

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



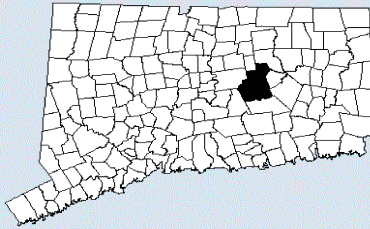
Regional School District 08

Dr. Patricia Law, Superintendent • 860-228-2115 • <http://www.rhamschools.org>

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,456
Per Pupil Expenditures ¹	\$16,972
Total Expenditures ¹	\$27,189,491

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 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 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	703	48.3	48.4
Male	753	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	33	2.3	5.2
Black or African American	15	1.0	12.8
Hispanic or Latino of any race	50	3.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	7	0.5	3.6
White	1,349	92.7	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	203	13.9	42.1
Students with Disabilities ³	211	14.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	44	6.3	20	2.8
Male	63	8.4	68	8.9
Black or African American	0	*	*	*
Hispanic or Latino of any race	11	22.0	7	12.5
White	90	6.7	77	5.6
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	38	19.3	37	16.3
Students with Disabilities	49	24.9	46	19.9
District	107	7.4	88	5.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	110.1
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	22.4
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.8
School Level	6.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	12.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	69.0

¹In 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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.6	0.1
Asian	1	0.6	1.1
Black or African American	1	0.6	3.8
Hispanic or Latino of any race	3	1.9	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	150	96.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.0	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	6	*
White	183	77.2	215	95.6
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	25	80.6	29	96.7
Students with Disabilities	14	48.3	27	87.1
District	195	76.8	232	95.5
State		74.5		85.2

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	8	29.6
Emotional Disturbance	6	28.6
Intellectual Disability	*	*
Learning Disability	48	63.2
Other Health Impairment	51	60.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	121	53.1
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	27	1.7	1.9
Emotional Disturbance	21	1.4	1.1
Intellectual Disability	8	0.5	0.5
Learning Disability	76	4.9	5.5
Other Health Impairment	84	5.4	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	228	14.8	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	25	11.0	8.2
Private Schools or Other Settings	17	7.5	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,641,111	\$9,763	\$10,545
Support services - students	\$2,199,771	\$1,486	\$1,373
Support services - instruction	\$937,817	\$634	\$644
Support services - general administration	\$625,979	\$423	\$462
Support services - school based administration	\$1,637,687	\$1,107	\$1,007
Central and other support services	\$574,600	\$388	\$671
Operation and maintenance of plant	\$2,870,933	\$1,940	\$1,629
Student transportation services	\$2,059,261	\$1,503	\$1,231
Food services	.	.	\$13
Enterprise operations	\$642,332	\$434	\$157
Minor school construction	.	.	\$65
Total	\$27,189,491	\$16,972	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,590,052	22.4	29.7
Instructional Aide Salaries	\$683,410	9.6	9.6
Other Salaries	\$346,598	4.9	10.4
Employee Benefits	\$576,407	8.1	13.0
Purchased Services Other Than Transportation	\$1,014,543	14.3	5.5
Special Education Tuition	\$1,944,946	27.3	22.6
Supplies	\$21,987	0.3	0.6
Property Services	\$99	0.0	0.4
Purchased Services For Transportation	\$930,440	13.1	8.0
Equipment	\$2,883	0.0	0.2
All Other Expenditures	\$40	0.0	0.1
Total	\$7,111,405	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.2	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	74.4
State	23.7
Federal	1.2
Tuition & Other	0.7

⁴Revenue 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).

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	13	*	13	*	8	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino of any race	27	65.3	27	59.8	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	672	71.0	672	68.8	451	70.0
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	109	62.6	109	58.0	71	61.3
Not Eligible for Free or Reduced-Price Meals	615	72.2	615	70.1	410	71.3
Students with Disabilities	96	47.3	96	41.6	61	47.7
Students without Disabilities	628	74.3	628	72.4	420	73.0
High Needs	180	56.6	180	52.4	116	57.0
Non-High Needs	544	75.4	544	73.5	365	73.8
District	724	70.7	724	68.3	481	69.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	32	
National Public	40	33	25	

¹NAEP 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	91.6	86.8	459	89.1
Curl Up	N/A	N/A	91.6	95.3	459	93.5
Push Up	N/A	N/A	90.7	89.3	459	90.0
Mile Run/PACER	N/A	N/A	88.9	65.8	459	77.1
All Tests - District	N/A	N/A	77.3	58.5	459	67.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	96.4
Students with Disabilities	28	67.9
District	273	94.5
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	173	71.5
Male	96.9	160	62.7
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.8	312	67.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.7	28	45.9
Students with Disabilities	81.7	*	*
District	97.6	333	67.0
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.2	95.3
Male	81.0	88.4
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	86.3	91.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	64.5	*
Students with Disabilities	65.5	*
District	84.7	92.0
State	71.0	87.8

