

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



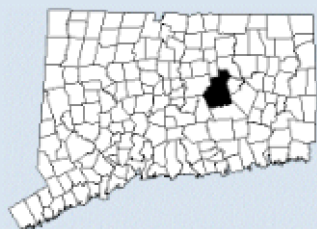
Regional School District 08

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

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,075
Per Pupil Expenditures	\$25,449
Total Expenditures	\$30,742,872

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>

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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	544	50.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	11	1.0	5.2
Black or African American	12	1.1	12.4
Hispanic or Latino of any race	102	9.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	36	3.3	4.8
White	912	84.8	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	202	18.8	44.8
Students with Disabilities	164	15.3	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	*	*	15	2.8
Male	84	15.6	67	12.1
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	27	25.7	11	10.1
White	114	12.6	62	6.7
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	60	29.0	26	11.2
Students with Disabilities	51	33.6	29	15.8
All Students - District	153	14.3	82	7.5
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: 68
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	101.8
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	21.0
Special Education Paraprofessionals	39.0
District Central Office Administrators	5.0
School Level Administrators	5.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	4.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	94.7

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	10.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	0.7	0.1
Asian	5	3.4	1.4
Black or African American	1	0.7	4.9
Hispanic or Latino of any race	3	2.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	138	93.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	14	9.3	6.8
Teachers	12	9.6	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

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	15	*	24	92.3
White	120	74.1	156	96.9
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	28	73.7	37	92.5
Students with Disabilities	15	75.0	20	95.2
All Students - District	139	74.3	195	96.5
All Students - State		89.2		95.3

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 Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	6	*
Emotional Disability	7	*
Intellectual Disability	*	*
Learning Disability	53	73.6
Other Health Impairment	43	78.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	114	65.5
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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	19	1.7	2.9
Emotional Disability	13	1.2	1.1
Intellectual Disability	9	0.8	0.6
Learning Disability	72	6.4	6.5
Other Health Impairment	55	4.9	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	174	15.5	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	11	6.3	8.2
Private Schools or Other Settings	9	5.2	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	\$15,535,753	\$12,861	\$13,471
Support services - students	\$2,748,320	\$2,394	\$1,826
Support services - instruction	\$761,524	\$663	\$972
Support services - general administration	\$1,530,358	\$1,333	\$568
Support services - school based administration	\$1,497,056	\$1,304	\$1,274
Central and other support services	\$969,536	\$845	\$761
Operation and maintenance of plant	\$4,888,634	\$4,258	\$2,125
Student transportation services	\$1,769,720	\$1,480	\$1,695
Food services	\$58,212	\$51	\$10
Enterprise operations	\$983,760	\$857	\$219
Total	\$30,742,872	\$25,449	\$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	\$2,256,619	32.0	26.4
Instructional Aide Salaries	\$895,490	12.7	10.1
Other Salaries	\$499,922	7.1	10.5
Employee Benefits	\$808,646	11.5	13.3
Purchased Services Other Than Transportation	\$578,758	8.2	6.8
Special Education Tuition	\$1,395,033	19.8	22.8
Supplies	\$19,882	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$587,681	8.3	8.7
Equipment	\$19,744	0.3	0.2
All Other Expenditures	\$450	0.0	0.1
Total	\$7,062,224	100.0	100.0

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

Level	Percent (%)
District	23.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.5
State	18.7
Federal	1.4
Tuition & Other	0.4

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).

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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., 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	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	8	*
Hispanic or Latino of any race	51	61.3	51	59.0	32	61.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	444	69.1	442	67.0	289	68.7
English Learners/Multilingual Learners	8	*	8	*	*	*
Non-English Learners/Non-Multilingual Learners	514	68.0	512	65.7	*	*
Eligible for Free or Reduced-Price Meals	102	57.8	102	54.9	66	58.6
Not Eligible for Free or Reduced-Price Meals	420	70.3	418	68.1	270	69.7
Students with Disabilities	66	42.8	66	40.3	40	48.5
Students without Disabilities	456	71.5	454	69.2	296	70.1
High Needs	142	55.0	142	52.9	89	56.9
Non-High Needs	380	72.7	378	70.3	247	71.3
All Students - District	522	67.9	520	65.5	336	67.5

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	N/A	N/A	89.0	88.5	321	88.8
Curl Up	N/A	N/A	85.9	92.4	320	89.1
Push Up	N/A	N/A	80.4	87.3	320	83.8
Mile Run/PACER	N/A	N/A	76.1	68.2	320	72.2
All Tests - District	N/A	N/A	57.1	61.1	320	59.1
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

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	16	*
White	193	94.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	41	85.4
Students with Disabilities	38	76.3
All Students - District	219	94.5
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	133	71.9
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	23	53.5
White	230	71.2
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	43	55.1
Students with Disabilities	*	*
All Students - District	265	68.1
All Students - State		47.2

