

STRATEGIC SCHOOL PROFILE 2008-09**Redding School District**

ALLEN J. FOSSBENDER, Superintendent

Telephone: (203) 261-2513

Location: 605 Main Street

Monroe,
ConnecticutWebsite: 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.

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: 93.4%

*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, 2008 1,301

5-Year Enrollment Change 1.6%

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	10	0.8	1.1	30.3
K-12 Students Who Are Not Fluent in English	6	0.5	0.6	5.2
Students Identified as Gifted and/or Talented*	92	7.1	5.8	4.0
PK-12 Students Receiving Special Education Services in District	160	12.3	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	109	99.1	95.8	79.7
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

*46.7% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	60	4.6
Black	10	0.8
Hispanic	27	2.1
White	1,200	92.2
Total Minority	101	7.8

Percent of Minority Professional Staff: 2.2%

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 8.

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 2008-09 school year in an effort to reduce racial, ethnic and economic isolation. Redding Elementary School has conducted its "Tuesday Zone" program for eighteen years in partnership with a nearby urban school district (Danbury). Students participate in social activities that will hopefully develop into lasting friendships. One of the highlights of the program is a cross-country ski outing on the grounds of Redding Elementary School. Many of the activities take place in Danbury in an effort to increase awareness on the part of our students regarding the opportunities the city has to offer.

Seven years ago Redding Elementary began a 'Habits of Mind' initiative. Each grade level focuses on specific 'habits' throughout the year appropriate to grade level with the intent of developing lifelong learning habits in students. Student-led morning announcements include lessons related to the habits of mind, ethical behavior and citizenship. 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 such as respect and kindness across the school setting, including the cafeteria and playground.

For two years, the Redding Elementary community has participated in International Peace Day by creating pinwheels, writing poems and singing songs about the spirit of cooperation, diversity and peace. This event includes the entire pre-school through fourth grade community.

Student life at John Read Middle School was focused this year on the theme of "Taking Care": of self, place and community. In conjunction with this theme, students were involved in many efforts designed to give back to the community, either locally or globally, and thus increase awareness of the diversity of individuals and cultures. Students worked with PTA representatives to raise money to help supply schools in Afghanistan to increase the ability of children there to gain an education. Students in Grade 8, as part of their unit studying the Holocaust and genocide, had an assembly with concentration camp survivor, Sel Huber.

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 7, as part of their study of world cultures, celebrated a Greek heritage day, during which they shared food, dance, and discussions about other aspects of Greek history. Students in Grade 8 reviewed their own cultural heritage and shared it with classmates during a unit on immigration. The middle school has begun its second cycle of Project Dream, which brings together students from Broadview Middle School in Danbury with John Read students for two days of team building.

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	78.2	54.6	89.9
Writing	81.5	62.5	85.5
Mathematics	86.6	62.8	94.3
Grade 4 Reading	85.0	60.7	93.3
Writing	84.3	64.2	93.3
Mathematics	91.5	63.6	98.2
Grade 5 Reading	89.5	66.0	95.0
Writing	90.4	66.5	96.9
Mathematics	94.2	68.8	100.0
Science	86.6	58.1	95.1
Grade 6 Reading	95.6	68.9	99.4
Writing	89.6	62.2	98.8
Mathematics	94.4	68.8	97.5
Grade 7 Reading	94.0	74.9	91.7
Writing	82.6	62.9	88.5
Mathematics	88.2	66.0	89.2
Grade 8 Reading	90.8	68.4	91.6
Writing	87.4	66.5	86.5
Mathematics	92.3	64.5	96.1
Science	87.5	60.6	92.3

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
	60.1	36.2	97.9

SAT® I: Reasoning Test Class of 2008		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 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 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	30.40
Special Education	
Teachers and Instructors	15.47
Paraprofessional Instructional Assistants	18.00
Library/Media Specialists and/or Assistants	4.00
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)	4.65
Counselors, Social Workers, and School Psychologists	6.30
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	45.70

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	14.5	12.9	13.6
% with Master's Degree or Above	93.4	86.3	76.1

