

STRATEGIC SCHOOL PROFILE 2007-08**Redding School District**

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Location: 605 Main Street
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Connecticut

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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.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: \$50,687
Town Population in 2000: 8,270	Percent of Adults without a High School Diploma in 2000*: 3.5%
1990-2000 Population Growth: 4.3%	Percent of Adults Who Were Not Fluent in English in 2000*: 1%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 93.5%

*To view the Adult Education Program Profiles online, go to 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, 2007	1,308
5-Year Enrollment Change	2.3%

DISTRICT GRADE RANGE

Grade Range	PK- 8
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	14	1.1	1.0	28.7
K-12 Students Who Are Not Fluent in English	2	0.2	0.8	5.4
Students Identified as Gifted and/or Talented*	67	5.1	6.9	4.0
PK-12 Students Receiving Special Education Services in District	157	12.0	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	113	99.1	96.8	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*38.8% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.4
Asian American	54	4.1
Black	8	0.6
Hispanic	20	1.5
White	1,221	93.3
Total Minority	87	6.7

Percent of Minority Professional Staff: 2.3%

Non-English Home Language: 1.2% 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.

Staff and students in Redding Elementary School and John Read Middle School have been involved in a number of initiatives throughout the 2007-08 school year in an effort to reduce racial, ethnic and economic isolation.

Redding Elementary School has participated for 17 years in a partnership with the Danbury Public Schools called Tuesday Zone. Students participate in social activities together. One highlight of the program is a cross-country ski outing held on the grounds of RES. Many other activities are scheduled in Danbury to provide Redding students an opportunity to experience the diversity richness within the city. For the past two years, the Redding Elementary community has participated in International Peace Day by creating pinwheels and writing poems about the spirit of cooperation, diversity and peace. Participants include all students in preschool through grade four.

The RES PTA sponsors many multi-cultural programs celebrating the arts in other cultures. Parenting groups are organized and facilitated by our special services staff in an effort to support parents in promoting these ideals in the home.

RES implemented a character Habits of Mind initiative six years ago. The focus of this initiative continues for students to develop lifelong learning habits, acceptable ethical behavior and citizenship.

Students at John Read Middle School participated in several initiatives, including community service activities throughout the 2007-08 school year. Students in grades 5-8 participated in many. The JRMS select music groups performed at local hospitals and retirement homes. Additionally, members of the Music Exchange Program partnered with their peers at High Horizons Middle School in Bridgeport. Students met several times to rehearse and benefit from the guidance of the Enso String Quartet in preparation for final performances at each school. Music for Youth, Inc. made this unique opportunity possible. The PTA at JRMS has continued to offer students diverse opportunities for learning through participation at several assemblies. These assemblies included a jazz ensemble and a multi-sensory character education program. World Language teachers integrated information about different cultures based on the target language is spoken, including a study of beliefs, festivals and holidays.

Project DREAM (Danbury and Redding Educational Adventures in Multiculturalism) began its second cycle as a program that brings students from Redding and Danbury together. Students from Broadview Middle School in Danbury visited JRMS. Students worked with their peers in a series of team and character building activities, including cooking, woodworking, art, music and Project Adventure. The second day allowed the students from JRMS to visit Broadview Middle School for similar activities. This program was selected by the CTAPHERD for recognition as an Honorable Mention program, and teachers presented a session at the annual conference.

The Redding School District will continue to participate in programs and activities to reduce racial, ethnic and economic isolation.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	78.8	52.0	93.9
Writing	81.5	63.4	85.9
Mathematics	88.7	60.0	99.4
Grade 4 Reading	77.7	55.9	86.1
Writing	84.7	62.9	90.6
Mathematics	87.3	60.3	96.9
Grade 5 Reading	82.9	62.2	85.8
Writing	82.9	64.5	82.1
Mathematics	93.2	65.9	98.8
Science	82.2	54.9	90.1
Grade 6 Reading	82.6	66.3	73.2
Writing	79.6	61.9	81.5
Mathematics	86.2	66.4	82.7
Grade 7 Reading	95.8	71.1	99.4
Writing	88.8	62.0	96.1
Mathematics	93.7	63.0	98.7
Grade 8 Reading	90.6	64.8	95.6
Writing	81.9	63.4	78.0
Mathematics	89.9	60.8	94.3
Science	87	58.6	93.1

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.

To see the NCLB Report Card for this school, go to 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 scoreable 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.

To see the NCLB Report Card for this school, go to 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
	59.5	36.1	96.8

SAT® I: Reasoning Test Class of 2007		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, Class of 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 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 District Staff	
General Education	
Teachers and Instructors	88.20
Paraprofessional Instructional Assistants	19.90
Special Education	
Teachers and Instructors	14.34
Paraprofessional Instructional Assistants	21.00
Library/Media Specialists and 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)	3.50
Counselors, Social Workers, and School Psychologists	6.05
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	115.20

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	14.2	12.7	13.6
% with Master's Degree or Above	92.4	85.4	75.6

Average Class Size	District	DRG	State
Grade K	19.0	18.9	18.1
Grade 2	19.0	20.5	19.3
Grade 5	21.1	21.7	20.9
Grade 7	20.7	21.4	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	1,000	987
Middle School	996	999	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*	3.8	3.1	3.4
Middle School	2.5	2.7	2.7
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$12,246	\$9,515	\$7,141	\$8,205	\$7,159
Instructional Supplies and Equipment	\$332	\$258	\$314	\$272	\$266
Improvement of Instruction and Educational Media Services	\$330	\$256	\$219	\$559	\$429
Student Support Services	\$215	\$167	\$732	\$821	\$761
Administration and Support Services	\$1,691	\$1,314	\$1,370	\$1,450	\$1,271
Plant Operation and Maintenance	\$1,980	\$1,539	\$1,146	\$1,740	\$1,322
Transportation	\$1,169	\$650	\$575	\$681	\$601
Costs for Students Tuitioned Out*	\$177	N/A	N/A	N/A	N/A
Other	\$3	\$2	\$62	\$178	\$145
Total*	\$18,143	\$14,468	\$12,187	\$14,330	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,907	\$1,482	\$1,737	\$1,844	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$27,084; Tuition Costs, \$8,628.

