

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



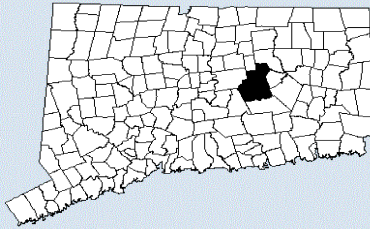
Regional School District 08

Mr. Robert Siminski, Superintendent • 860-228-9417 • <http://www.rhamhs.reg8.k12.ct.us/>

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,661
Per Pupil Expenditures ¹	\$13,525
Total Expenditures ¹	\$24,764,226

¹Expenditure data reflect the 2013-14 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	795	47.9	48.3
Male	866	52.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	27	1.6	4.7
Black or African American	*	*	12.9
Hispanic or Latino	39	2.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	10	0.6	2.5
White	1,574	94.8	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	110	6.6	37.6
Students with Disabilities ¹	201	12.1	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	97	12.4	22	2.8
Male	108	12.6	68	7.9
Black or African American	0	*	0	*
Hispanic or Latino	6	16.2	*	*
White	194	12.5	84	5.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	31	28.4	12	10.4
Students with Disabilities	44	24.9	31	15.5
District	205	12.5	90	5.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 3

²A student is chronically absent if he/she misses 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.

³The 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	112.1
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	23.2
Paraprofessional Instructional Assistants	36.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	9.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	11.6
School Nurses	2.1
Other Staff Providing Non-Instructional Services/Support	70.0

¹In 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	2	1.2	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	4	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	156	96.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.2	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	8	*
White	182	71.4	228	88.4
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	14	*	14	*
Students with Disabilities	12	57.1	24	82.8
District	192	71.6	242	89.0
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	10	*
Emotional Disturbance	12	50.0
Intellectual Disability	*	*
Learning Disability	58	73.4
Other Health Impairment	51	69.9
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	143	64.7
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	19	1.1	1.5
Emotional Disturbance	24	1.4	1.0
Intellectual Disability	10	0.6	0.5
Learning Disability	79	4.5	4.4
Other Health Impairment	73	4.1	2.6
Other Disabilities	7	0.4	1.0
Speech/Language Impairment	9	0.5	1.9
All Disabilities	221	12.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	24	10.9	8.1
Private Schools or Other Settings	10	4.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,213,330	8,187	9,134
Instructional Supplies and Equipment	202,615	117	334
Improvement of Instruction and Educational Media Services	660,901	381	498
Student Support Services	1,499,174	864	1,001
Administration and Support Services	2,573,612	1,482	1,694
Plant Operation and Maintenance	2,496,353	1,438	1,572
Transportation	1,448,021	739	813
Costs of Students Tuitioned Out	1,166,897	N/A	N/A
Other	503,323	290	186
Total	24,764,226	13,525	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,500,006	1,440	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,252,994	43.7	35.1
Noncertified Personnel	779,786	15.1	14.2
Purchased Services	298,639	5.8	5.2
Tuition to Other Schools	812,430	15.8	22.0
Special Ed. Transportation	368,042	7.1	8.6
Other Expenditures	645,426	12.5	14.9
Total Expenditures	5,157,317	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.3	69.5
State	25.5	28.0
Federal	1.8	2.0
Tuition & Other	0.5	0.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	19	*	19	*	9	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	20	69.2	20	57.9	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	760	71.7	761	64.4	504	64.4
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	533	63.9
Eligible for Free or Reduced-Price Meals	54	59.7	54	50.9	36	52.5
Not Eligible for Free or Reduced-Price Meals	756	72.4	757	65.1	497	64.8
Students with Disabilities	109	49.3	110	39.6	81	46.7
Students without Disabilities	701	75.0	701	68.0	452	67.0
High Needs	151	53.5	152	44.2	105	49.8
Non-High Needs	659	75.7	659	68.7	428	67.4
District	810	71.5	811	64.1	533	63.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	82.4	80.5	596	81.5
Curl Up	N/A	N/A	89.0	88.4	596	88.8
Push Up	N/A	N/A	77.1	81.2	596	79.0
Mile Run/PACER	N/A	N/A	82.4	66.1	596	74.8
All Tests - District	N/A	N/A	65.8	57.4	596	61.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	36	83.3	.		.
Students with Disabilities	47	76.6	67.4	Yes	70.4
District	297	92.9	86.9	Yes	87.7
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.3	152	60.6
Male	72.0	165	57.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	77.2	306	59.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	32.4	6	17.6
Students with Disabilities	*	*	*
District	76.3	317	58.7
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	84.3	97.2
Male	78.9	93.5
Black or African American	*	*
Hispanic or Latino	*	*
White	82.5	95.6
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	51.4	*
Students with Disabilities	63.6	*
District	81.6	95.4
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	71.5	75	95.4	100	95.4	67.9
	High Needs Students	53.5	75	71.3	100	71.3	56.7
Math Performance Index	All Students	64.1	75	85.5	100	85.5	59.3
	High Needs Students	44.2	75	59.0	100	59.0	47.8
Science Performance Index	All Students	63.9	75	85.3	100	85.3	56.5
	High Needs Students	49.8	75	66.4	100	66.4	45.9
Chronic Absenteeism	All Students	12.5%	<=5%	35.0	50	70.0	10.6%
	High Needs Students	24.4%	<=5%	11.2	50	22.3	17.3%
Preparation for CCR	% Taking Courses	79.6%	75%	50.0	50	100.0	66.1%
	% Passing Exams	58.7%	75%	39.1	50	78.3	37.3%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.9%	94%	98.9	100	98.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		81.8%	94%	87.0	100	87.0	77.6%
Postsecondary Entrance (Class of 2014)		81.9%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		110.6% 61.9%	75%	41.3	50	82.6	87.6% 51.0%
Arts Access		35.1%	60%	29.2	50	58.4	45.7%
Accountability Index				1004.5	1250	80.4	

