

STRATEGIC SCHOOL PROFILE 2008-09**Regional School District 08**

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Location: 33 Pendleton Drive
Hebron,
Connecticut

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This regional school district serves Andover, Hebron, Marlborough

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Tolland, Hartford	Per Capita Income in 2000: \$32,287
Town Population in 2000: 17,355	Percent of Adults without a High School Diploma in 2000*: 7.8%
1990-2000 Population Growth: 14.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 94.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 1,744
5-Year Enrollment Change 10.9%

DISTRICT GRADE RANGE

Grade Range 7-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	73	4.2	5.5	30.3
K-12 Students Who Are Not Fluent in English	1	0.1	0.6	5.2
Students Identified as Gifted and/or Talented*	127	7.3	4.0	4.0
PK-12 Students Receiving Special Education Services in District	213	12.2	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	64	23.2	16.9	19.0

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	27	1.5
Black	13	0.7
Hispanic	24	1.4
White	1,678	96.2
Total Minority	66	3.8

Percent of Minority Professional Staff: 3.0%

Non-English Home Language: 0.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

RHAM Middle School

RHAM Middle School participated in Project Oceanology's CT River connections Program. RHAM students and a similar number of students from Bloomfield Middle School worked on this project together and went on field trips to Haddam Meadows State Park and Avery Point in Groton and several trips on the Project O's Enviro-Lab vessel where they were introduced to the varying coastal environments throughout the state. Over the past year, several teams held "town meetings" with the main topic being "respect." Teachers shared the qualities of character building with students (trustworthiness, caring, honesty, citizenship, responsibility, and fairness). The meetings were an open forum for students to discuss these issues and issues related to bullying and harassment experienced in the school setting. Ninety percent of the eighth grade class traveled to Washington, D.C. for their annual class trip. While in D.C., our students mingled and traveled with students from schools all over the country. These student tourists represented every ethnicity, race, and economic status possible, giving our kids a much expanded view of life outside Region 8. In January, we again welcomed visitors from China, who lived with host families in the community during their visit. This year, two school administrators from Shandong University spent two weeks attending both RHAM Middle and High School classes and school-sponsored activities. They also interacted with our students and staff by participating in afterschool social activities such as bowling, seeing a play at The Bushnell, and visiting museums and local tourist attractions such as Mystic Seaport and the Mashantucket-Pequot Indian Museum.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	86.1	74.9	69.4
Writing	79.0	62.9	77.1
Mathematics	83.1	66.0	73.9
Grade 8 Reading	79.7	68.4	61.3
Writing	81.6	66.5	72.9
Mathematics	84.9	64.5	80.0
Science	77.2	60.6	66.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	62.7	47.4	68.2
Writing Across the Disciplines	74.7	55.0	75.6
Mathematics	67.2	47.8	72.5
Science	57.7	42.8	67.2

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	49.1	36.2	81.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.6	74.5	
Average Score	Mathematics	552	507	84.5
	Critical Reading	540	503	85.3
	Writing	536	506	77.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	92.4	92.1	35.1
Cumulative Four-Year Dropout Rate for Class of 2008	7.0	6.6	31.4
2007-08 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	77.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.5	84.1
% Employed (Civilian Employment and in Armed Services)	0.9	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	121.30
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	23.00
Paraprofessional Instructional Assistants	33.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	6.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	11.40
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	69.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.6	14.4	13.6
% with Master's Degree or Above	73.5	77.3	76.1

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	21.8	19.7	20.5
High School	18.1	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,018	1,025	1,016
High School	1,027	1,011	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	2.8	2.4	2.6
High School	2.7	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Secondary Districts	DRG	State
Instructional Staff and Services	\$11,901	\$7,156	\$7,913	\$7,069	\$7,522
Instructional Supplies and Equipment	\$376	\$226	\$320	\$282	\$271
Improvement of Instruction and Educational Media Services	\$850	\$511	\$386	\$415	\$446
Student Support Services	\$957	\$575	\$720	\$769	\$806
Administration and Support Services	\$1,902	\$1,144	\$1,828	\$1,334	\$1,369
Plant Operation and Maintenance	\$1,953	\$1,175	\$1,517	\$1,357	\$1,377
Transportation	\$1,268	\$660	\$788	\$638	\$644
Costs for Students Tuitioned Out	\$1,355	N/A	N/A	N/A	N/A
Other	\$329	\$198	\$331	\$141	\$151
Total	\$20,891	\$12,310	\$14,310	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,470	\$1,485	\$2,027	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,562,538	21.8	19.7	20.5

