

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



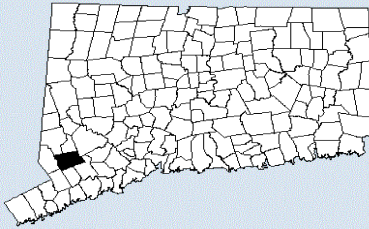
## Redding School District

Mr. Bernard Josefsberg, Superintendent • 203-261-2513 • [www.er9.org/](http://www.er9.org/)

### District Information

Grade Range	PK-8
Number of Schools	2
Enrollment	1,060
Per Pupil Expenditures <sup>1</sup>	\$20,322
Total Expenditures <sup>1</sup>	\$22,273,381

<sup>1</sup>Expenditure data reflect the 2012-13 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](#)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	517	48.8	48.3
Male	543	51.2	51.6
American Indian	*	*	0.2
Asian	31	2.9	4.6
Black or African American	7	0.7	12.9
Hispanic or Latino	49	4.6	21.2
Pacific Islander	*	*	0.0
White	903	85.2	58.4
Two or More Races	67	6.3	2.3
English Language Learners	7	0.7	5.7
Eligible for Free or Reduced-Price Meals	40	3.8	37.3
Students with Disabilities <sup>1</sup>	143	13.5	12.8

<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>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	6	1.2	*	*
Male	13	2.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	*	*
White	16	1.9	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	8	5.9	10	6.2
District	19	1.9	26	2.4
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 2**

<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 2013-14

## Redding School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	77.4
Paraprofessional Instructional Assistants	21.5
<b>Special Education</b>	
Teachers and Instructors	15.7
Paraprofessional Instructional Assistants	30.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	2.4
Support Staff	2.0
Instructional Specialists Who Support Teachers	10.4
Counselors, Social Workers and School Psychologists	6.4
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	33.0

<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 (%)
Asian	0	0	1.0
Black or African American	1	0.8	3.5
Hispanic	2	1.6	3.6
Native American	0	0	0.1
White	123	97.6	91.7

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

	Percent of Total (%)
District	99.6
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	10	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	28	96.6
Other Health Impairment	29	87.9
Other Disabilities	*	*
Speech/Language Impairment	37	97.4
District	112	91.1
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Redding School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	1.4	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	29	2.9	4.2
Other Health Impairment	34	3.4	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	43	4.2	1.9
All Disabilities	130	12.8	12.4

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,661,472	13,835	8,769
Instructional Supplies and Equipment	271,891	240	275
Improvement of Instruction and Educational Media Services	490,647	433	487
Student Support Services	208,629	184	965
Administration and Support Services	1,890,764	1,670	1,600
Plant Operation and Maintenance	2,306,002	2,037	1,472
Transportation	1,273,552	764	786
Costs of Students Tuitioned Out	167,803	N/A	N/A
Other	2,621	2	178
Total	22,273,381	20,322	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	2,147,248	1,897	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,157,211	48.1	35.6
Noncertified Personnel	1,129,742	25.2	14.5
Purchased Services	153,558	3.4	5.0
Tuition to Other Schools	141,043	3.1	21.4
Special Ed. Transportation	165,846	3.7	8.5
Other Expenditures	741,346	16.5	14.9
Total Expenditures	4,488,746	100.0	100.0

PK-12 Expenditures Used for Special Education	20.2	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.9	95.5
State	2.9	3.2
Federal	1.2	1.3
Tuition & Other	0.0	0.0

<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 2013-14

## Redding School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	91.3	91.3	87.9	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	90.6	92.5	86.6	.	.	.	.	
Students with Disabilities	78.2	80.5	79.4	76.6	.	.	.	.	
High Needs	80.1	82.5	81.6	79.0	.	.	.	.	
District	94.1	94.8	94.7	93.4	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	97.6	93.7	87.3	360	92.8
Curl Up	98.4	88.3	95.2	360	94.2
Push Up	94.3	90.1	88.1	360	90.8
Mile Run/PACER	95.9	98.2	97.6	360	97.2
All Tests - District	87.8	75.7	81.0	360	81.7
All Tests - State	50.2	50.7	50.3		51.1

<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 2013-14

## Redding School District

### Narratives

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

At Redding Elementary School, parents are encouraged to support student progress through PTA presentations, Coffees with the Principal and the Principal Blog. Literacy and math specialists provide parent workshops on language arts and math. A Kindergarten Readiness evening provides information to incoming kindergarten parents about how to support developmentally appropriate school readiness. The school website fosters frequent communication and provides information about educational topics related to the elementary program. Redding Elementary boasts a strong PTA, whereby active parent volunteers contribute to the learning community. 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 authentic and effective work; students are provided opportunities to think critically, address and interact with novel situations, and communicate through writing and/or alternate modes. Eighth grade year-end writing portfolios are assessed by a committee consisting of both middle and high school teachers. Eighth grade teachers designed 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. This year's sessions included an introduction to Readers and Writers Workshop, a discussion of the new STEM lab, and a session describing the role of the Science Technology Instructional Coach. The 2015 graduating eighth grade class is the first to track their student success plans, which include academic, career and personal goals, throughout middle school, using Naviance. Both the Redding and Easton Special Education Departments now function under the auspices of one Special Education Director and one Supervisor of Special Education in an effort to provide consistent programming and procedures for the two districts. The Center for Children with Special Needs provides program consultation for students with significant neurodevelopmental needs such as autism. Paraprofessionals are participating in a year-long training series in behavioral management and all certified special education staff continue to receive training in writing goals and objectives for IEPs. Student attendance is closely monitored in accordance with the State Board of Education guidelines. Parents are contacted and advised of the state's truancy policy after a student reaches six absences. A parent meeting is called when a student's unexcused absences would trigger a truancy report to the State. At that time, parents meet with administrators to determine underlying factors that may contribute to school absenteeism. The schools also work closely with their school resource officer.

#### **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 celebrating the arts in other cultures. Parenting groups are organized by the PTA and facilitated by our special services staff in an effort to help parents promote these ideals at home as well. 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 more recently The World 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. Students in Grade 8 reviewed their own cultural heritage and shared it with classmates during an interdisciplinary unit on immigration. As part of this, students read contemporary and classic novels regarding immigration to the United States from various parts of the world. 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 2013-14

## 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.