

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



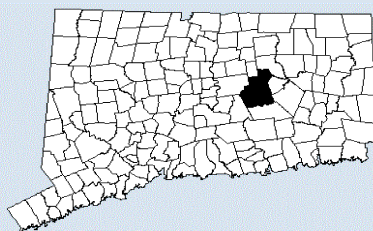
Regional School District 08

Dr. Patricia Law, Superintendent • 860-228-2115 • <http://www.rhamhs.reg8.k12.ct.us/>

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,508
Per Pupil Expenditures ¹	\$16,023
Total Expenditures ¹	\$26,709,746

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	715	47.4	48.4
Male	793	52.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	34	2.3	5.1
Black or African American	13	0.9	12.8
Hispanic or Latino	38	2.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	6	0.4	3.3
White	1,412	93.6	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	136	9.0	36.7
Students with Disabilities ¹	207	13.7	14.8

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	45	6.3	23	3.2
Male	62	7.9	71	9.0
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	97	6.9	84	6.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	33	17.2	35	17.2
Students with Disabilities	46	22.8	40	18.0
District	107	7.1	94	6.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

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	120.2
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.4
School Level	9.8
Library/Media	
Specialists (Certified)	2.2
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	13.0
School Nurses	2.0
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	1	0.6	0.1
Asian	1	0.6	1.1
Black or African American	1	0.6	3.7
Hispanic or Latino	3	1.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	159	96.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	10.5

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	0.0	*	*
Hispanic or Latino	*	*	*	*
White	166	76.9	253	96.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	28	82.4	28	96.6
Students with Disabilities	18	72.0	31	88.6
District	179	77.2	267	96.4
State		69.3		80.1

²College-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	10	38.5
Emotional Disturbance	9	36.0
Intellectual Disability	0	0
Learning Disability	52	65.0
Other Health Impairment	40	54.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	116	51.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	26	1.6	1.8
Emotional Disturbance	25	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	80	5.0	5.2
Other Health Impairment	74	4.6	3.1
Other Disabilities	12	0.7	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	227	14.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	26	11.5	8.3
Private Schools or Other Settings	21	9.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,953,016	9,066	9,847
Instructional Supplies and Equipment	278,850	181	287
Improvement of Instruction and Educational Media Services	924,093	600	589
Student Support Services	1,470,350	955	1,120
Administration and Support Services	2,484,804	1,615	1,905
Plant Operation and Maintenance	2,976,912	1,934	1,648
Transportation	1,804,372	974	904
Costs of Students Tuitioned Out	2,143,175	N/A	N/A
Other	674,174	438	208
Total	26,709,746	16,023	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,532,463	1,646	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,795,162	27.8	33.8
Noncertified Personnel	866,634	13.4	14.5
Purchased Services	697,802	10.8	5.5
Tuition to Other Schools	1,808,523	28.0	23.4
Special Ed. Transportation	718,007	11.1	8.7
Other Expenditures	576,205	8.9	14.1
Total Expenditures	6,462,333	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.8	71.3
State	24.1	26.4
Federal	1.4	1.6
Tuition & Other	0.7	0.7

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	17	*	17	*
Black or African American	6	*	6	*
Hispanic or Latino	20	63.9	20	60.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	0	N/A	0	N/A
White	637	72.8	636	70.3
English Learners	*	*	*	*
Non-English Learners	678	72.5	677	70.0
Eligible for Free or Reduced-Price Meals	93	62.4	93	57.8
Not Eligible for Free or Reduced-Price Meals	589	74.0	588	71.9
Students with Disabilities	85	47.9	85	44.2
Students without Disabilities	597	75.9	596	73.6
High Needs	153	58.2	153	54.3
Non-High Needs	529	76.6	528	74.5
District	682	72.4	681	70.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	84.7	90.1	343	86.9
Curl Up	N/A	N/A	90.1	96.5	343	92.7
Push Up	N/A	N/A	79.2	90.8	343	84.0
Mile Run/PACER	N/A	N/A	88.1	87.2	343	87.8
All Tests - District	N/A	N/A	63.9	79.4	343	70.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	0
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	32	78.1
Students with Disabilities	45	71.1
District	262	93.5
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	177	76.0
Male	96.7	196	71.0
Black or African American	*	0	*
Hispanic or Latino	*	7	*
White	97.9	355	74.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.2	27	42.9
Students with Disabilities	81.7	6	10.0
District	97.4	373	73.3
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.1	93.5
Male	78.5	92.6
Black or African American	78.5	*
Hispanic or Latino	*	*
White	81.5	93.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	56.0	*
Students with Disabilities	48.6	*
District	81.4	93.0
State	70.9	88.3

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.4	75	48.3	50	96.6	67.6
	High Needs Students	58.2	75	38.8	50	77.6	57.5
Math Performance Index	All Students	70.0	75	46.6	50	93.3	62.7
	High Needs Students	54.3	75	36.2	50	72.4	52.0
ELA Academic Growth	All Students	55.7%	100%	55.7	100	55.7	60.7%
	High Needs Students	52.3%	100%	52.3	100	52.3	55.6%
Math Academic Growth	All Students	51.2%	100%	51.2	100	51.2	61.9%
	High Needs Students	39.5%	100%	39.5	100	39.5	55.4%
Chronic Absenteeism	All Students	7.1%	<=5%	45.7	50	91.4	10.7%
	High Needs Students	19.2%	<=5%	21.5	50	43.1	16.6%
Preparation for CCR	% Taking Courses	87.6%	75%	50.0	50	100.0	74.8%
	% Passing Exams	73.3%	75%	48.9	50	97.7	44.8%
On-track to High School Graduation		96.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		93.5%	94%	99.5	100	99.5	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		83.9%	94%	89.3	100	89.3	81.8%
Postsecondary Entrance (Class of 2017)		81.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		69.9% 70.3%	75%	11.7	50	23.4	96.6% 50.1%
Arts Access		40.7%	60%	34.0	50	67.9	51.2%
Accountability Index				919.2	1250	73.5	

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	58.2	16.8	15.9	
Math Performance Index Gap	74.5	54.3	20.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	83.9%	10.1%	12.7%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	95.2
Math	All Students	98.3
	High Needs Students	95.2
Science	All Students	97.2
	High Needs Students	94.3

³Minimum participation standard is 95%.

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: 51.5

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

During the 2017-18 school year, a new strategic plan was developed for Regional School District 8 by a dedicated group of volunteers representing the Region 8 Board of Education, administration, faculty, students, parents, and members from the three town's Board of Selectmen. 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.

Regional School District 8 is guided by an inclusive model of special education. Based on an internal review of the department in 2017-18, the district identified a variety programming and personnel needs. The special education and pupil services department recognizes that all students can achieve at high levels. Programming for co-teaching, inclusive practices and differentiation are in place and will continue to support all learners. 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 begin August 2018.

Regional School District 8 works with a variety of outside agencies as well as school-based personnel to address absenteeism and truancy. The middle school and high school have grade level teams which monitor absenteeism and in turn, work with students and their families to help them be more consistent with attendance. The district works with the Juvenile Review Board (JRB) to hold hearings when absences reach the State threshold. 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, BOE meetings and some school events are live streamed on Facebook.

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. Last year, the program expanded to grade 6 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.

A group of 12 special education students participated in the State of Connecticut's Youth Empowerment Symposium. The program consisted of two school-based sessions as well as a symposium which brought students from around the state together to identify their strengths and share what their district has in place to assist them as learners. The Regional School District 8 students were able to interact with students from other towns and backgrounds to gain a global perspective of learning.

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Equitable Allocation of Resources among District Schools

The BOE 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. .