

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

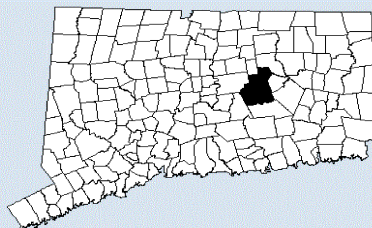


Regional School District 08

Dr. Patricia Law, Superintendent • 860-228-2115 • <http://www.rhamschools.org>

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | 7-12 |
| Number of Schools/Programs | 2 |
| Enrollment | 1,412 |
| Per Pupil Expenditures ¹ | \$17,889 |
| Total Expenditures ¹ | \$27,727,290 |

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| Female | 685 | 48.5 | 48.4 |
| Male | 727 | 51.5 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 29 | 2.1 | 5.2 |
| Black or African American | 18 | 1.3 | 12.7 |
| Hispanic or Latino of any race | 72 | 5.1 | 26.9 |
| Native Hawaiian or Other Pacific Islander | * | * | 0.1 |
| Two or More Races | 9 | 0.6 | 3.8 |
| White | 1,282 | 90.8 | 51.1 |
| English Learners | 6 | 0.4 | 8.3 |
| Eligible for Free or Reduced-Price Meals | 214 | 15.2 | 43.3 |
| Students with Disabilities ³ | 205 | 14.5 | 16.0 |

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 | 53 | 7.8 | 9 | 1.3 |
| Male | 52 | 7.2 | 36 | 4.9 |
| Black or African American | 0 | * | 0 | * |
| Hispanic or Latino of any race | 8 | 10.5 | * | * |
| White | 91 | 7.2 | 38 | 2.9 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 37 | 17.1 | 16 | 6.7 |
| Students with Disabilities | 37 | 19.5 | 17 | 7.8 |
| District | 105 | 7.5 | 45 | 3.1 |
| State | | 12.2 | | 4.9 |

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 111.3 |
| Paraprofessional Instructional Assistants | 1.0 |
| Special Education | |
| Teachers and Instructors | 21.0 |
| Paraprofessional Instructional Assistants | 40.0 |
| 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 | 12.6 |
| School Nurses | 2.0 |
| Other Staff Providing Non-Instructional Services/Support | 70.5 |

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 | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 1 | 0.6 | 0.1 |
| Asian | 2 | 1.3 | 1.2 |
| Black or African American | 1 | 0.6 | 4.0 |
| Hispanic or Latino of any race | 3 | 1.9 | 4.1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 150 | 95.5 | 90.4 |

Classroom Teacher Attendance: 2018-19

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 5.0 | 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 | * |
| White | 182 | 75.5 | 230 | 94.7 |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 20 | 83.3 | 36 | 94.7 |
| Students with Disabilities | 15 | 57.7 | 29 | 82.9 |
| District | 193 | 75.1 | 249 | 94.0 |
| State | | 75.8 | | 84.8 |

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 | 6 | 24.0 |
| Emotional Disturbance | 13 | 50.0 |
| Intellectual Disability | * | * |
| Learning Disability | 43 | 65.2 |
| Other Health Impairment | 56 | 66.7 |
| Other Disabilities | * | * |
| Speech/Language Impairment | * | * |
| District | 125 | 56.8 |
| State | | 67.8 |

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).

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 25 | 1.7 | 2.0 |
| Emotional Disturbance | 26 | 1.7 | 1.1 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 66 | 4.4 | 5.7 |
| Other Health Impairment | 84 | 5.6 | 3.3 |
| Other Disabilities | 10 | 0.7 | 1.1 |
| Speech/Language Impairment | * | * | 1.8 |
| All Disabilities | 220 | 14.8 | 15.6 |

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 | 22 | 10.0 | 8.2 |
| Private Schools or Other Settings | 14 | 6.4 | 5.0 |

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: 2018-19

| | Total (\$) | Per Pupil | |
|--|--------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instruction | \$15,604,226 | \$10,067 | \$10,923 |
| Support services - students | \$2,156,322 | \$1,503 | \$1,277 |
| Support services - instruction | \$811,496 | \$566 | \$682 |
| Support services - general administration | \$592,428 | \$413 | \$467 |
| Support services - school based administration | \$1,420,990 | \$990 | \$1,021 |
| Central and other support services | \$836,042 | \$583 | \$679 |
| Operation and maintenance of plant | \$3,595,399 | \$2,506 | \$1,718 |
| Student transportation services | \$2,016,793 | \$1,408 | \$1,288 |
| Food services | \$40,927 | \$29 | \$12 |
| Enterprise operations | \$652,666 | \$455 | \$163 |
| Minor school construction | . | . | \$59 |
| Total | \$27,727,290 | \$17,889 | \$17,629 |

