

STRATEGIC SCHOOL PROFILE 2006-07**Redding School District****ALLEN J FOSSBENDER, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 14.8%
2000 Population: 8,270	Public School Enrollment as % of Total Student Population: 92.8%
1990-2000 Population Growth: 4.3%	Percent of Adults without a High School Diploma in 2000: N/A
2000 Per Capita Income: \$50,687	Adult Education Enrollment in 2005-06 School Year: N/A
Number of Public Schools: 2	Number of Adults Receiving Diplomas in 2005-06 School Yr.: N/A
Number of Nonpublic Schools: 1	

 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.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2006-07	1.1	1.0	27.3
	2002-03	1.0	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	1.2	2.5	12.8
	2001-02	0.8	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	96.0	95.2	88.6
	2001-02	93.8	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	98.5	95.5	79.3
	2001-02	96.0	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	N/A	N/A	N/A
	2001-02	N/A	N/A	N/A

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK- 8
Total Enrollment	1,287
5-Year Enrollment Change	4.4%
Projected 2011 Enrollment	
Elementary	725
Middle School	635
High School	0
Prekindergarten, Other	59

Race/Ethnicity	Number	Percent
American Indian	6	0.5
Asian American	44	3.4
Black	10	0.8
Hispanic	17	1.3
White	1,210	94.0
Total Minority 2006-07	77	6.0
Total Minority 2001-02	53	4.3

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school district 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 2006-07 school year in an effort to reduce racial, ethnic and economic isolation.

Redding Elementary School has participated for 16 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 Redding Elementary School. Many other activities are scheduled in Danbury to provide Redding students an opportunity to experience the diversity richness within the city.

The Redding Elementary School 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.

Five years ago, Redding Elementary School implemented a Habits of Mind initiative. 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 many community service activities. The John Read Middle School 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.

The PTA at John Read Middle School offered several assemblies this year in order to expand student horizons.

These assemblies included a jazz ensemble and a multi-sensory character education program. Language teachers integrated information about cultures in which the target language is spoken, including a study of beliefs, festivals and holidays.

Project DREAM (Danbury and Redding Educational Adventures in Multiculturalism) continued in its fourth year of students participating from Redding and Danbury together. Students worked with their peers in a series of team and character building activities, including cooking, woodworking, art, music and Project Adventure. Students from John Read Middle School visited Broadview Middle School in Danbury for the first time. A local break dancing troupe presented a demonstration followed by a workshop session for all students.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)	
# of Certified Staff	
Teachers	98.0
Administrators	7.0
Department Chairs	0.0
Library/Media Staff	2.4
Other Professionals	10.7
% Minority 2006-07	0.8
% Minority 2001-02	0.9
# Non-Certified Instructional	44.9

Average Class Size		District	DRG	State
Grade K	2006-07	19.4	18.6	18.2
	2001-02	20.7	N/A	18.3
Grade 2	2006-07	21.4	20.5	19.5
	2001-02	17.7	N/A	19.6
Grade 5	2006-07	19.3	21.4	21.2
	2001-02	22.7	N/A	21.5
Grade 7	2006-07	19.7	21.0	20.8
	2001-02	21.2	N/A	21.9
High School	2006-07	N/A	N/A	N/A
	2001-02	N/A	N/A	N/A

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	15.3	13.2	14.4
% with Master's Degree or Above	91.1	87.2	78.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	975	1,001	987
Middle School	996	997	1,016
High School	N/A	N/A	N/A

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	3.1	2.8	3.2
Students Per Teacher	13.1	13.0	13.5
Teachers Per Administrator	14.0	13.4	13.9

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.

STUDENT PERFORMANCE

SAT [®] I: Reasoning Test	Class of 2001	Class of 2006			
		District	State	Of All Districts in State	
	District			State	Lowest %
% of Graduates Tested	N/A	N/A	N/A	23.8	100.0
Mathematics: Average Score	N/A	N/A	N/A	284	604
Mathematics: % Scoring 600 or More	N/A	N/A	N/A	0.0	55.6
Critical Reading: Average Score	N/A	N/A	N/A	346	595
Critical Reading: % Scoring 600 or More	N/A	N/A	N/A	0.0	48.5
Writing: Average Score	N/A	N/A	N/A	337	595
Writing: % Scoring 600 or More	N/A	N/A	N/A	0.0	48.8



Physical Fitness	District	State	Of All Districts in State	
			Lowest %	Highest %
% Passing All Four Tests	54.1	36.1	0.0	85.0

STUDENT PERFORMANCE, continued

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 All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	70.2	52.3	13.1	86.4
	Writing	72.8	60.8	20.0	88.9
	Mathematics	81.5	59.4	15.0	91.3
Grade 4	Reading	77.8	57.0	14.1	91.3
	Writing	83.8	65.1	20.0	90.2
	Mathematics	89.0	62.3	17.9	100.0
Grade 5	Reading	85.1	61.4	19.5	92.3
	Writing	84.3	64.6	25.0	95.5
	Mathematics	88.8	66.0	23.5	93.3
Grade 6	Reading	87.9	64.3	16.7	96.3
	Writing	93.6	63.0	20.8	93.6
	Mathematics	92.1	63.9	10.2	92.8
Grade 7	Reading	89.8	65.9	3.8	96.8
	Writing	90.5	60.4	0.0	95.0
	Mathematics	89.1	60.3	7.7	92.0
Grade 8	Reading	94.0	66.6	4.8	94.0
	Writing	94.0	64.0	0.0	94.6
	Mathematics	94.8	60.8	4.5	95.7

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 district, 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.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
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




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 CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this district, go to www.sde.ct.gov and click on "No Child Left Behind."