Average Class Size	District	DRG	State
Grade K	18.3	18.6	18.3
Grade 2	20.1	20.0	19.3
Grade 5	19.6	21.4	21.0
Grade 7	19.7	21.1	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	937	996	988
Middle School	998	1,006	1,016
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*	3.1	2.9	3.3
Middle School	2.2	2.6	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$12,998	\$9,937	\$7,411	\$8,787	\$7,522
Instructional Supplies and Equipment	\$321	\$245	\$332	\$237	\$271
Improvement of Instruction and Educational Media Services	\$364	\$278	\$232	\$660	\$446
Student Support Services	\$239	\$183	\$796	\$881	\$806
Administration and Support Services	\$1,751	\$1,338	\$1,508	\$1,503	\$1,369
Plant Operation and Maintenance	\$1,894	\$1,448	\$1,249	\$1,796	\$1,377
Transportation	\$1,190	\$655	\$610	\$714	\$644
Costs for Students Tuitioned Out*	\$439	N/A	N/A	N/A	N/A
Other	\$5	\$4	\$87	\$168	\$151
Total*	\$19,200	\$14,918	\$12,897	\$15,251	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,873	\$1,432	\$1,185	\$1,884	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$28,514; Tuition Costs, \$9,316.

Total town expenditures per pupil for PK-12 are \$15,728.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,907,953	20.4	19.1	20.5

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	92.8	4.6	2.0	0.7
Excluding School Construction	92.6	4.6	2.1	0.7

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 many budget presentations between October 1 and the final town approval in the spring. Special needs are addressed through on-going assessment of student learning using the Connecticut Mastery Tests program plans. All programs, curriculum and budget decisions are guided by the Redding Schools Strategic Plan, the Easton, Redding, and Region 9 Strategic Plan and the 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 budgets and professional work 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	152
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

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	0.9	0.8
Learning Disability	33	2.6	3.9	3.9
Intellectual Disability	1	0.1	0.2	0.5
Emotional Disturbance	7	0.6	0.4	1.0
Speech Impairment	45	3.6	2.3	2.3
Other Health Impairment*	40	3.2	1.9	2.1
Other Disabilities**	10	0.8	0.6	0.9
Total	152	12.1	10.1	11.6

*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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	60.0	30.2	89.0	65.7
	Writing	50.9	19.5	86.2	64.1
	Mathematics	65.4	30.7	91.4	65.7
	Science	62.5	23.8	87.0	59.4
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	5.3
	% With Accommodations	94.7
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		5.3

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	3.3

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	138	90.8	77.9	72.7
40.1 to 79.0 Percent of Time	9	5.9	15.4	16.1
0.0 to 40.0 Percent of Time	5	3.3	6.6	11.2

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 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 K-8 Master Assessment Plan four years ago has supported administrators and staff in both schools to identify specific areas of weakness and patterns of student 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 to inform instruction, curriculum alignment, and professional development. 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 related plan of action. Professional development is aligned at both the district and school level to support school improvement plans. Teachers and administrators collect and analyze data to improve student achievement and to inform instructional planning.

Teachers are supported by an in-house BEST support program at RES, in addition to the district-wide BEST Program, to support new teachers in becoming familiar with curricular and instructional initiatives. Teacher representatives on the K-12 curriculum committees met with staff after school on a regular basis. A significant focus of the Redding Elementary School plan for improving reading achievement 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 Early Intervention Teacher. The literacy 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. A new word study program was also implemented in Grades K-4.

At JRMS, the school improvement plan for 2008-09 included a goal for students to demonstrate mastery of skills and content using multiple measures, especially in areas of identified weakness based on assessment data. The writing specialist provided professional development to content area teachers in analyzing benchmark assessments and instructional strategies to improve writing. Monthly data and curriculum days provided teachers the opportunity to work together to analyze data and to plan instruction, including remediation, in a systematic manner. Students in Grades 6-8 who were identified in need of support in writing were scheduled for a writing lab. A new course, Writing with a Purpose, gave students the opportunity to apply their writing skills to create an infomercial on a topic of interest.

Book groups for teachers were held to discuss reading strategies in the content areas. Math teachers analyzed assessment data to develop flexible student grouping. Teachers worked in grade level teams to plan curriculum, analyze assessment data, and plan appropriate interventions as needed.

A second goal, "Taking Care", focused on developing strength of character, integrity and civic responsibility through taking care of self, of others, and of the physical environment. Clear expectations for students were defined by teams. Concerns and progress were communicated to parents. The Student Assistance Team monitored students who were having difficulty, including multiple stakeholders in creating individualized plans.

Technology integration continues to be an important component of the Redding School Improvement Plans. Each classroom, equipped with a SMARTBoard, affords teachers opportunities to improve the quality of instruction through the integration of technology.
