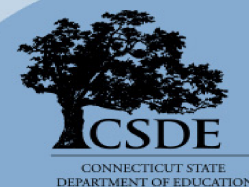


Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



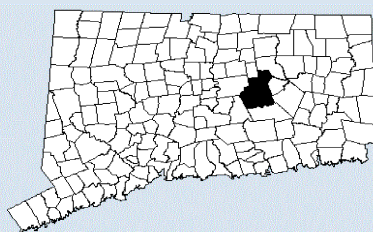
Regional School District 08

Mr. Colin Mcnamara, Superintendent • 860-228-2115 • <http://www.rhamschools.org>

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,206
Per Pupil Expenditures ¹	\$21,901
Total Expenditures ¹	\$27,923,365

¹ Expenditure data reflect the 2021-22 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>

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Notes

Unless otherwise noted, all data are for 2022-23 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, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	569	47.2	48.4
Male	631	52.3	51.5
Non-Binary	6	0.5	0.1
American Indian or Alaska Native	*	*	0.3
Asian	14	1.2	5.2
Black or African American	12	1.0	12.5
Hispanic or Latino of any race	96	8.0	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	32	2.7	4.5
White	1,049	87.0	47.5
English Learners/Multilingual Learners	*	*	9.7
Eligible for Free or Reduced-Price Meals	173	14.3	42.4
Students with Disabilities ³	195	16.2	17.1

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	*	*	35	6.0
Male	92	14.6	83	12.9
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	18	18.9	21	21.6
White	147	14.1	93	8.7
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	55	29.1	46	23.4
Students with Disabilities	50	26.7	36	16.4
District	180	15.0	118	9.6
State		20.0		7

Number of students qualified as truant under state statute: 80

Number of school-based arrests: Fewer than 6

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 2022-23

Regional School District 08

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	101.8
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	42.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.4
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	13.6
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	100.0

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	1	0.7	4.6
Hispanic or Latino of any race	3	2.0	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	144	95.4	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.7	13.2

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	0	*	*	*
Hispanic or Latino of any race	10	*	10	*
White	135	72.2	175	90.7
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	54.5	31	93.9
Students with Disabilities	13	56.5	25	83.3
District	150	71.8	196	90.7
State		86.5		94.2

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 Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	11	47.8
Emotional Disability	13	*
Intellectual Disability	*	*
Learning Disability	67	91.8
Other Health Impairment	48	72.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	147	72.8
State		68.6

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 2022-23

Regional School District 08

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	23	1.8	2.4
Emotional Disability	17	1.4	1.0
Intellectual Disability	11	0.9	0.6
Learning Disability	73	5.8	6.3
Other Health Impairment	66	5.2	3.4
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.9
All Disabilities	202	16.1	16.7

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	12	5.9	8.1
Private Schools or Other Settings	12	5.9	4.7

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: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,479,882	\$12,141	\$12,671
Support services - students	\$2,622,058	\$2,181	\$1,558
Support services - instruction	\$536,927	\$447	\$837
Support services - general administration	\$978,873	\$814	\$463
Support services - school based administration	\$1,415,718	\$1,178	\$1,133
Central and other support services	\$995,103	\$828	\$716
Operation and maintenance of plant	\$3,341,791	\$2,780	\$1,893
Student transportation services	\$1,661,066	\$1,333	\$1,464
Food services	.	.	\$5
Enterprise operations	\$891,945	\$742	\$186
Total	\$27,923,365	\$21,901	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,940,184	26.9	29.0
Instructional Aide Salaries	\$908,048	12.6	10.6
Other Salaries	\$530,311	7.4	10.1
Employee Benefits	\$914,267	12.7	13.1
Purchased Services Other Than Transportation	\$752,414	10.4	5.9
Special Education Tuition	\$1,395,263	19.4	21.8
Supplies	\$54,450	0.8	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$690,273	9.6	8.1
Equipment	\$18,596	0.3	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$7,204,055	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.8	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	76.2
State	20.6
Federal	2.9
Tuition & Other	0.3