STUDENT PERFORMANCE, continued

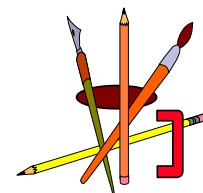
Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	N/A	N/A	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	N/A	N/A	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	N/A	N/A	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	N/A	N/A	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	N/A	N/A	N/A
	2001	N/A	N/A	N/A
Employed or in Military	2006	N/A	N/A	N/A
	2001	N/A	N/A	N/A
Unemployed	2006	N/A	N/A	N/A
	2001	N/A	N/A	N/A

SPECIAL EDUCATION

DISTRICT OVERVIEW

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	127
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	9.8%
Total PK-12 Special Education Expenditures, 2005-06	\$3,262,692
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	19.1%
Enrollment in District PK-12 Special Education Programs	143
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	11.8
Paraprofessional Instructional Assistants	24.0



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	14	1.1	0.7	0.6
Learning Disability	28	2.2	4.0	4.0
Intellectual Disability	1	0.1	0.2	0.5
Emotional Disturbance	7	0.5	0.4	1.0
Speech Impairment	36	2.8	2.4	2.3
Other Health Impairment*	38	2.9	1.9	1.9
Other Disabilities**	3	0.2	0.5	0.9
Total	127	9.8	10.1	11.2

*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

SPECIAL EDUCATION, continued

Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Grade 3 Reading	N/A	N/A	70.2	52.3
Writing	N/A	N/A	72.8	60.8
Mathematics	N/A	N/A	81.5	59.4
Grade 4 Reading	N/A	N/A	77.8	57.0
Writing	N/A	N/A	83.8	65.1
Mathematics	N/A	N/A	89.0	62.3
Grade 5 Reading	60.9	19.5	85.1	61.4
Writing	56.5	20.7	84.3	64.6
Mathematics	47.8	24.6	88.8	66.0
Grade 6 Reading	N/A	N/A	87.9	64.3
Writing	N/A	N/A	93.6	63.0
Mathematics	N/A	N/A	92.1	63.9
Grade 7 Reading	N/A	N/A	89.8	65.9
Writing	N/A	N/A	90.5	60.4
Mathematics	N/A	N/A	89.1	60.3
Grade 8 Reading	N/A	N/A	94.0	66.6
Writing	N/A	N/A	94.0	64.0
Mathematics	N/A	N/A	94.8	60.8

For more detailed CMT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:

The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
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 CAPT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	6.6
	% With Accommodations	93.4
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		4.5

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	N/A	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.8

