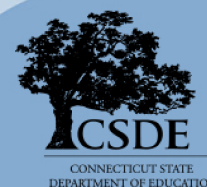


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



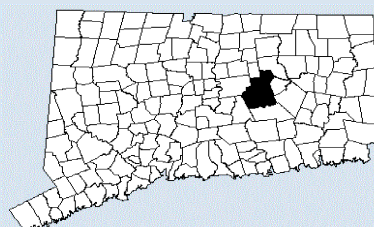
Regional School District 08

Mr. Scott Leslie, Superintendent – Acting • 860-228-2115 • <http://www.rhamschools.org>

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,302
Per Pupil Expenditures ¹	\$18,577
Total Expenditures ¹	\$27,679,952

¹ Expenditure data reflect the 2019-20 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 2020-21 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://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, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	669	51.4	51.5
American Indian or Alaska Native	*	*	0.3
Asian	23	1.8	5.2
Black or African American	17	1.3	12.7
Hispanic or Latino of any race	87	6.7	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	13	1.0	4.0
White	1,160	89.1	49.9
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	210	16.1	42.7
Students with Disabilities ³	189	14.5	16.3

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	55	8.3	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	95	8.2	9	0.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	48	24.4	7	3.1
Students with Disabilities	37	20.2	6	2.9
District	108	8.3	15	1.1
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

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

District Profile and Performance Report for School Year 2020-21

Regional School District 08

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	107.2
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.8
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	11.6
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	82.0

¹ 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.7	0.1
Asian	2	1.3	1.3
Black or African American	2	1.3	4.1
Hispanic or Latino of any race	3	2.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	146	94.8	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	7.3

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	7	*	*	*
White	143	76.5	216	90.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	21	70.0	23	88.5
Students with Disabilities	16	66.7	33	82.5
District	158	76.3	236	90.4
State		75.9		85.6

² College-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	9	39.1
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	52	81.3
Other Health Impairment	56	76.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	133	67.5
State		67.9

³ 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 2020-21

Regional School District 08

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	23	1.7	2.1
Emotional Disturbance	19	1.4	1.1
Intellectual Disability	*	*	0.5
Learning Disability	64	4.7	5.8
Other Health Impairment	73	5.4	3.3
Other Disabilities	9	0.7	1.2
Speech/Language Impairment	*	*	1.9
All Disabilities	197	14.4	15.9

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	20	10.2	8.3
Private Schools or Other Settings	11	5.6	4.8

² 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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$13,738,477	\$9,220	\$11,205
Support services - students	\$2,336,303	\$1,680	\$1,346
Support services - instruction	\$491,642	\$353	\$698
Support services - general administration	\$913,224	\$657	\$464
Support services - school based administration	\$1,222,103	\$879	\$1,037
Central and other support services	\$3,181,694	\$2,287	\$691
Operation and maintenance of plant	\$3,016,440	\$2,169	\$1,692
Student transportation services	\$1,910,806	\$1,381	\$1,159
Food services	\$93,414	\$67	\$21
Enterprise operations	\$775,850	\$558	\$151
Total	\$27,679,952	\$18,577	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,667,145	24.8	29.6
Instructional Aide Salaries	\$773,841	11.5	11.1
Other Salaries	\$566,231	8.4	9.5
Employee Benefits	\$451,730	6.7	13.5
Purchased Services Other Than Transportation	\$669,877	10.0	5.4
Special Education Tuition	\$1,736,399	25.8	22.5
Supplies	\$44,002	0.7	0.5
Property Services	\$2,070	0.0	0.3
Purchased Services For Transportation	\$797,901	11.9	7.2
Equipment	\$13,564	0.2	0.2
All Other Expenditures	\$150	0.0	0.1
Total	\$6,722,910	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.3	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	73.1
State	25.4
Federal	1.4
Tuition & Other	0.1

⁴ 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 2020-21

Regional School District 08

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Regional School District 08

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	9	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	50	92.0
Students with Disabilities	37	81.1
District	253	96.8
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.8	147	62.3
Male	*	150	65.2
Black or African American	*	*	*
Hispanic or Latino	*	10	*
White	91.1	277	64.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	76.8	17	30.4
Students with Disabilities	59.4	*	*
District	90.2	297	63.5
State	85.0		36.0

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.

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	82.7	99.0
Male	74.2	90.0
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	79.6	94.3
English Learners	N/A	*
Eligible for Free or Reduced-Price Meals	60.9	81.0
Students with Disabilities	43.8	*
District	78.5	94.7
State	67.4	84.9

³ College 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.

⁴ College 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

District Profile and Performance Report for School Year 2020-21

Regional School District 08

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	8.3%	<=5%	19.0%
	High Needs Students	20.6%	<=5%	30.2%
Preparation for CCR	% Taking Courses	84.2%	75%	80.6%
	% Passing Exams	63.5%	75%	36.0%
On-track to High School Graduation		96.0%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		96.8%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		87.7%	94%	85.2%
Postsecondary Entrance (Class of 2020)		78.5%	75%	67.4%
Arts Access		46.2%	60%	50.7%

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
Graduation Rate Gap	94.0%	87.7%	6.3%	9.8%	N

¹ 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.

² 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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Regional School District 08

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2018-19 school year was the first full year of implementation of the district's 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.

Region 8 is guided by an inclusive model for special education programming. The district regularly provides staff training in effective co-teaching models and Social and Emotional Learning. Families are provided with numerous opportunities to engage with planning for their children's educational programming. The district recently installed interactive screens and audio in each of our guidance and special education conference rooms so that families can engage remotely in planning meetings.

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 Youth and Family Services, 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, board of education meetings and 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 has expanded to grade 6 and RHAM students help 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. IRHAM students and staff members regularly collaborate with AHM Youth and Family Services, Hebron Interfaith and the Hunger Action Team staff to engage in community improvement and equity projects. In addition, approximately 60 students each year attend various inter-district and Hartford hosted magnet schools.

District Profile and Performance Report for School Year 2020-21

Regional School District 08

Equitable Allocation of Resources among District Schools

The Region 8 Board of Education 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.