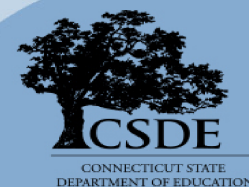


Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



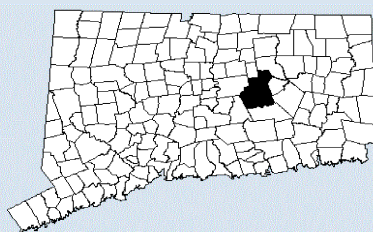
Regional School District 08

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

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,221
Per Pupil Expenditures ¹	\$20,178
Total Expenditures ¹	\$27,502,861

¹ Expenditure data reflect the 2020-21 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.....	7

Notes

Unless otherwise noted, all data are for 2021-22 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. 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, 2021 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.5
Male	645	52.8	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	18	1.5	5.1
Black or African American	16	1.3	12.6
Hispanic or Latino of any race	84	6.9	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	23	1.9	4.3
White	1,077	88.2	48.6
English Learners/Multilingual Learners	*	*	8.8
Eligible for Free or Reduced-Price Meals	202	16.5	40.6
Students with Disabilities ³	183	15.0	16.7

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	*	*	26	4.4
Male	60	9.3	72	11.0
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	12	14.3	18	20.2
White	90	8.4	74	6.8
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	45	21.7	29	13.1
Students with Disabilities	40	22.2	33	16.2
District	109	9.0	98	7.8
State		23.7		6.5

Number of students qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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 2021-22

Regional School District 08

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	105.5
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	22.8
Paraprofessional Instructional Assistants	41.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.8
School Level	5.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	98.0

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	4.3
Hispanic or Latino of any race	3	2.0	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	146	94.8	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	10.4

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	*	6	*
White	130	69.9	166	88.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	54.8	22	78.6
Students with Disabilities	11	*	19	65.5
District	143	70.1	182	87.5
State		81.7		87.7

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

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

	Count	Rate (%)
Autism	12	54.5
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	52	78.8
Other Health Impairment	49	69.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	128	65.6
State		68.4

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 2021-22

Regional School District 08

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	22	1.7	2.3
Emotional Disturbance	13	1.0	1.1
Intellectual Disability	11	0.9	0.6
Learning Disability	66	5.2	6.1
Other Health Impairment	71	5.6	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.9
All Disabilities	195	15.3	16.3

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	21	10.8	8.2
Private Schools or Other Settings	10	5.1	4.6

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: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,204,441	\$11,155	\$12,000
Support services - students	\$2,446,909	\$1,913	\$1,468
Support services - instruction	\$589,566	\$461	\$780
Support services - general administration	\$881,571	\$689	\$472
Support services - school based administration	\$1,359,342	\$1,063	\$1,103
Central and other support services	\$935,775	\$732	\$703
Operation and maintenance of plant	\$3,583,913	\$2,802	\$1,910
Student transportation services	\$1,513,966	\$1,187	\$1,287
Food services	\$166,667	\$130	\$28
Enterprise operations	\$820,712	\$642	\$170
Total	\$27,502,861	\$20,178	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,735,167	26.1	29.7
Instructional Aide Salaries	\$784,672	11.8	10.8
Other Salaries	\$508,322	7.6	9.8
Employee Benefits	\$801,392	12.0	13.8
Purchased Services Other Than Transportation	\$662,382	10.0	5.7
Special Education Tuition	\$1,628,684	24.5	22.6
Supplies	\$95,370	1.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$424,315	6.4	6.3
Equipment	\$15,802	0.2	0.2
All Other Expenditures	\$150	0.0	0.1
Total	\$6,656,256	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.2	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	75.3
State	23.0
Federal	1.5
Tuition & Other	0.2

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 2021-22

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.