Students 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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	85.4	96.2
Male	74.1	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.1	93.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	52.6	76.2
Students with Disabilities	55.9	*
All Students - District	79.5	92.0
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.9	75	45.2	50	90.5	64.7
ELA Performance Index	High Needs Students	55.0	75	36.7	50	73.3	54.9
Math Performance Index	All Students	65.5	75	43.7	50	87.4	61.1
Math Performance Index	High Needs Students	52.9	75	35.3	50	70.6	50.6
Science Performance Index	All Students	67.5	75	45.0	50	90.0	62.6
Science Performance Index	High Needs Students	56.9	75	38.0	50	75.9	52.1
ELA Academic Growth	All Students	47.4%	100%	47.4	100	47.4	60.6%
ELA Academic Growth	High Needs Students	38.9%	100%	38.9	100	38.9	55.7%
Math Academic Growth	All Students	48.7%	100%	48.7	100	48.7	62.3%
Math Academic Growth	High Needs Students	41.8%	100%	41.8	100	41.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	14.3%	<=5%	31.4	50	62.8	17.2%
Chronic Absenteeism	High Needs Students	27.8%	<=5%	4.4	50	8.7	24.8%
% Taking CCR Courses	All Students	85.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	68.1%	75%	45.4	50	90.8	47.2%
On-track to High School Graduation	All Students	97.7%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.5%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.5%	94%	95.2	100	95.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	79.5%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	59.1%	75%	39.4	50	78.8	49.0%
Arts Access	All Students	50.5%	60%	42.1	50	84.1	55.1%
Accountability Index				978.3	1350	72.5	

Physical Fitness Estimated Participation Rate - District: 96.7% | 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	72.7	55.0	17.7	16.9	Y
Math Performance Index Gap	70.3	52.9	17.3	18.4	N
Science Performance Index Gap	71.3	56.9	14.4	18.2	N
Graduation Rate Gap	94.0%	89.5%	4.5%	8.6%	N

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	97.4
ELA	High Needs Students	93.5
Math	All Students	97.0
Math	High Needs Students	93.5
Science	All Students	94.4
Science	High Needs Students	91.0

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: N/A

State: 50.2

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Regional School District 8 Board of Education adopted a new three-year strategic plan spanning 2024 - 2027. The plan was developed by a committee consisting of teachers, administration, students, parents, Board members, and elected officials representing each of Region 8's three sending towns.

The Region 8 Strategic Plan focuses on making improvements in the following four areas: instruction, climate and culture, talent management, and organizational systems. By prioritizing these four areas, special education programming and services, truancy, and engaging and supporting parents in the community will all be addressed. The strategic plan also supports the District's efforts in working to instill the Skills and Dispositions of a RHAM Graduate. The following theories of action guide the plan:

If we utilize an intentional instructional framework, then cohesive practices and structures will exist to support student learning.

If we frame learning in a context relevant to students' experiences, then we create an environment that is engaging and culturally responsive.

If we incorporate the knowledge, skills, and dispositions from our Vision of a Graduate into curriculum, instruction, and assessment, then we will prepare students for the post-graduate world.

If we provide the necessary support and resources to teachers and staff, then we will attract and retain a strong staff.

If we provide professional development at all levels of the organization, then we will build the capacity of staff.

If we utilize culturally responsive practices, then we will create a welcoming, respectful, and inclusive environment.

If we offer personalized learning opportunities, then we will create an environment that meets individual student needs.

If we utilize an instructional framework with intention, then cohesive structures, procedures, and practices will exist to support student learning.

If we create and clearly communicate our organizational protocols and procedures, then we will develop a coherent understanding amongst the RHAM community, which will create a positive, inclusive, and equitable district environment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 8 has taken meaningful steps to foster an inclusive and supportive educational environment for all students. The District has expanded opportunities to recognize and celebrate both student success and the rich diversity among its student body. To ensure student voices are heard in shaping a positive school climate and culture, the district has platforms such as Student Council and the Principal's Advisory. Additionally, the district has invested in professional development for staff, focusing on building a culture of belonging and promoting culturally responsive practices across all schools.

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Equitable Allocation of Resources among District Schools

The Region 8 budget is developed to address the goals in the District's Strategic Plan and to ensure that the needs of students and staff are being met. Beginning in October, department coordinators/directors work with their respective departments at both schools to begin to develop their budgets. Building and district administration meet with each department leader to review their proposed budget and make adjustments as necessary. The administration proposes an initial budget to the Board of Education in January, and makes adjustments to the proposed budget through the months of February, March, and April before being adopted by the Board of Education. During that time period, the proposed budget is presented to each of the three member towns. The budget referendum is held in early May.

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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	1	10.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	10.0	2.2
Personal Reasons	1	10.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	20.0	32.0
Retired	3	30.0	23.7
Teach/Admin in Other CT Dist	1	10.0	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	1	10.0	2.3
TOTAL	10		

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.