Total town expenditures per pupil for PK-12 are \$15,106.

Special Education Expenditures	
Total Expenditures	\$3,425,069
Percent of Total PK-12 Expenditures Used for Special Education	18.9%

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	95.1	2.7	1.5	0.7
Excluding School Construction	95.0	2.5	1.7	0.8

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). 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 in general, are actively involved in the many budget presentations between October 1 and final town approval in the spring. Special needs are addressed through on-going assessment of student learning using the Connecticut Mastery Tests new program plans. All programs, curriculum and budget decisions are guided by the Redding Schools Strategic Plan and the Easton, Redding, and Region 9 Strategic Plan and K-12 Curriculum Master Plan. The budget process is based on staff and administrative team work and on professional collaboration intended to make improvement of learning the goal and focus of all budget and work efforts in the district. The Redding schools' budget process is equitable and exemplary.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	138
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.9%

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	16	1.3	0.8	0.7
Learning Disability	28	2.2	4.0	4.0
Intellectual Disability	1	0.1	0.2	0.5
Emotional Disturbance	8	0.6	0.4	1.0
Speech Impairment	39	3.1	2.3	2.4
Other Health Impairment*	38	3.0	1.8	2.1
Other Disabilities**	8	0.6	0.6	0.9
Total	138	10.9	10.1	11.5

*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 2006-07 with a Standard Diploma	N/A	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	2.8

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	52.3	20.4	84.5	62.1
	Writing	43.5	19.3	83.3	63.0
	Mathematics	61.5	22.6	89.8	62.7
	Science	42.9	22.2	84.5	56.8
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. To see the NCLB Report Card for this school, go to 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	12.2
	% With Accommodations	87.8
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		5.2

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	3	2.2

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	124	89.9	76.6	71.6
40.1 to 79.0 Percent of Time	12	8.7	16.7	16.6
0.0 to 40.0 Percent of Time	2	1.4	6.7	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

As guided by the Easton, Redding and Region 9 (ER9) Strategic School Plan, Redding Elementary School and John Read Middle School continue to align curriculum, promote character development, increase communication and partnerships with parents, and provide more personalized learning plans for all students. Specific to school improvement plans is the continued focus on improving student achievement.

The adoption of a Master Assessment Plan K-8 three years ago has supported administrators and staff in both schools to identify specific areas of weakness and patterns of student achievement progress in the areas of mathematics, reading and writing. Internal and external benchmarks have been identified for the various assessments. The Northwest Evaluation Association online assessment program in reading, language usage, mathematics, and science has provided a wealth of data information to inform instruction, curriculum alignment, and professional development planning. The implementation of the Educational Records Bureau on-line Writing Practice Program in grades 5-8 has provided supplemental tutorial support to students in editing, composing and revising. Administrators and staff identify areas in need of improvement based on the use of data, including CMT data, and collaborate with colleagues and/or curriculum specialists to develop and implement a plan of action. Professional development is aligned at both the district and school level to support school improvement plans and includes using data to improve student achievement. Collecting data and using it in a timely manner has allowed teachers to plan focused instruction.

An in-house BEST support program was implemented at RES in addition to the district-wide BEST Program to support new teachers in becoming familiar with curriculum and instructional initiatives and is also support for new staff in learning the curriculum. Teacher representatives on the K-12 curriculum committees meet with staff after school on a regular basis. Significant to the Redding Elementary School plan for improvement was the implementation of a push-in model of instruction during the literacy block, increased time for the literacy block, and the hire of an additional reading specialist. The reading specialists worked with teachers in a coaching model to support professional development and the use of current best practices for reading instruction. Special education teachers, regular education teachers, specialists and administrators plan support for individual students with a focus on early intervention. Personalized Reading Plans are developed for all students reading below the district benchmark.

At JRMS, the school improvement plan for 2007-08 included a goal for student to demonstrate mastery of skills and content using multiple measures, especially in areas of identified weakness based on assessment data. Monthly data and curriculum days allow teachers the opportunity to work together to analyze assessment data and to plan instruction, including remediation, accordingly. Team and faculty meeting time were utilized to discuss instructional strategies and best practices. Co-taught classes were created at each grade level for both Mathematics and Language Arts. Special education teachers and classroom teachers collaborated to provide focused explicit instruction. The Tutorial Assistance Program (TAP) at JRMS provides academic support for students in need of supplemental-to-classroom instruction. At least one section of a co-taught integrated language arts and mathematics at each grade level was created as part of the school improvement plan at the middle school. The Student Assistance Team monitors students who are having difficulty, including multiple stakeholders in creating individualized plans. Character education and creating a sense of community is also part of the SIP for JRMS. Students in grades 5-8 participated in advisory groups focused on character traits necessary for civic responsibility. New to JRMS was a School Resource Officer who worked with students and families. Good News postcards and the district listserve were used to communicate with students and parents.

Technology integration is an important component of the Redding School Improvement Plans. Each classroom has been equipped with a SMART Board and mounted projector. Professional development opportunities were provided for teachers to improve their proficiency in using this new technology to improve teaching and learning.

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