	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	7	*	7	*	*	*
Black or African American	*	*	*	*	6	*
Hispanic or Latino of any race	37	65.7	37	62.8	25	68.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	15	*	14	*	7	*
White	506	67.9	507	65.9	335	67.3
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	94	65.0	94	60.6	64	63.0
Not Eligible for Free or Reduced-Price Meals	479	68.1	479	66.2	315	68.2
Students with Disabilities	82	48.6	83	43.2	47	52.1
Students without Disabilities	491	70.8	490	69.0	332	69.5
High Needs	157	58.5	158	53.9	97	59.4
Non-High Needs	416	71.1	415	69.6	282	70.1
District	573	67.6	573	65.3	379	67.4

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

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	55.7	48.1	395	51.6
Curl Up	N/A	N/A	55.7	48.1	395	51.6
Push Up	N/A	N/A	55.7	48.1	395	51.6
Mile Run/PACER	N/A	N/A	55.7	48.1	395	51.6
All Tests - District	N/A	N/A	55.7	48.1	395	51.6
All Tests - State	48.9	46.7	44.3	43.3		45.8

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.

District Profile and Performance Report for School Year 2021-22

Regional School District 08

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	245	95.5
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	41	90.2
Students with Disabilities	45	80.0
District	262	94.3
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	137	70.3
Male	96.3	159	73.6
Non-Binary	*	0	*
Black or African American	*	*	*
Hispanic or Latino	*	10	*
White	96.5	275	73.7
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	89.8	32	54.2
Students with Disabilities	66.7	*	*
District	95.9	296	71.8
State	95.0		43.5

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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.

Copyright © 2022 The College Board. www.collegeboard.org

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

Copyright © 2022 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2022

College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	82.3	95.3
Male	63.2	93.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	73.9	95.1
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47.4	89.3
Students with Disabilities	46.2	*
District	73.3	94.4
State	66.1	84.9

⁵ 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.

⁶ 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 2021-22

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.6	75	45.1	50	90.2	64.2
	High Needs Students	58.5	75	39.0	50	78.0	54.2
Math Performance Index	All Students	65.3	75	43.5	50	87.0	58.6
	High Needs Students	53.9	75	35.9	50	71.8	47.7
Science Performance Index	All Students	67.4	75	44.9	50	89.8	61.4
	High Needs Students	59.4	75	39.6	50	79.2	51.3
ELA Academic Growth	All Students	52.6%	100%	52.6	100	52.6	60.4%
	High Needs Students	47.7%	100%	47.7	100	47.7	56.2%
Math Academic Growth	All Students	50.3%	100%	50.3	100	50.3	65.2%
	High Needs Students	44.2%	100%	44.2	100	44.2	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	9.0%	<=5%	42.1	50	84.1	23.7%
	High Needs Students	20.8%	<=5%	18.4	50	36.7	34.0%
Preparation for CCR	% Taking Courses	78.9%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	71.8%	75%	47.9	50	95.8	43.5%
On-track to High School Graduation		92.1%	94%	49.0	50	98.0	82.7%
4-year Graduation All Students (2021 Cohort)		94.3%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		89.5%	94%	95.2	100	95.2	85.2%
Postsecondary Entrance (Class of 2021)		73.3%	75%	97.7	100	97.7	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		95.6% 51.6%	75%	34.4	50	68.9	94.0% 45.8%
Arts Access		48.7%	60%	40.6	50	81.2	52.4%
Accountability Index				1018.0	1350	75.4	

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?					N
ELA Performance Index Gap	71.1	58.5	12.6	16.6	
Math Performance Index Gap	69.6	53.9	15.8	18.2	
Science Performance Index Gap	70.1	59.4	10.7	17.4	
Graduation Rate Gap	94.0%	89.5%	4.5%	10.2%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.6
	High Needs Students	97.6
Math	All Students	98.6
	High Needs Students	98.2
Science	All Students	95.3
	High Needs Students	95.3

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: 49.7

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

District Profile and Performance Report for School Year 2021-22

Regional School District 08

Narratives

School District Improvement Plans and Parental Outreach Activities

The district continues to focus on the implementation of the five-year 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 are able to be attended both in-person and virtually.

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. 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. RHAM 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 2021-22

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.