

**STRATEGIC SCHOOL PROFILE 2010-11****Redding School District**

MICHAEL T. CICCETTI, Superintendent

Location: 605 Main Street

Telephone: (203) 261-2513

Monroe,  
ConnecticutWebsite: [www.er9.org/](http://www.er9.org/)


---

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).

---

**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\*: N/A

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

District Enrollment as % of Estimated. Student Population: 94.2%

---

\*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.

---

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.

---

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      1,243  
 5-Year Enrollment Change      -4.2%

---

**DISTRICT GRADE RANGE**

Grade Range      PK - 8

---

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	28	2.3	1.6	34.1
K-12 Students Who Are Not Fluent in English	2	0.2	0.6	5.6
Students Identified as Gifted and/or Talented*	87	7.0	6.7	4.0
PK-12 Students Receiving Special Education Services in District	150	12.1	9.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	93.8	94.9	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*25.3 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	41	3.3
Black	11	0.9
Hispanic	44	3.5
Pacific Islander	1	0.1
White	1,093	87.9
Two or more races	50	4.0
Total Minority	150	12.1

**Percent of Minority Professional Staff:** 2.3%

**Non-English Home Language:**

1.1% 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 7.

---

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

---

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.

The Redding School District has maintained a steadfast commitment to provide students with multiple opportunities in developing a global, ethnic, and cultural awareness. Additional opportunities for discussions and activities to develop multiculturalism are facilitated through the curriculum. In partnership with Danbury, a large urban district, Redding Elementary School students have participated in the Tuesday Zone Program social activities to increase ethnic and cultural awareness. The PTA sponsors multicultural programs throughout the year to afford students opportunities to increase their awareness of cultural differences through the arts. The Redding Elementary community has participated in International Peace Day. This full-day event includes writing poems and singing songs about cooperation, diversity, and peace. Taking care of self, others, and community continues to be the focus for students and staff at John Read Middle School. Related to this theme, students have many opportunities for increasing cultural awareness and diversity. A fundraiser for cancer research was conducted. Students also collected food for a local shelter and supplies for a school that was damaged by an earthquake in Haiti. Musical performing groups entertained residents at a local retirement home and patients at area hospitals. Sel Huber, a concentration camp survivor, spoke to Gr.8 students as a culminating activity to studying the Holocaust and genocide. Students in Gr.7, studied world cultures and celebrated heritage days by including community members from various ethnic groups to share information about their ethnic and cultural heritage. World Language teachers sponsored a full-day expo for students to learn information related to the countries in which the different languages are spoken. Positive Behavioral Intervention and Supports (PBIS) training for staff in both schools continues to be a focus for creating a positive learning environment K-8.

---

## 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	78.2	58.4	86.9
Writing	84.3	61.1	94.4
Mathematics	89.1	63.0	98.8
Grade 4 Reading	80.7	62.5	76.7
Writing	82.1	65.5	76.2
Mathematics	90.1	67.0	91.5
Grade 5 Reading	87.9	61.4	96.3
Writing	90.2	66.8	98.8
Mathematics	93.4	72.5	96.3
Science	82.9	59.9	84.7
Grade 6 Reading	95.6	76.0	97.0
Writing	83.6	65.2	84.5
Mathematics	94.9	71.3	97.6
Grade 7 Reading	97.9	77.8	100.0
Writing	88.1	58.9	98.7
Mathematics	95.9	68.4	100.0
Grade 8 Reading	98.6	74.7	100.0
Writing	89.9	64.8	93.6
Mathematics	93.8	66.6	98.1
Science	87.2	63.1	91.1

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
	72.0	51.0	92.6

SAT® I: Reasoning Test Class of 2010		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, Adjusted Cohort Rate 2010	N/A	N/A	N/A
2009-10 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	84.60
Paraprofessional Instructional Assistants	25.25
Special Education	
Teachers and Instructors	15.49
Paraprofessional Instructional Assistants	23.00
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	6.40
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	43.90

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	15.0	13.4	13.9
% with Master's Degree or Above	93.2	89.7	79.0

