

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Redding School District

Jason Mckinnon, Superintendent • 203-261-2513 • <http://www.er9.org/>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	855
Per Pupil Expenditures	\$29,247
Total Expenditures	\$25,415,323

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	432	50.5	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	19	2.2	5.2
Black or African American	10	1.2	12.4
Hispanic or Latino of any race	106	12.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	27	3.2	4.8
White	690	80.7	45.1
English Learners/Multilingual Learners	14	1.6	11.3
Eligible for Free or Reduced-Price Meals	77	9.0	44.8
Students with Disabilities	147	17.2	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	45	11.1	*	*
Male	37	9.1	*	*
Non-Binary	0	*	0	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	12	12.1	*	*
White	66	10.2	10	1.4
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	11.6	*	*
Students with Disabilities	14	10.4	*	*
All Students - District	82	10.1	13	1.5
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 21
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Redding School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	64.6
General Education Paraprofessionals	14.0
Special Education Teachers and Instructors	21.0
Special Education Paraprofessionals	18.0
District Central Office Administrators	2.4
School Level Administrators	4.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	89.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	16.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	2	1.8	4.9
Hispanic or Latino of any race	3	2.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	109	95.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	7	6.3	6.8
Teachers	6	7.2	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	0	0
Intellectual Disability	N/A	N/A
Learning Disability	32	69.6
Other Health Impairment	19	82.6
Other Disabilities	*	*
Speech/Language Impairment	17	*
All Disabilities - District	82	67.8
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2024-25

Redding School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	22	2.7	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	46	5.6	6.5
Other Health Impairment	23	2.8	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	20	2.5	2.0
All Disabilities	128	15.7	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$17,354,517	\$19,971	\$13,471
Support services - students	\$1,321,370	\$1,529	\$1,826
Support services - instruction	\$470,479	\$545	\$972
Support services - general administration	\$336,025	\$389	\$568
Support services - school based administration	\$1,317,049	\$1,524	\$1,274
Central and other support services	\$437,758	\$507	\$761
Operation and maintenance of plant	\$2,679,171	\$3,101	\$2,125
Student transportation services	\$1,498,679	\$1,737	\$1,695
Food services	\$275	\$0	\$10
Enterprise operations	.	.	\$219
Total	\$25,415,323	\$29,247	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,426,892	44.2	26.4
Instructional Aide Salaries	\$1,501,423	19.4	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$1,624,748	21.0	13.3
Purchased Services Other Than Transportation	\$374,958	4.8	6.8
Special Education Tuition	\$423,184	5.5	22.8
Supplies	\$13,961	0.2	0.6
Property Services	\$3,667	0.0	0.4
Purchased Services For Transportation	\$307,372	4.0	8.7
Equipment	\$73,480	0.9	0.2
All Other Expenditures	\$167	0.0	0.1
Total	\$7,749,852	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	30.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.9
State	1.0
Federal	2.3
Tuition & Other	0.8

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25

Redding School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	13	*	13	*	*	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino of any race	63	74.5	63	72.3	17	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	14	*	14	*	*	*
White	451	79.8	450	79.7	169	79.2
English Learners/Multilingual Learners	17	*	17	*	7	*
Non-English Learners/Non-Multilingual Learners	535	79.7	534	79.3	192	79.1
Eligible for Free or Reduced-Price Meals	70	72.8	70	73.7	19	*
Not Eligible for Free or Reduced-Price Meals	482	80.1	481	79.9	180	78.5
Students with Disabilities	101	63.1	100	60.2	34	58.8
Students without Disabilities	451	82.8	451	83.3	165	83.0
High Needs	164	67.8	163	67.2	54	66.1
Non-High Needs	388	84.0	388	84.1	145	83.6
All Students - District	552	79.2	551	79.1	199	78.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	78.0	73.9	72.7	N/A	282	74.8
Curl Up	92.3	96.7	96.9	N/A	277	95.3
Push Up	74.4	69.9	75.0	N/A	265	73.2
Mile Run/PACER	70.8	67.4	56.5	N/A	267	64.8
All Tests - District	44.9	46.9	45.5	N/A	258	45.7
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Redding School District

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.2	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	67.8	75	45.2	50	90.4	54.9
Math Performance Index	All Students	79.1	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	67.2	75	44.8	50	89.5	50.6
Science Performance Index	All Students	78.9	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	66.1	75	44.1	50	88.1	52.1
ELA Academic Growth	All Students	66.0%	100%	66.0	100	66.0	60.6%
ELA Academic Growth	High Needs Students	63.3%	100%	63.3	100	63.3	55.7%
Math Academic Growth	All Students	77.0%	100%	77.0	100	77.0	62.3%
Math Academic Growth	High Needs Students	69.2%	100%	69.2	100	69.2	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	10.1%	<=5%	39.8	50	79.5	17.2%
Chronic Absenteeism	High Needs Students	12.4%	<=5%	35.2	50	70.5	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	100.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	45.7%	75%	15.2	50	30.5	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				699.8	900	77.8	

