Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

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	914
Per Pupil Expenditures[1]	$23,238
Total Expenditures[1]	$21,100,370

[1]*Expenditure data reflect the 2016-17 year.*
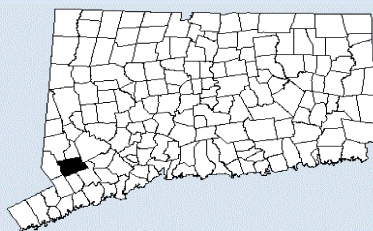
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	446	48.8	48.4
Male	468	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	21	2.3	5.1
Black or African American	9	1.0	12.8
Hispanic or Latino	71	7.8	24.8
Pacific Islander	*	*	0.1
Two or More Races	41	4.5	3.3
White	769	84.1	53.6
English Learners	6	0.7	7.2
Eligible for Free or Reduced-Price Meals	31	3.4	36.7
Students with Disabilities[1]	131	14.3	14.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	11	2.6	0	0.0
Male	12	2.8	16	3.4
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	16	2.2	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	23	2.7	16	1.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

[2]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.

[3]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	68.2
Paraprofessional Instructional Assistants	13.8
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	36.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.7
School Level	4.5
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	50.5

[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	0.9	3.7
Hispanic or Latino	2	1.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	108	97.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.3	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	32	84.2
Other Health Impairment	26	81.3
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	83	79.8
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	1.5	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	39	4.5	5.2
Other Health Impairment	32	3.7	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	22	2.5	1.8
All Disabilities	117	13.4	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

	Total ($)	Per Pupil	
		District ($)	State ($)
Instructional Staff and Services	14,952,133	15,975	9,847
Instructional Supplies and Equipment	202,768	217	287
Improvement of Instruction and Educational Media Services	451,892	483	589
Student Support Services	212,455	227	1,120
Administration and Support Services	1,814,916	1,939	1,905
Plant Operation and Maintenance	1,981,791	2,117	1,648
Transportation	1,262,957	883	904
Costs of Students Tuitioned Out	221,083	N/A	N/A
Other	375	0	208
Total	21,100,370	23,238	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	1,911,904	2,043	1,393

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

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,363,196	46.5	33.8
Noncertified Personnel	946,206	18.6	14.5
Purchased Services	525,007	10.3	5.5
Tuition to Other Schools	197,891	3.9	23.4
Special Ed. Transportation	202,276	4.0	8.7
Other Expenditures	847,201	16.7	14.1
Total Expenditures	5,081,777	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	96.4	96.1
State	1.4	1.5
Federal	1.1	1.2
Tuition & Other	1.0	1.1

[4]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).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	15	*	15	*
Black or African American	6	*	6	*
Hispanic or Latino	33	75.4	33	73.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	32	81.8	32	81.7
White	502	80.7	501	78.9
English Learners	13	*	13	*
Non-English Learners	576	80.7	575	79.1
Eligible for Free or Reduced-Price Meals	52	74.5	52	73.7
Not Eligible for Free or Reduced-Price Meals	537	81.1	536	79.4
Students with Disabilities	80	60.7	80	56.4
Students without Disabilities	509	83.6	508	82.5
High Needs	130	67.2	130	64.5
Non-High Needs	459	84.3	458	83.0
District	589	80.5	588	78.9

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 student subgroup performance on NAEP, 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	93.3	83.1	92.4	N/A	298	89.9
Curl Up	95.6	96.6	97.5	N/A	298	96.6
Push Up	77.8	87.6	84.0	N/A	298	83.2
Mile Run/PACER	76.7	88.8	95.8	N/A	298	87.9
All Tests - District	62.2	76.4	79.8	N/A	298	73.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]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.

[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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.5	75	50.0	50	100.0	67.6
	High Needs Students	67.2	75	44.8	50	89.6	57.5
Math Performance Index	All Students	78.9	75	50.0	50	100.0	62.7
	High Needs Students	64.5	75	43.0	50	86.0	52.0
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	60.7%
	High Needs Students	65.5%	100%	65.5	100	65.5	55.6%
Math Academic Growth	All Students	75.8%	100%	75.8	100	75.8	61.9%
	High Needs Students	63.9%	100%	63.9	100	63.9	55.4%
Chronic Absenteeism	All Students	2.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	3.3%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.4% | 73.5%	75%	49.0	50	98.0	96.6% | 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				**660.3**	**800**	**82.5**	

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	67.2	7.8	15.9	
Math Performance Index Gap	75.0	64.5	10.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	99.3
	High Needs Students	97.8
Math	All Students	99.2
	High Needs Students	97.8
Science	All Students	98.3
	High Needs Students	96.4

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

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2017-18 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 Readiness night 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. The Center for Children with Special Needs, along with 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.