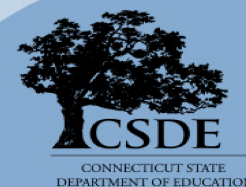


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



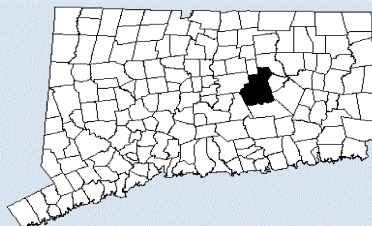
Regional School District 08

Mr. Robert Siminski, Superintendent • 860-228-2115 • <http://www.rhamhs.reg8.k12.ct.us/>

District Information

Grade Range	7-12
Number of Schools/Programs	2
Enrollment	1,558
Per Pupil Expenditures ¹	\$15,261
Total Expenditures ¹	\$26,035,985

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	757	48.6	48.4
Male	801	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	28	1.8	5.1
Black or African American	11	0.7	12.9
Hispanic or Latino	33	2.1	24.0
Pacific Islander	*	*	0.1
Two or More Races	9	0.6	2.9
White	1,473	94.5	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	137	8.8	35.9
Students with Disabilities ¹	186	11.9	14.3

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	45	6.0	15	2.0
Male	58	7.3	72	9.0
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	96	6.6	81	5.5
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	26	19.3	22	14.6
Students with Disabilities	56	28.3	40	18.6
District	103	6.7	87	5.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 7

Number of school-based arrests: 0

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.

District Profile and Performance Report for School Year 2016-17

Regional School District 08

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	125.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.8
School Level	5.8
Library/Media	
Specialists (Certified)	2.2
Support Staff	4.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	11.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	68.0

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	1.0
Black or African American	1	0.6	3.6
Hispanic or Latino	3	1.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	161	96.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.3	9.6

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	*	*	*	*
White	199	76.8	240	93.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	*	18	75.0
Students with Disabilities	16	61.5	26	74.3
District	210	76.9	243	92.7
State		63.6		77.5

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	15	57.7
Emotional Disturbance	6	30.0
Intellectual Disability	0	0
Learning Disability	40	54.8
Other Health Impairment	35	57.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	104	51.5
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Regional School District 08

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.6	1.7
Emotional Disturbance	20	1.2	1.0
Intellectual Disability	6	0.4	0.5
Learning Disability	73	4.4	4.9
Other Health Impairment	61	3.7	2.9
Other Disabilities	9	0.5	1.1
Speech/Language Impairment	7	0.4	1.8
All Disabilities	202	12.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,239,600	8,337	9,663
Instructional Supplies and Equipment	291,203	183	321
Improvement of Instruction and Educational Media Services	900,364	567	578
Student Support Services	1,900,635	1,197	1,103
Administration and Support Services	3,033,131	1,910	1,861
Plant Operation and Maintenance	2,768,445	1,743	1,637
Transportation	1,620,513	857	877
Costs of Students Tuitioned Out	1,639,256	N/A	N/A
Other	642,838	405	201
Total	26,035,985	15,261	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,536,644	1,597	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,704,550	35.1	34.6
Noncertified Personnel	731,437	15.0	14.6
Purchased Services	144,748	3.0	5.8
Tuition to Other Schools	1,284,494	26.4	21.8
Special Ed. Transportation	512,064	10.5	8.5
Other Expenditures	483,822	10.0	14.7
Total Expenditures	4,861,115	100.0	100.0

Expenditures by Revenue Source:⁴ 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.2	71.7
State	24.4	26.8
Federal	0.9	1.0
Tuition & Other	0.4	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).

District Profile and Performance Report for School Year 2016-17

Regional School District 08

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	*	*	*	*	0	N/A
Asian	14	*	14	*	16	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	16	*	16	*	10	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	734	72.2	733	71.4	477	60.8
English Learners	*	*	*	*	*	*
Non-English Learners	770	71.9	769	71.1	504	60.8
Eligible for Free or Reduced-Price Meals	63	61.5	63	58.7	48	46.9
Not Eligible for Free or Reduced-Price Meals	711	72.6	710	72.0	458	62.1
Students with Disabilities	85	48.3	85	44.5	66	44.6
Students without Disabilities	689	74.6	688	74.2	440	63.1
High Needs	131	55.8	131	53.0	97	46.8
Non-High Needs	643	75.0	642	74.6	409	63.9
District	774	71.7	773	70.9	506	60.7

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	87.2	86.3	477	86.8
Curl Up	N/A	N/A	83.7	97.7	477	90.1
Push Up	N/A	N/A	79.8	90.9	477	84.9
Mile Run/PACER	N/A	N/A	81.8	82.2	477	82.0
All Tests - District	N/A	N/A	60.5	74.0	477	66.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Regional School District 08

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	30	70.0
Students with Disabilities	39	76.9
District	261	92.0
State		87.4

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 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	187	73.0
Male	97.1	187	67.0
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.5	366	70.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	90.0	17	42.5
Students with Disabilities	78.7	8	13.1
District	97.2	374	69.9
State	96.1		43.5

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.

Copyright © 2017 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.8	96.9
Male	74.0	91.6
Black or African American	*	*
Hispanic or Latino	*	*
White	82.2	95.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.2	*
Students with Disabilities	47.1	*
District	80.8	94.0
State	72.0	88.5

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

District Profile and Performance Report for School Year 2016-17

Regional School District 08

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	71.7	75	47.8	50	95.6	67.1
	High Needs Students	55.8	75	37.2	50	74.4	55.9
Math Performance Index	All Students	70.9	75	47.3	50	94.6	62.2
	High Needs Students	53.0	75	35.3	50	70.7	50.5
Science Performance	All Students	60.7	75	40.4	50	80.9	55.3
	High Needs Students	46.8	75	31.2	50	62.5	45.2
ELA Academic Growth	All Students	44.6%	100%	44.6	100	44.6	55.4%
	High Needs Students	44.2%	100%	44.2	100	44.2	49.8%
Math Academic Growth	All Students	63.1%	100%	63.1	100	63.1	61.7%
	High Needs Students	49.2%	100%	49.2	100	49.2	53.7%
Chronic Absenteeism	All Students	6.7%	<=5%	46.7	50	93.4	9.9%
	High Needs Students	23.0%	<=5%	14.0	50	28.0	15.8%
Preparation for CCR	% Taking Courses	84.7%	75%	50.0	50	100.0	70.7%
	% Passing Exams	69.9%	75%	46.6	50	93.2	43.5%
On-track to High School Graduation		97.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		92.0%	94%	97.8	100	97.8	87.4%
6-year Graduation - High Needs Students (2014)		89.2%	94%	94.9	100	94.9	82.0%
Postsecondary Entrance (Class of 2016)		80.8%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		91.9% 66.7%	75%	44.4	50	88.9	92.0% 51.6%
Arts Access		39.6%	60%	33.0	50	66.0	50.5%
Accountability Index				1017.9	1350	75.4	

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	55.8	19.1	16.7	
Math Performance Index Gap	74.6	53.0	21.6	18.7	
Science Performance Index Gap	63.9	46.8	17.1	16.6	
Graduation Rate Gap	94.0%	89.2%	4.8%	12.0%	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	98.5
	High Needs Students	95.0
Math	All Students	98.4
	High Needs Students	95.0
Science	All Students	98.3
	High Needs Students	93.3

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: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

Regional School District 08

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2016-17

Regional School District 08

Equitable Allocation of Resources among District Schools