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	72.9	25.3	1.8	0.0
Excluding School Construction	69.7	28.3	2.0	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

RHAM Middle School and RHAM High School are regionalized schools for the towns of Andover, Hebron, and Marlborough. RHAM Middle School includes grades 7 & 8 and RHAM High School includes grades 9 - 12. Regional School District No. 8's vision is "World class learning for today and tomorrow." Our 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." Programs and committees that have been instituted, support this vision. Our two schools share in the resources that are provided by the three feeding towns.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	233
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	16	0.9	0.9	0.8
Learning Disability	100	5.6	4.1	3.9
Intellectual Disability	14	0.8	0.4	0.5
Emotional Disturbance	23	1.3	0.7	1.0
Speech Impairment	18	1.0	2.2	2.3
Other Health Impairment*	57	3.2	1.9	2.1
Other Disabilities**	5	0.3	0.6	0.9
Total	233	13.0	10.8	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	77.8	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	41.2	30.2	83.0	65.7
	Writing	19.8	19.5	80.2	64.1
	Mathematics	37.8	30.7	84.0	65.7
	Science	36.6	23.8	77.2	59.4
CAPT	Reading Across the Disciplines	17.9	14.1	62.7	47.4
	Writing Across the Disciplines	19.4	13.6	74.7	55.0
	Mathematics	25.9	15.4	67.2	47.8
	Science	16.1	10.6	57.7	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	24.7
	% With Accommodations	75.3
CAPT	% Without Accommodations	28.2
	% With Accommodations	71.8
% Assessed Using Skills Checklist		3.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	15	6.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	148	63.5	74.3	72.7
40.1 to 79.0 Percent of Time	68	29.2	19.1	16.1
0.0 to 40.0 Percent of Time	17	7.3	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The 2008/2009 academic year saw the further implementation of the Long Range Strategic Plan. The focus this year was the continued implementation of the curriculum writing plan, the continued implementation of the five year plan, and the development of pacing guides and curriculum maps. The district is well on the way to ensuring that no curriculum is more than five years old. In addition to this, the district has been in the process of revising the teacher evaluation instrument, the revisions to the instrument will primarily promote more discussion between peers and colleagues of the teaching/learning process. This revision of the evaluation instrument will compliment curriculum writing because included in the evaluation instrument are elements that ensure adherence to the written curriculum and pacing guides. An additional portion of the strategic plan that has received a great deal of emphasis is transitions. That is transitions to the middle school and transitions to grade 9 and transitions to life after high school. The purpose of the plan is to ensure that the transitions do not have a deleterious impact on student learning and all students are well prepared when they leave RHAM High School. To date the grade six and nine orientation programs have been adjusted to reflect the data obtained from the survey.

A major updating of the district's website was undertaken during the year. The purpose of the updating was increase the viability of the website as a communications vehicle with the community and parents. The school secretaries under the direction of Kathy Mund who facilitated the process, developed a web page that provided up to date and accurate information to the parents. It is interesting to note that the websites, on average, received approximately 200,000 visits per month.

During the year the RHAM Educational Foundation was incorporated. In its mission statement the foundation stresses its dedication to the notion of educational excellence while promoting the innovation, enrichment and life long learning for the community. The school district looks forward to working with the foundation in helping the foundation to achieve its mission statement. One of the activities of the foundation will be to provide teachers with mini grants to enhance their individual programs.

The financial crisis that has gripped the nation has had an impact on the school district. As the budgetary process began, the issues of stable enrollment at the middle school and increasing enrollment at the high school had to be addressed in the proposed budget. The latter required the hiring of additional staff. Anticipating the difficulty in obtaining voter approval, the RHAM Board of Education conducted a series of budget meetings in the member towns. By conducting these meetings, the citizens of the towns were able to understand the budget. The budget as finalized contained an increase of 1.4%. This level of increase was possible without any major staff reductions because of a number of retirements, lower than normal health insurance costs, and an arbitration settlement with the teachers that provided for a 2% salary increase. The budget was approved by a majority in the three towns.
