

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



Har-Bur Middle School Regional School District 10

860-673-6163 • <http://harbur.region10ct.org/>

School Information

Grade Range	5-8
Enrollment	691
Per Pupil Expenditures ¹	\$13,240
Total Expenditures ¹	\$9,400,209

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>

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Notes

Unless otherwise noted, all data are for 2021-22 and include all grades offered by the school.

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>

For district totals, please see the district profile.

* 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. 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 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	368	53.3	53.9
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0	0.0	0.6
Black or African American	*	*	*
Hispanic or Latino of any race	38	5.5	5.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	151	21.9	22.0
White	498	72.1	71.2
English Learners/Multilingual Learners	*	*	1.5
Eligible for Free or Reduced-Price Meals	97	14.0	13.9
Students with Disabilities ²	94	13.6	13.0

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	13	3.8
Male	33	9.0	31	7.8
Non-Binary	*	*	0	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	40	8.6	28	5.6
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	14.1	21	18.6
Students with Disabilities	14	14.4	16	15.4
School	60	8.7	44	5.9
District		11.1		4.3

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

³ 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.

⁴ This 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	49.5
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	9.5
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
School Level	4.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	11.5

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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.4
Black or African American	0	0.0	0.4
Hispanic or Latino of any race	0	0.0	0.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	79	100.0	98.3

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	16.0	14.7

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$6,735,805	\$9,487
Support Services - Students	\$859,808	\$1,211
Improvement of Instruction	\$189,454	\$267
Library and Media Services	\$178,784	\$252
Support Services - Instruction	\$3,082	\$4
Support Services - School-Based	\$509,706	\$718
Operation and Maintenance of Plant	\$923,572	\$1,301
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	\$9,400,209	\$13,240

Total per pupil expenditures (PPE) including share of district central expenditures is \$16,165.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

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

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	26	59.1
Other Health Impairment	20	87.0
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	62	66.0
District		71.6

³ This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	996
Half/Extended Day Kindergarten	N/A

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	38	67.2	38	61.3	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	145	72.0	144	67.1	76	74.2
White	489	70.3	488	65.4	259	74.3
English Learners/Multilingual Learners	24	63.6	24	66.2	13	*
Non-English Learners/Non-Multilingual Learners	652	70.7	650	65.5	342	74.5
Eligible for Free or Reduced-Price Meals	102	61.6	102	54.7	58	68.4
Not Eligible for Free or Reduced-Price Meals	574	72.0	572	67.5	297	75.3
Students with Disabilities	90	52.3	90	47.7	43	63.3
Students without Disabilities	586	73.2	584	68.3	312	75.7
High Needs	183	59.8	183	55.2	99	67.9
Non-High Needs	493	74.4	491	69.4	256	76.6
School	676	70.4	674	65.5	355	74.2

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	75.3	73.2	N/A	364	74.2
Curl Up	N/A	97.6	84.0	N/A	364	90.4
Push Up	N/A	86.5	83.5	N/A	364	84.9
Mile Run/PACER	N/A	65.9	64.9	N/A	364	65.4
All Tests - School	N/A	41.2	48.5	N/A	364	45.1
All Tests - District	28.4	41.2	48.5	62.4		44.7

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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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	70.4	75	46.9	50	93.9	64.2
	High Needs Students	59.8	75	39.9	50	79.7	54.2
Math Performance Index	All Students	65.5	75	43.7	50	87.4	58.6
	High Needs Students	55.2	75	36.8	50	73.6	47.7
Science Performance Index	All Students	74.2	75	49.5	50	98.9	61.4
	High Needs Students	67.9	75	45.3	50	90.5	51.3
ELA Academic Growth	All Students	49.4%	100%	49.4	100	49.4	60.4%
	High Needs Students	45.6%	100%	45.6	100	45.6	56.2%
Math Academic Growth	All Students	53.4%	100%	53.4	100	53.4	65.2%
	High Needs Students	49.2%	100%	49.2	100	49.2	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	8.7%	<=5%	42.7	50	85.3	23.7%
	High Needs Students	13.7%	<=5%	32.6	50	65.2	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		.	94%	.	.	.	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		.	94%	.	.	.	85.2%
Postsecondary Entrance (Class of 2021)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		98.1% 45.1%	75%	30.0	50	60.1	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				614.9	900	68.3	

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	74.4	59.8	14.6	16.6	
Math Performance Index Gap	69.4	55.2	14.2	18.5	
Science Performance Index Gap	75.0	67.9	7.1	17.9	
Graduation Rate Gap	

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	98.4
Math	All Students	99.0
	High Needs Students	98.4
Science	All Students	99.2
	High Needs Students	97.1

³Minimum participation standard is 95%.

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