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.7	75	47.1	50	94.3	67.7
	High Needs Students	56.6	75	37.7	50	75.5	58.1
Math Performance Index	All Students	68.3	75	45.5	50	91.1	63.1
	High Needs Students	52.4	75	35.0	50	69.9	52.7
Science Performance Index	All Students	69.8	75	46.5	50	93.1	63.8
	High Needs Students	57.0	75	38.0	50	76.1	54.2
ELA Academic Growth	All Students	51.3%	100%	51.3	100	51.3	59.9%
	High Needs Students	39.9%	100%	39.9	100	39.9	55.1%
Math Academic Growth	All Students	54.6%	100%	54.6	100	54.6	62.5%
	High Needs Students	40.3%	100%	40.3	100	40.3	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.4%	<=5%	45.3	50	90.5	10.4%
	High Needs Students	20.2%	<=5%	19.6	50	39.3	16.1%
Preparation for CCR	% Taking Courses	85.9%	75%	50.0	50	100.0	80.0%
	% Passing Exams	67.0%	75%	44.7	50	89.3	42.6%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		89.1%	94%	94.8	100	94.8	83.3%
Postsecondary Entrance (Class of 2018)		84.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.8% 67.8%	75%	45.2	50	90.3	96.4% 52.9%
Arts Access		41.5%	60%	34.6	50	69.2	51.9%
Accountability Index				1020.1	1350	75.6	

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	56.6	18.4	15.4	
Math Performance Index Gap	73.5	52.4	21.1	17.6	
Science Performance Index Gap	73.8	57.0	16.8	16.1	
Graduation Rate Gap	94.0%	89.1%	4.9%	11.1%	N

¹If 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.

²If 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.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	98.9
	High Needs Students	98.9
Math	All Students	98.9
	High Needs Students	98.9
Science	All Students	98.4
	High Needs Students	97.5

³Minimum 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: N/A State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

The 2018-19 school year was the first full year of implementation of the new district strategic plan. The strategic plan represents an overview of the priorities of the district. It provides transparency and accountability as the district works to achieve its Mission and Vision. The Theory of Action, Commitments and Goals are important levers that will be included in all district activities and will drive Region 8's improvement efforts. The plan will guide and influence district-based decision making and provide guidance in budgeting and programming; ultimately resulting in improved student success.

Regional School District 8 is guided by an inclusive model of special education. Based on an internal review of the department in 2017-18, the district identified a variety programming and personnel needs. The 2017-18 budget addressed these needs which included the restructuring of the department and the development of a new Resilience Program for school avoidant students which will begin August 2018. The Resilience Program serviced up to eight students during the 2018-19 school year, each with an individualized program based on their needs. The district plans to continue with the Resilience program in 2019-20 and pilot a new transition program for 18-21 year old special needs students.

Region 8 is committed to a high level of parent and community involvement. The district communicates with families and community members in the three towns of Hebron, Andover and Marlborough through the school websites, email and text notifications and district notifications. The district partners with AHM, the three elementary schools and local businesses for a variety of programming opportunities, such as parent informational nights, concerts, sporting events and job shadowing. In addition, BOE meetings and some school events are live streamed on Facebook.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 8 continues its efforts to reduce social, ethnic and economic isolation through both intra and inter-district programming. Each year, students in grades 8 and 10 participate in the Power of Words assemblies. This program emphasizes how words have an impact on fellow students and themselves. The Power of Words Program expanded to grade 6 two years ago and RHAM students helped to present to the elementary students. There are numerous clubs at both the middle and high school that focus on building a culture of acceptance, such as Best Buddies, Gender Sexuality Alliance, and Leos. Each of these programs focuses on students awareness of prejudice, stereotyping and needs and encourages tolerance and acceptance of differences. In addition, approximately 60 students each year attend various inter-district and Hartford hosted magnet schools.

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Equitable Allocation of Resources among District Schools

The BOE allocates an equitable level of material and financial resources among the middle and high school. The development of the budget occurs with input from the three sending Towns and aligns with the district vision, mission and goals. Each of the member towns is responsible for funding a portion of the total budget. Each town's levy is calculated based on the October first enrollment numbers of the previous year. .