

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

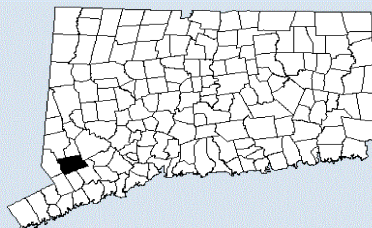


Redding School District

203-261-2513 • <http://www.er9.org/>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	937
Per Pupil Expenditures ¹	\$23,439
Total Expenditures ¹	\$21,915,325

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	450	48.0	48.4
Male	487	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	26	2.8	5.1
Black or African American	8	0.9	12.9
Hispanic or Latino	59	6.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	51	5.4	2.9
White	790	84.3	54.8
English Learners	15	1.6	6.8
Eligible for Free or Reduced-Price Meals	26	2.8	35.9
Students with Disabilities ¹	120	12.8	14.3

¹Students 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 ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	15	3.5	*	*
Male	20	4.4	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	26	3.5	17	2.1
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	6.1	*	*
District	35	3.9	25	2.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 8

Number of school-based arrests: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	72.2
Paraprofessional Instructional Assistants	14.3
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	34.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.4
Counselors, Social Workers and School Psychologists	6.4
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	55.4

¹In 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	3.6
Hispanic or Latino	3	2.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	106	96.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	24	85.7
Other Health Impairment	27	90.0
Other Disabilities	*	*
Speech/Language Impairment	21	95.5
District	79	84.0
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	12	1.3	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	28	3.1	4.9
Other Health Impairment	30	3.4	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	25	2.8	1.8
All Disabilities	108	12.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,182,432	15,931	9,663
Instructional Supplies and Equipment	277,597	291	321
Improvement of Instruction and Educational Media Services	555,026	582	578
Student Support Services	220,986	232	1,103
Administration and Support Services	1,863,334	1,955	1,861
Plant Operation and Maintenance	2,241,540	2,352	1,637
Transportation	1,269,671	852	877
Costs of Students Tuitioned Out	299,474	N/A	N/A
Other	5,265	6	201
Total	21,915,325	23,439	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,240,294	2,351	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,237,909	43.6	34.6
Noncertified Personnel	1,012,776	19.7	14.6
Purchased Services	521,640	10.2	5.8
Tuition to Other Schools	272,714	5.3	21.8
Special Ed. Transportation	175,677	3.4	8.5
Other Expenditures	916,276	17.8	14.7
Total Expenditures	5,136,992	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.8	94.2
State	3.4	3.7
Federal	1.1	1.2
Tuition & Other	0.7	0.8

⁴Revenue 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).

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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	17	*	17	*	8	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	34	72.1	34	70.9	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	37	78.8	37	77.1	17	*
White	527	79.7	527	77.4	171	66.9
English Learners	17	*	17	*	*	*
Non-English Learners	602	79.6	602	77.6	205	66.9
Eligible for Free or Reduced-Price Meals	15	*	15	*	*	*
Not Eligible for Free or Reduced-Price Meals	604	79.4	604	77.3	206	66.6
Students with Disabilities	75	60.9	75	59.7	21	48.5
Students without Disabilities	544	81.9	544	79.6	188	68.6
High Needs	97	63.7	97	62.5	27	51.8
Non-High Needs	522	82.2	522	80.0	182	68.8
District	619	79.3	619	77.2	209	66.6

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

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.0	83.0	80.2	N/A	310	86.5
Curl Up	98.0	91.5	98.3	N/A	310	96.1
Push Up	96.0	80.9	73.3	N/A	310	82.9
Mile Run/PACER	95.0	92.6	90.5	N/A	310	92.6
All Tests - District	93.0	68.1	73.3	N/A	310	78.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.3	75	50.0	50	100.0	67.1
	High Needs Students	63.7	75	42.5	50	85.0	55.9
Math Performance Index	All Students	77.2	75	50.0	50	100.0	62.2
	High Needs Students	62.5	75	41.7	50	83.4	50.5
Science Performance	All Students	66.6	75	44.4	50	88.8	55.3
	High Needs Students	51.8	75	34.5	50	69.0	45.2
ELA Academic Growth	All Students	53.6%	100%	53.6	100	53.6	55.4%
	High Needs Students	48.8%	100%	48.8	100	48.8	49.8%
Math Academic Growth	All Students	67.6%	100%	67.6	100	67.6	61.7%
	High Needs Students	57.8%	100%	57.8	100	57.8	53.7%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	5.5%	<=5%	49.0	50	97.9	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.4% 78.1%	75%	50.0	50	100.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				689.8	900	76.6	

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?					Y
ELA Performance Index Gap	75.0	63.7	11.3	16.7	
Math Performance Index Gap	75.0	62.5	12.5	18.7	
Science Performance Index Gap	68.8	51.8	17.0	16.6	
Graduation Rate Gap	

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	98.1
Math	All Students	99.4
	High Needs Students	98.1
Science	All Students	100.0
	High Needs Students	100.0

³Minimum 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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2016-2017 school year, Redding Elementary School used performance-based assessments, common formative assessments, district assessments, related rubrics including the Smarter Balanced Rubrics and the 3 C Rubric to measure students' growth in their ability to comprehend, solve, and communicate understanding of complex problems. 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 again 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. Student led conferences were implemented in the fall to assist in this process. 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 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. The Center for Children with Special Needs (CCSN), in ongoing collaboration with Easton and Redding, continues to provide 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 and Emotional Success) serves the needs of a variety of students with complex needs. Ongoing and job-embedded training is provided to both certified and non-certified staff members working in this program.

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.

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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.