

STRATEGIC SCHOOL PROFILE 2005-06**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: 14.7%
2000 Population: 8,270	Public School Enrollment as % of Total Student Population: 92.4%
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 2004-05 School Year: N/A
Number of Public Schools: 2	Number of Adults Receiving Diplomas in 2004-05 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	2005-06	1.0	1.1	26.9
	2002-03	1.0	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	1.2	2.5	12.6
	2000-01	1.5	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	95.0	94.0	88.0
	2000-01	94.7	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	98.2	95.3	79.2
	2000-01	93.5	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK- 8
Total Enrollment	1,276
5-Year Enrollment Change	3.2%
Projected 2010 Enrollment	
Elementary	707
Middle School	706
High School	0
Prekindergarten, Other	47

Race/Ethnicity	Number	Percent
American Indian	6	0.5
Asian American	39	3.1
Black	9	0.7
Hispanic	12	0.9
White	1,210	94.8
Total Minority 2005-06	66	5.2
Total Minority 2000-01	44	3.6


EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Redding is a pristine, rural town within easy driving distance of Danbury, Bridgeport, and Norwalk. The opportunities for the two schools to address the issues of limited economic, ethnic, and social diversity exist. As a result, both Redding Elementary School and John Read Middle School have implemented and continue to pursue the following educational opportunities through the proximity of nearby communities and through components of the curriculum that provide diverse experiences for students. These include:

- * Participating for over a decade in the “Tuesday Zone Program” with the Danbury Public Schools.
- * Implementing the RESpect Program, which assists students in accepting the differences that exist in all of us.
- * Incorporating PTA sponsored cultural events that celebrate the arts in other cultures.
- * Implementing the “Habits of the Mind Program” across the school to assist students in taking responsibility for their own learning in a manner that supports and respects the differences in others.
- * Presenting cultural assemblies with artists of diverse ethnic backgrounds.
- * Supporting the Community Outreach activity; a student council committee that supports legitimate community, national and international charity organizations and efforts.
- * World language teachers continued to infuse the curriculum with information about the cultures in which the target language is spoken, including a study of beliefs, festivals, and holidays.
- * For five years a “Caring Council” composed of third and fourth grade students having reaching out to the school community and community at large to do good works.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)	
# of Certified Staff	
Teachers	97.7
Administrators	7.0
Department Chairs	0.0
Library/Media Staff	1.8
Other Professionals	11.8
% Minority 2005-06	1.6
% Minority 2000-01	0.9
# Non-Certified Instructional	45.4

Average Class Size		District	DRG	State
Grade K	2005-06	18.2	18.8	18.3
	2000-01	18.0	N/A	18.1
Grade 2	2005-06	21.9	21.6	19.7
	2000-01	17.5	N/A	19.5
Grade 5	2005-06	19.1	21.7	21.2
	2000-01	22.7	N/A	21.7
Grade 7	2005-06	19.5	21.6	21.1
	2000-01	20.5	N/A	21.9
High School	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	12.1	11.1	13.1
% with Master's Degree or Above	89.4	85.5	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	39.8	30.5	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	975	1,005	986
Middle School	994	1,002	1,015
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	2.9	3.4
Students Per Teacher	13.1	13.2	13.6
Teachers Per Administrator	14.0	13.8	13.9

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	60.4	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	73.8	54.4	10.3	91.3
	Writing	78.0	61.0	13.6	100.0
	Mathematics	83.7	56.3	13.6	90.0
Grade 4	Reading	72.6	57.8	17.5	89.7
	Writing	66.7	62.8	29.9	91.1
	Mathematics	83.0	58.8	22.4	92.3
Grade 5	Reading	88.1	60.9	19.5	92.0
	Writing	89.6	65.0	25.0	90.8
	Mathematics	85.2	60.7	18.2	89.9
Grade 6	Reading	88.2	63.6	26.6	92.8
	Writing	94.4	62.2	25.9	94.4
	Mathematics	89.6	58.6	12.5	95.1
Grade 7	Reading	85.0	66.7	26.9	95.0
	Writing	78.9	60.0	25.5	89.8
	Mathematics	87.7	57.0	19.2	93.0
Grade 8	Reading	88.1	66.7	13.3	93.6
	Writing	91.9	62.4	2.7	96.4
	Mathematics	89.6	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	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



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	N/A	N/A	N/A
Mathematics: Average Score	N/A	N/A	N/A
Mathematics: % Scoring 600 or More	N/A	N/A	N/A
Verbal: Average Score	N/A	N/A	N/A
Verbal: % Scoring 600 or More	N/A	N/A	N/A

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	N/A	N/A
2004-2005 Annual Rate for Grades 9 through 12	N/A	N/A
1999-2000 Annual Rate for Grades 9 through 12	0.0	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A
Employed or in Military	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A
Unemployed	2005	N/A	N/A	N/A
	2000	N/A	N/A	N/A

DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$11,010	\$8,483	\$6,443	\$7,645	\$6,555
Instructional Supplies and Equipment	\$372	\$287	\$266	\$256	\$260
Improvement of Instruction and Educational Media Services	\$300	\$231	\$219	\$469	\$391
Student Support Services	\$217	\$167	\$646	\$753	\$656
Administration and Support Services	\$1,423	\$1,096	\$1,174	\$1,349	\$1,153
Plant Operation and Maintenance	\$1,486	\$1,145	\$979	\$1,406	\$1,113
Transportation	\$1,113	\$609	\$522	\$615	\$522
Costs for Students Tuitioned Out*	\$292	N/A	N/A	N/A	N/A
Other	\$3	\$2	\$40	\$120	\$122
Total*	\$16,218	\$12,780	\$10,946	\$12,981	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,181	\$910	\$1,140	\$2,079	\$1,467
Adult Education	N/A	N/A	N/A	N/A	N/A

*Town total expenditures (in 1000s) for PK-12 are: Total, \$24,199; Tuition Costs, \$8,044.

Total town expenditures per pupil for PK-12 are \$13,267.

Revenue Sources, % 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
With School Construction	94.8	3.7	1.5	0.0
Without School Construction	95.0	3.4	1.6	0.0

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$10,106	6.0	\$10,587	\$9,062	5.1
Salaries and Benefits	\$7,824	5.3	\$8,533	\$7,454	4.7
Supplies	\$628	13.8	\$594	\$513	12.7
Equipment	\$125	237.8	\$169	\$133	16.7
High School*					
Total	N/A	N/A	N/A	N/A	N/A
Salaries and Benefits	N/A	N/A	N/A	N/A	N/A
Supplies	N/A	N/A	N/A	N/A	N/A
Equipment	N/A	N/A	N/A	N/A	N/A

*High school expenditures are not reported for districts without secondary schools.

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 Redding K-8 regular and special education administrators and staff work as a team to develop a comprehensive budget. Central Office administrators are available throughout the budget process to assist with allocation decisions. 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 and curriculum based assessments, assessments of facilities, grounds and equipment, enrollment projections, and new program plans. All programs, curriculum and budget decisions are guided by the Redding Schools Strategic Plan and the Easton, Redding, and Region 9 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.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The CMT-4 was administered for the first time during March 2006. Test scores were relative to schools in our DRG, with marked increases in reading, math, and writing in grades six and eight; and noticeable increases in math in grade four. Third, fifth and seventh graders were tested for the first time. The percentage of third grade students at or above goal in math was 83.7%, 73.7% in reading, and 77.8% in writing. In grade five, the percentage of students at or above goal was 85.2% in math, 88.1% in reading, and 89.6% in writing. The percentage of seventh grade students at or above goal in math was 87.7%, 85% in reading, and 79% in writing. Although the CMT-4 is a new version of the test and it was given during March, as opposed to September, grades 4, 6, and 8 demonstrated significant improvement in seven out of nine subtests administered.

Grade to grade comparisons to previous CMT test versions are limited. However, there was a noticeable decrease in the percentage of fourth graders at or above goal in reading and writing; and a noticeable increase in the percentage of fourth graders at or above goal in math. Even though test versions differ, cohort comparisons can be made between fourth graders that took the CMT-3 in 2004-05 and more recently as fifth graders taking the CMT-4 in 2005-06. This particular cohort moved from 67.4% at or above goal in mathematics as fourth graders to 85.2% as fifth graders, 78.3% at or above goal in reading as fourth graders to 88.1% at or above goal as fifth graders, and 80.3% at or above goal in writing as fourth graders to 89.6% at or above goal as fifth graders.

Another cohort comparison can be made between sixth graders that took the CMT-3 in 2004-05 and more recently as seventh graders taking the CMT-4 in 2005-06. This particular cohort moved from 86.5% at or above goal in math as sixth graders to 87.7% at or above goal as seventh graders, 84.2% at or above goal in reading as sixth graders to 85% at or above goal as seventh graders, and 86.5% at or above goal as sixth graders to 79% at or above goal as seventh graders.

Based on these scores and other assessment data, the elementary school will continue to facilitate small group explicit reading instruction. The middle school will continue implementing the Reciprocal Teaching Model to improve reading comprehension across the curriculum. A new mathematics program, Growing with Math, was implemented during 2005-06 in grades K-5 to support improvement in math. Professional development will focus on using data to drive instructional decisions in math, reading and writing. The ER9 School Strategic Plan will continue to focus on aligning curriculum, providing meaningful professional development based on data information, and looking at student work in a systematic manner to improve student achievement.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

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

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