

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



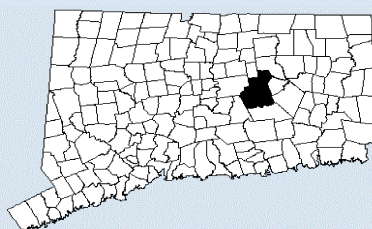
Regional School District 08

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

District Information

Grade Range	7-12
Number of Schools	2
Enrollment	1,743
Per Pupil Expenditures ¹	\$12,574
Total Expenditures ¹	\$23,513,121

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	819	47.0	48.3
Male	924	53.0	51.6
American Indian	0	0.0	0.2
Asian	29	1.7	4.6
Black or African American	8	0.5	12.9
Hispanic or Latino	42	2.4	21.2
Pacific Islander	0	0.0	0.0
White	1,653	94.8	58.4
Two or More Races	11	0.6	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	158	9.1	37.3
Students with Disabilities ¹	207	11.9	12.8

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	102	12.6	27	3.3
Male	111	12.3	86	9.4
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	204	12.5	107	6.5
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	26	20.2	25	15.6
Students with Disabilities	46	22.7	41	18.4
District	213	12.4	113	6.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1

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	129.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	23.5
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	7.6
Library/Media	
Specialists (Certified)	2.1
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	12.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	63.0

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 (%)
Asian	0	0	1.0
Black or African American	1	0.6	3.5
Hispanic	5	2.8	3.6
Native American	2	1.1	0.1
White	168	95.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	*	*	69	23.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	35	12.9	72	24.0
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	9	45.0
Intellectual Disability	*	*
Learning Disability	65	80.2
Other Health Impairment	50	67.6
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	140	63.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	0.9	1.4
Emotional Disturbance	20	1.1	1.0
Intellectual Disability	10	0.5	0.4
Learning Disability	81	4.4	4.2
Other Health Impairment	74	4.0	2.5
Other Disabilities	6	0.3	1.0
Speech/Language Impairment	13	0.7	1.9
All Disabilities	220	12.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	4.0	2.8
Private Schools or Other Settings	9	4.0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,708,559	7,758	8,769
Instructional Supplies and Equipment	187,456	106	275
Improvement of Instruction and Educational Media Services	1,017,767	576	487
Student Support Services	1,201,508	680	965
Administration and Support Services	1,958,384	1,108	1,600
Plant Operation and Maintenance	2,140,188	1,211	1,472
Transportation	1,396,880	668	786
Costs of Students Tuitioned Out	1,540,496	N/A	N/A
Other	361,883	205	178
Total	23,513,121	12,574	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,503,531	1,417	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,081,005	39.1	35.6
Noncertified Personnel	751,167	14.1	14.5
Purchased Services	298,941	5.6	5.0
Tuition to Other Schools	1,128,623	21.2	21.4
Special Ed. Transportation	239,562	4.5	8.5
Other Expenditures	828,001	15.5	14.9
Total Expenditures	5,327,299	100.0	100.0

PK-12 Expenditures Used for Special Education	22.7	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.3	69.3
State	26.3	29.1
Federal	1.3	1.4
Tuition & Other	0.1	0.1

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	77.5	78.4	79.6	78.4	.	.	.	.
Students with Disabilities	54.2	55.9	60.6	60.8	.	.	.	.
High Needs	63.1	64.7	70.5	68.1	.	.	.	.
District	90.2	91.2	91.3	91.4	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	66.7	.	.	.	.	.
Students with Disabilities	53.3	53.2	55.3	58.3	.	.	.	.
High Needs	56.5	58.1	59.9	66.3	.	.	.	.
District	85.3	86.0	84.9	87.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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	82.3	86.1	562	84.0
Curl Up	N/A	N/A	85.8	97.1	562	90.7
Push Up	N/A	N/A	83.9	81.2	562	82.7
Mile Run/PACER	N/A	N/A	81.1	66.9	562	74.9
All Tests - District	N/A	N/A	64.0	53.1	562	59.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	75	.		.
Students with Disabilities	39	79.5	64.5	Yes	67.4
District	285	91.9	86.2	Yes	86.9
State ⁴		85.5			

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 2012-13 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	86.0	167	63.3
Male	77.5	176	57.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	82.2	331	60.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	43.8	7	21.9
Students with Disabilities	*	*	*
District	81.4	343	60.1
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.7	95.0
Male	73.2	92.4
Black or African American	*	*
Hispanic or Latino	*	*
White	78.6	94.3
English Language Learners	78.6	*
Eligible for Free or Reduced-Price Meals	55.2	*
Students with Disabilities	44.4	87.5
District	78.9	93.8
State	72.7	88.5

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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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. Students participate in a number of activities and discussions about the book. 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 200 bags of clothing and winter apparel as well. Seventy-two 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.