Physical Fitness Estimated Participation Rate - District: 89.6% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	67.8	7.2	16.9	N
Math Performance Index Gap	75.0	67.2	7.8	18.4	N
Science Performance Index Gap	75.0	66.1	8.9	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.9
ELA	High Needs Students	98.8
Math	All Students	98.8
Math	High Needs Students	98.2
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Redding School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Redding Elementary School: During the 2024–2025 school year, Redding Elementary School (RES) employed a range of assessments to demonstrate students' measurable academic growth in reading, writing, and mathematics. Through the integration of our SEL curriculum, teachers provided meaningful, embedded prosocial learning experiences that support social-emotional development in every classroom. Our school climate committee also introduced a schoolwide acronym, PAWS, to promote consistent behavioral expectations and language across all settings.

Staff regularly communicated academic and social progress through Interim Progress Reports, Report Cards, and Parent-Teacher Conferences. RES actively fosters family engagement through PTA meetings and presentations, Parent University workshops led by staff and administration, the school website, and regular schoolwide updates. An annual kindergarten meet-and-greet supports incoming families with guidance on age-appropriate school readiness. To further strengthen home-school connections, the administration publishes a weekly newsletter, Rocky's Weekly Roundup!, which highlights important dates, school events, and updates from across the Redding community. RES also provides enrichment opportunities, including a school musical for third and fourth graders, which featured over 70 student participants. Volunteers are welcomed throughout the year at events such as Field Day, classroom celebrations, field trips, and the RES Art Show. Each classroom teacher hosts a curricular celebration to involve families in student learning. RES is proud to have a vibrant PTA that has been nationally recognized as a PTA School of Excellence.

John Read Middle School: During the 24-25 SY, John Read Middle School (JRMS) focused on three priority goal areas for their school improvement plan: increasing teachers' use of high-impact instructional strategies (HIIS), improving student learning outcomes (both formative and summative), and improving family engagement and school climate. We participate in learning walks, from which we collect data related to High Impact Instructional Strategies and other school improvement initiatives. Weekly newsletters to parents/guardians serve to build stronger home-community connections. Administration collaborates with the PTA to build strong communication loops. Collaborative surveys were sent to parents/guardians at two points during the year. Feedback was used to create targeted action steps. The PTA and school collaborated to host a series of forums to inform students, staff, and families about what the research tells us about the impact of cell phones and social media on middle school students. Events included assemblies, panel discussions and Q & A with expert Max Stossel. In addition, we planned a series of evening activities to invite families into the building after school hours. Events included Take-Apart Night, Math Games, and a Poetry Reading. Enrichment activities are offered to students throughout the year. They include trips to art museums, local history presentations, guest speakers, a Career Day, and participation in the CT Invention Convention. Social emotional supports include an Advisory Program that emphasizes relationships and a Bridge Program for students needing more support. Our school counselors co-teach a course to all 7th graders focusing on career exploration.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Redding Elementary School: Redding Elementary School (RES) is committed to providing students with multiple opportunities to develop global, ethnic, and cultural awareness. Students have the opportunity to participate in the Garden Club, Art Club, Lego Club, Chorus, Band, Orchestra and other school programs designed to prompt community as well as and includes student independence and responsibility. 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. The International Festival is a way to celebrate the cultural diversity at RES. RES also participates annually in International Peace Day. In addition RES began a reading initiative called RES Reads to partner with families and support the home and school connection. Texts are sent home every few months and are selected to support global and cultural awareness. Each month families read the different texts with their children and are provided sentence stems to support conversations at home.

John Read Middle School: John Read Middle School is committed to providing students with multiple opportunities to develop global, ethnic, and cultural awareness. Eighth graders invite family members to attend our annual multicultural day. The PTA sponsors many cultural programs throughout the school year, including guest speakers sharing personal stories about the Holocaust and the Rwandan genocide.

The principal created a "cabinet" of students that meets regularly to provide her with candid information regarding the level of acceptance in the school community. This information has been used to design and implement lessons to teach students skills that they can use to combat prejudice.

District Profile and Performance Report for School Year 2024-25

Redding School District

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. 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. Resource allocation 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.

District Profile and Performance Report for School Year 2024-25

Redding School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	2	40.0	2.2
Personal Reasons	1	20.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	1	20.0	23.7
Teach/Admin in Other CT Dist	1	20.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	5		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.