Average Class Size	District	DRG	State
Grade K	19.4	18.9	18.4
Grade 2	18.8	20.6	19.9
Grade 5	17.6	21.4	21.2
Grade 7	19.1	20.6	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	964	998	992
Middle School	1,001	1,008	1,017
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*	2.6	2.8	3.1
Middle School	1.7	2.4	2.4
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$14,594	\$11,537	\$8,245	\$9,688	\$8,237
Instructional Supplies and Equipment	\$312	\$246	\$312	\$261	\$300
Improvement of Instruction and Educational Media Services	\$429	\$339	\$273	\$682	\$463
Student Support Services	\$213	\$168	\$852	\$997	\$872
Administration and Support Services	\$1,770	\$1,399	\$1,718	\$1,574	\$1,459
Plant Operation and Maintenance	\$1,780	\$1,407	\$1,231	\$1,763	\$1,410
Transportation	\$1,325	\$754	\$644	\$732	\$692
Costs for Students Tuitioned Out*	\$173	N/A	N/A	N/A	N/A
Other	\$18	\$14	\$86	\$225	\$159
<b>Total*</b>	<b>\$20,614</b>	<b>\$16,664</b>	<b>\$14,049</b>	<b>\$16,448</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,893	\$1,497	\$1,449	\$1,708	\$1,616

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$30,560 Tuition Costs, \$9,710.

Total town expenditures per pupil for PK-12 are \$17,413.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,139,597	20.1	21.2	21.5

**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	93.0	3.7	2.5	0.9
Excluding School Construction	92.7	3.6	2.7	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 K-4 elementary school (Redding Elementary) and one 5-8 middle school (John Read Middle School). 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 are actively involved in the many budget presentations between initial planning during October and the final town approval in the spring. Special needs are addressed through on-going assessment of student learning using the Connecticut Mastery Test data and other testing measurements. The budget process is based on staff and administrative team work efforts in the district. The Redding education budget process is equitable and exemplary.

---

**SPECIAL EDUCATION**


---

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	141
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

---

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	19	1.6	1.1	1.1
Learning Disability	34	2.8	3.7	3.9
Intellectual Disability	1	0.1	0.2	0.4
Emotional Disturbance	2	0.2	0.4	1.0
Speech Impairment	44	3.7	2.0	2.2
Other Health Impairment*	35	2.9	2.0	2.1
Other Disabilities**	6	0.5	0.6	0.9
<b>Total</b>	<b>141</b>	<b>11.8</b>	<b>9.9</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 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

## 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	72.5	33.0	90.4	68.6
	Writing	56.6	19.3	86.3	63.7
	Mathematics	65.6	33.4	93.0	68.2
	Science	42.9	21.2	85.2	61.5
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	7.1
	% With Accommodations	92.9
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		4.5

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	3.5

### 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	123	87.2	76.5	74.1
40.1 to 79.0 Percent of Time	13	9.2	16.8	14.9
0.0 to 40.0 Percent of Time	5	3.5	6.7	11.0

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

The Redding School District continues to demonstrate strong academic achievement as measured by the Connecticut Mastery Test administered in Gr.3-8. Guided by the Easton, Redding, and Region 9 (ER9) Strategic Plan, efforts in both the elementary and middle school continue to align curriculum, promote character development, increase home school communication, and analyze student achievement data to inform instructional decisions. The focus of school improvement plans includes a strong focus on improving scientifically research-based interventions (SRBI) for students performing below grade level expectations in reading and mathematics. The Master Assessment Plan indicates specific benchmark assessments for students in K-8 for in reading, writing, and math several times per year. Additionally, universal screening and progress monitoring measures are administered throughout the year to track progress. Data is analyzed to identify specific areas of weakness and patterns that may suggest revisions to curriculum, professional development, and focus of instruction. District-based professional development days engage teachers in looking at student work samples to indicate progress towards goals. At the middle school level, Northwest Evaluation Association on-line assessments were administered in math, reading, and science. The Educational Research Bureau (ERB) assessments in writing continue to provide teachers, students, and parents with detailed information related to progress in the six areas of writing. Literacy specialists, early intervention specialist, writing specialist, and math specialists work with teachers to promote SRBI interventions to students in need. Co-taught classes have increased over the past three years, providing opportunities for teachers to collaborate, plan for programs, and engage all students in positive learning outcomes as evidenced by student achievement data. SMART Board technology is used in all classrooms. Library media specialists collaborate with classroom teachers to integrate technology across the curriculum. New teachers participate in a comprehensive teacher induction plan call Teacher Education and Mentoring Program (TEAM). A district coordinator supports the beginning teachers by facilitating training, matching teachers with mentors, and organizing classroom observations.

---