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 2022-23

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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	41	58.7	41	57.8	25	53.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	20	57.5	20	53.0	12	*
White	497	65.7	496	64.6	336	62.4
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	73	59.6	73	57.1	49	60.0
Not Eligible for Free or Reduced-Price Meals	492	65.8	491	64.6	329	61.5
Students with Disabilities	95	47.8	94	44.9	58	44.3
Students without Disabilities	470	68.5	470	67.4	320	64.4
High Needs	146	54.2	145	51.9	96	52.5
Non-High Needs	419	68.7	419	67.7	282	64.3
District	565	65.0	564	63.6	378	61.3

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	87.7	89.0	352	88.4
Curl Up	N/A	N/A	81.9	93.9	350	88.0
Push Up	N/A	N/A	79.4	82.8	350	81.1
Mile Run/PACER	N/A	N/A	80.1	61.3	352	70.5
All Tests - District	N/A	N/A	57.6	51.4	349	54.4
All Tests - State	51.5	46.0	44.1	41.1		45.5

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 2022-23

Regional School District 08

Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	13	*
White	182	95.6
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	41	80.5
Students with Disabilities	32	68.8
District	205	93.2
State		88.9

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	149	73.0
Male	97.3	*	*
Non-Binary	*	*	*
Black or African American	*	*	*
Hispanic or Latino	100.0	12	44.4
White	96.8	268	70.5
English Learners/ Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	89.1	22	40.0
Students with Disabilities	77.4	*	*
District	96.5	288	67.8
State	95.2		44.3

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.

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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 2022	Class of 2021
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.6	96.3
Male	76.7	94.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.3	96.0
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	53.1	*
Students with Disabilities	45.5	*
District	82.2	95.6
State	66.1	87.7

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 2022-23

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	65.0	75	43.3	50	86.6	63.9
	High Needs Students	54.2	75	36.2	50	72.3	54.1
Math Performance Index	All Students	63.6	75	42.4	50	84.8	59.7
	High Needs Students	51.9	75	34.6	50	69.1	48.9
Science Performance Index	All Students	61.3	75	40.9	50	81.8	61.6
	High Needs Students	52.5	75	35.0	50	70.1	51.1
ELA Academic Growth	All Students	40.5%	100%	40.5	100	40.5	57.2%
	High Needs Students	43.0%	100%	43.0	100	43.0	52.5%
Math Academic Growth	All Students	51.0%	100%	51.0	100	51.0	61.8%
	High Needs Students	44.8%	100%	44.8	100	44.8	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	15.0%	<=5%	30.1	50	60.2	20.0%
	High Needs Students	27.3%	<=5%	5.5	50	10.9	28.5%
Preparation for CCR	% Taking Courses	81.4%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	67.8%	75%	45.2	50	90.4	44.3%
On-track to High School Graduation		93.6%	94%	49.8	50	99.5	82.4%
4-year Graduation All Students (2022 Cohort)		93.2%	94%	99.1	100	99.1	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		92.1%	94%	98.0	100	98.0	85.6%
Postsecondary Entrance (Class of 2022)		82.2%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		89.6% 54.4%	75%	18.1	50	36.3	93.0% 45.5%
Arts Access		46.9%	60%	39.0	50	78.1	54.5%
Accountability Index				946.5	1350	70.1	

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	68.7	54.2	14.5	16.6	
Math Performance Index Gap	67.7	51.9	15.8	18.0	
Science Performance Index Gap	64.3	52.5	11.8	17.8	
Graduation Rate Gap	94.0%	92.1%	1.9%	8.7%	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	97.1
	High Needs Students	93.6
Math	All Students	96.9
	High Needs Students	93.0
Science	All Students	95.7
	High Needs Students	91.4

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: 49.6

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

District Profile and Performance Report for School Year 2022-23

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 2022-23

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.