DISTRICT REVENUES/EXPENDITURES 2005-06

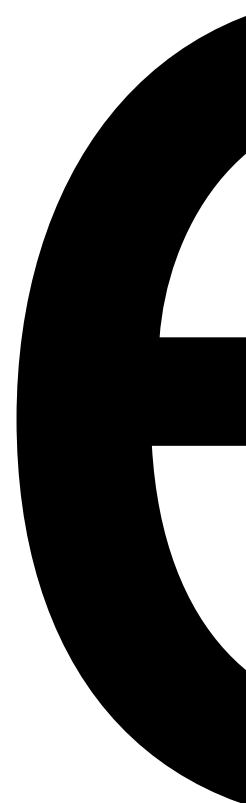
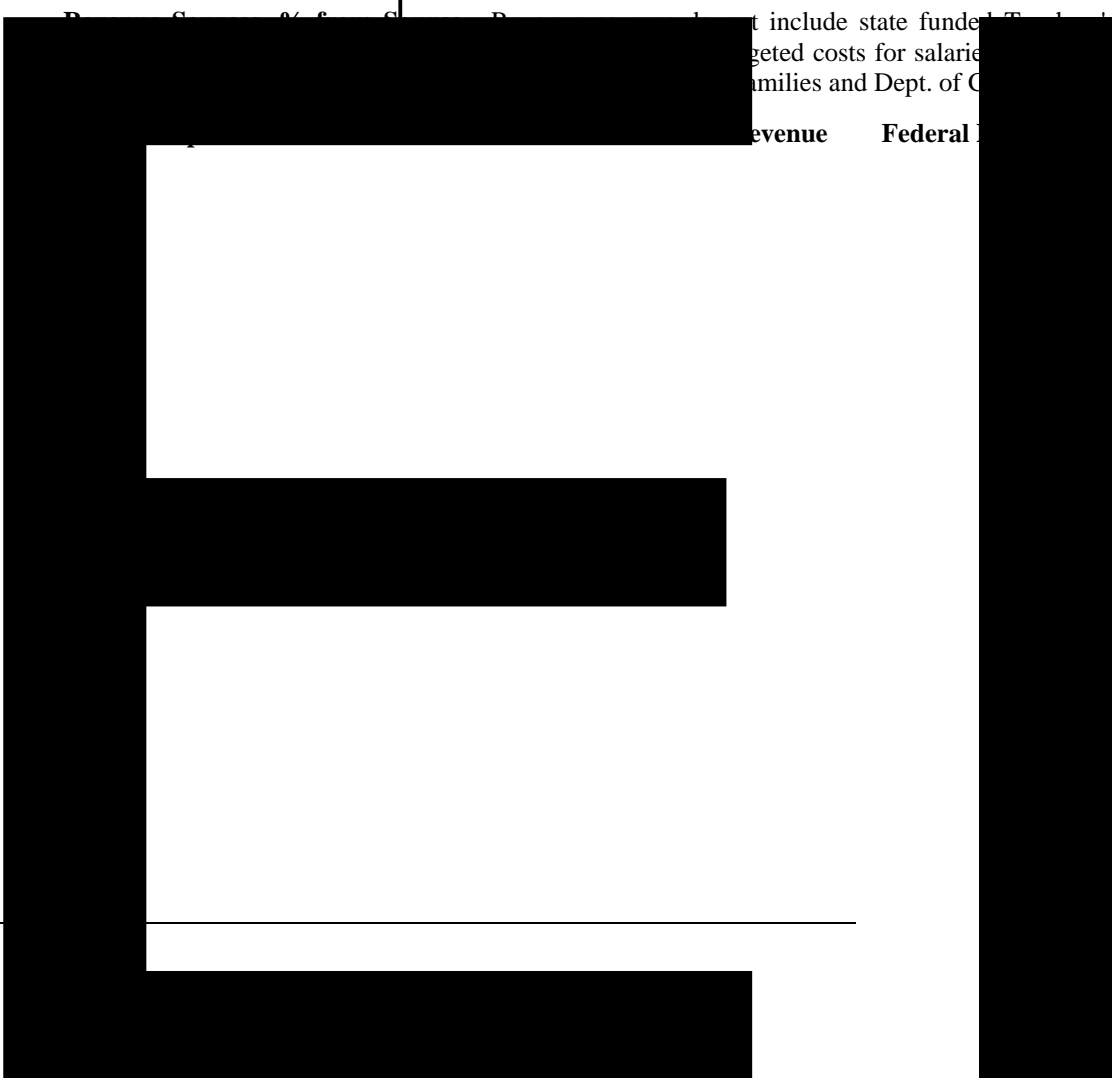
Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$11,612	\$9,100	\$6,897	\$7,894	\$6,888
Instructional Supplies and Equipment	\$289	\$227	\$271	\$241	\$249
Improvement of Instruction and Educational Media Services	\$289	\$227	\$214	\$523	\$402
Student Support Services	\$254	\$199	\$709	\$780	\$719
Administration and Support Services	\$1,501	\$1,177	\$1,249	\$1,392	\$1,197
Plant Operation and Maintenance	\$1,796	\$1,408	\$1,037	\$1,576	\$1,199
Transportation	\$1,194	\$663	\$545	\$639	\$558
Costs for Students Tuitioned Out*	\$150	N/A	N/A	N/A	N/A
Other	\$2	\$2	\$42	\$172	\$132
Total*	\$17,088	\$13,859	\$11,647	\$13,602	\$11,558
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,244	\$975	\$1,081	\$4,414	\$1,834
Adult Education	N/A	N/A	N/A	N/A	N/A

*Town total expenditures (in 1000s) for PK-12 are: Total, \$25,409; Tuition Costs, \$8,178.

Total town expenditures per pupil for PK-12 are \$14,155.

Revenue include state funded Retirement Board
 Budgeted costs for salaries, pension activities and
 families and Dept. of C
 revenue Federal Tuition & Other



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 two 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 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 and looking at student work. 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 Redding Elementary School in addition to the district-wide BEST Program to support new teachers in becoming familiar with curriculum and instructional initiatives. A team of staff members from John Read Middle School attended training in Professional Learning Communities.

The Tutorial Assistance Program (TAP) at John Read Middle School 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 class at each grade level was created as part of the school improvement plan at the middle school. At Redding Elementary School, teams of professionals work collaboratively to plan cohesive programs that provide targeted instruction, additional reinforcement and enrichment. Special education teachers, regular education teachers, specialists and administrators plan support for individual students with a strong focus at Redding Elementary School on early intervention. At John Read Middle School the Student Assistance Team monitors students who are having difficulty, including multiple stakeholders in creating individualized plans.

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school district website, see www.er9.org/

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