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?					Y
ELA Performance Index Gap	75.0	53.5	21.5	17.3	
Math Performance Index Gap	68.7	44.2	24.5	19.6	
Science Performance Index Gap	67.4	49.8	17.6	17.2	
Graduation Rate Gap	94.0%	81.8%	12.2%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.0
	High Needs Students	96.9
Math	All Students	99.2
	High Needs Students	97.5
Science	All Students	99.8
	High Needs Students	99.1

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Regional School District No. 8 is committed to a high level of parent and community involvement. Parent and community attendance at events such as our open houses, concerts, and sporting events remains high. The district uses the website as a way to communicate with parents and families about district, school policy, procedures, expectations, and the many events at the schools. The student handbook outlines district expectations, procedures, and Board of Education policies. At the classroom level, teachers are encouraged to keep open communication with students through email and by creating their own websites to deal with issues of assignments and homework. Each year 7th Grade Orientation, 9th Grade Orientation and parent-teacher conferences are held so that parents can learn about the school as well as their children in particular. Feedback from parents and the community was sought in creating the Strategic Plan for the district which details objectives for supporting strong teaching and learning by expanding student access to STEM, career exploration, technology, and relevant world language in the context of the Common Core and state mandates.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District No. 8 continues its' efforts to reduce social and ethnic isolation through both intra and inter-district opportunities which were pursued through grant funds and donations for students to experience diversity in education. All RHAM Middle School 8th graders and RHAM High School 10th graders participate in the Power of Words assemblies. These two assemblies emphasize how words have an impact on fellow students and themselves. RHAM Middle School students continue to participate in Project Oceanology which enables students from different social groups to learn to communicate as they gain respect and understanding of differences. Middle School students also continue with the One Book, One School Program. All students and faculty read the chosen book and then participate in a multitude of activities based on the book. The main message from books chosen is the need for each of us to respect each other and our differences. Parents and the community are invited to participate in the book discussion. RHAM Middle School students continue to participate in the Multiply Your Options event at the University of CT. This is an all-day event designed for young women interested in careers in the math and science fields. A variety of clubs promote tolerance and acceptance of differences within the school and communities. RHAM High School students participate in the school's Cultural Awareness Club. The club sponsors a variety of activities designed to increase student awareness of prejudice and stereotyping and encourages tolerance and acceptance of differences within the school and communities. RHAM High School students also participate in the school's Gay-Straight Alliance Club which encourages students to accept and be tolerant of others and helps provide a safe school environment for all people at RHAM, regardless of sexual orientation. The DECA Club sponsors food and clothing drives for the area food bank and shelters. DECA students collected over 45 boxes of food and personal care items and approximately 125 bags of clothing and winter apparel as well. Eighty students attend various magnet schools.

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Equitable Allocation of Resources among District Schools

Regional School District No. 8 consists of two schools, RHAM Middle School and RHAM High School. The district is regionalized for the towns of Andover, Hebron, and Marlborough. RHAM Middle School included grades 7 & 8 and RHAM High School includes grades 9-12. Regional School District No. 8's mission statement is "In partnership with our communities, we enable students to actively participate in and apply learning throughout life and be positive contributors in a changing world." The district's vision is "World Class Learning for Today and Tomorrow." Programs and committees that have been instituted support that vision. The two schools share in the resources that are provided by the three sending towns.