team 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 solving in a real world context. Eighth grade year-end writing portfolios are assessed by a committee consisting of both middle and high school teachers. Grades six through 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 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.

The 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 IEP guidelines. The Center for Children with Special Needs, in ongoing collaboration with Easton and Redding, continues to provide professional development for certified and non-certified staff to address programming for students with complex 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. 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. RES participates annually in International Peace Day and 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. The Taking Care Team pairs students with adult mentors to increase engagement in the school community.

# District Profile and Performance Report for School Year 2015-16

## 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.