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

Special Education Expenditures: 2018-19

| | District | | State |
|--|-------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$1,798,555 | 24.7 | 28.5 |
| Instructional Aide Salaries | \$785,192 | 10.8 | 10.1 |
| Other Salaries | \$492,454 | 6.8 | 11.1 |
| Employee Benefits | \$615,175 | 8.4 | 13.0 |
| Purchased Services Other Than Transportation | \$825,612 | 11.3 | 5.7 |
| Special Education Tuition | \$1,805,032 | 24.8 | 22.5 |
| Supplies | \$69,663 | 1.0 | 0.6 |
| Property Services | \$125 | 0.0 | 0.3 |
| Purchased Services For Transportation | \$889,486 | 12.2 | 8.0 |
| Equipment | \$914 | 0.0 | 0.2 |
| All Other Expenditures | \$350 | 0.0 | 0.1 |
| Total | \$7,282,558 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 26.3 | 24.6 |

Expenditures by Revenue Source⁴: 2018-19

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 72.5 |
| State | 25.7 |
| Federal | 1.2 |
| Tuition & Other | 0.5 |

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., 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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

| | NAEP 2019 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| READING | 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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

| | 2018-19 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | N/A | N/A |
| Hispanic or Latino of any race | 7 | * |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 38 | 89.5 |
| Students with Disabilities | 39 | 71.8 |
| District | 234 | 94.0 |
| State | | 88.5 |

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

| | Class of 2019 | Class of 2018 |
|--|-----------------------|--------------------------|
| | Entrance ³ | Persistence ⁴ |
| | Rate (%) | Rate (%) |
| Female | 89.6 | 95.3 |
| Male | 74.2 | 93.0 |
| Black or African American | 74.2 | * |
| Hispanic or Latino of any race | * | * |
| White | 80.7 | 94.9 |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 61.8 | 90.0 |
| Students with Disabilities | 53.8 | * |
| District | 81.4 | 94.1 |
| State | 71.5 | 87.5 |

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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

| Indicator | | Index/Rate | Target | State Average Index/Rate |
|---|---------------------|------------|--------|--------------------------|
| Progress Toward English Proficiency | Literacy | . | 100% | 60.4% |
| | Oral | . | 100% | 57.6% |
| Chronic Absenteeism | All Students | 7.5% | <=5% | 12.2% |
| | High Needs Students | 16.0% | <=5% | 18.0% |
| Preparation for CCR | % Taking Courses | 84.7% | 75% | 80.4% |
| On-track to High School Graduation | | 96.1% | 94% | 88.4% |
| 4-year Graduation All Students (2019 Cohort) | | 94.0% | 94% | 88.5% |
| 6-year Graduation - High Needs Students (2017 Cohort) | | 82.8% | 94% | 84.5% |
| Postsecondary Entrance (Class of 2019) | | 81.4% | 75% | 71.5% |
| Arts Access | | 48.0% | 60% | 51.8% |

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% | 82.8% | 11.2% | 10.9% | Y |

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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The 2019-20 school year was the second full year of implementation of the new district 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 guides and influences district-based decision making and provides guidance in budgeting and programming; ultimately resulting in improved student success. Regional School District 8 is guided by an inclusive model of special education. Based on an internal review of the department, the district identified a variety of programming and personnel needs. The 2017-18 budget addressed these needs which included the restructuring of the department and the development of a new Resilience Program for school avoidant students which will began in August 2018. The Resilience Program provides each student with an individualized program based on their needs. The district plans to continue with the Resilience program and in 2019-20 piloted a new transition program for 18-22 year old special needs students. 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, 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, all BOE meetings and some school events are live streamed and available for viewing anytime on the district website.

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 expanded to grade 6 three years ago and RHAM students helped 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. In addition, approximately 60 students each year attend various inter-district and Hartford hosted magnet schools.

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Equitable Allocation of Resources among District Schools

Regional District 8 is home to RHAM Middle School and RHAM High School. The district leadership model includes department coordinators who oversee each department inclusive of grades 7-12. Budgets are developed to fully support programming in both schools. Having 7-12 coordinators allows us to coordinate budgeting so that each grade level programming is fully supported by the sending grades. All departments are involved in the budgeting process so that student academic and emotional needs are addressed in each fiscal year budget.