

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 8**

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Location: 33 Pendleton Drive
Hebron,
Connecticut

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: 94.4%

*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, 2007	1,663
5-Year Enrollment Change	9.1%

DISTRICT GRADE RANGE

Grade Range	7-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	51	3.1	4.7	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	5.4
Students Identified as Gifted and/or Talented*	112	6.7	3.8	4.0
PK-12 Students Receiving Special Education Services in District	188	11.3	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	53	17.2	21.6	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	22	1.3
Black	13	0.8
Hispanic	19	1.1
White	1,606	96.6
Total Minority	57	3.4

Percent of Minority Professional Staff: 2.4%

Non-English Home Language: All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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 High School

RHAM High School participated in a unique Sister-School partnership with a magnet school program in Providence, Rhode Island. Eighteen RHAM High School students participated as mentors to students from the UCAP School in Providence. The sister school project was initiated by teachers from RHAM High School's World Language and Art Departments. Students from RHAM High School and the UCAP School make extensive use of Spanish in their interactions with each other. The majority of RHAM students are white and the UCAP students are predominantly African American and Hispanic. Students involved in the program visited both schools and collaborated on a number of art projects. Over one hundred RHAM High School students actively participated in RHAM High 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. Some of the activities include ethnic/religious trips to visit mosques, synagogues and temples and attendance at International Peace Day at the United Nations Building. The club also sponsors trips to ethnic restaurants and holds an International Bake-Off Day.

RHAM Middle School

RHAM Middle School participated in Project Oceanology's CT River Connections Program. RHAM students and students from Fox Middle School worked went on field trips and to the Project O's Enviro-Lab vessel. Six academic teams increased student awareness through planned interdisciplinary units on subjects such as Ancient Egypt/Ancient Greece, Let's Write Poetry, How War Affects Us, Geomorphology, Historical Perspectives: Math Outside the Classroom, Individuals Can Make A Difference, Planning A Service Project. Female students attended the Multiply Your Options event at UCONN. An Advisory activity was introduced which focused on famous American women and their achievements throughout history. Students participated in a day of "Team Building" activities which included outdoor and indoor activities with their peers, with the day's theme being teamwork. Students enjoyed a presentation by the Interactive Theatre Group on diversity and also took part in role-playing activities. Students attended a presentation by the Interactive Educational Theater on harassment, bullying, and other related issues. Students also participated in a grant-funded School Diversity Project and were partnered with students from East Hartford MS. Activities were geared towards issues relevant to middle school-aged students. During the school year, several teams held "town meetings" with the main topic being "respect." The meetings were an open forum for students to discuss issues related to bullying and harassment. Ninety percent of the eighth grade class traveled to Washington, D.C. for their annual class trip.

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	86.6	71.1	74.8
Writing	75.5	62.0	65.8
Mathematics	82.0	63.0	76.8
Grade 8 Reading	79.4	64.8	69.2
Writing	79.1	63.4	69.2
Mathematics	81.0	60.8	80.5
Science	75.8	58.6	61.6

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	63.4	45.5	73.1
Writing Across the Disciplines	78.4	57.9	77.7
Mathematics	71.0	50.1	70.8
Science	69.6	46.3	80.0

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
	43.0	36.1	66.8

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.6	77.6	
Average Score	Mathematics	550	504	83.8
	Critical Reading	541	502	84.6
	Writing	536	503	80.8

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 2007	92.0	92.6	23.1
Cumulative Four-Year Dropout Rate for Class of 2007	7.0	6.2	19.5
2006-07 Annual Dropout Rate for Grade 9 through 12	1.0	1.7	52.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.6	83.4
% Employed (Civilian Employment and in Armed Services)	6.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	120.20
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	20.00
Paraprofessional Instructional Assistants	31.00
Library/Media Specialists and Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.50
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	13.2	14.3	13.6
% with Master's Degree or Above	70.8	75.5	75.6

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	21.0	19.9	20.5
High School	16.2	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,018	1,032	1,017
High School	1,027	1,021	1,006

*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	1.9	2.2	2.7
High School	2.5	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$11,047	\$6,715	\$7,517	\$6,737	\$7,159
Instructional Supplies and Equipment	\$469	\$285	\$337	\$287	\$266
Improvement of Instruction and Educational Media Services	\$852	\$518	\$380	\$395	\$429
Student Support Services	\$861	\$523	\$674	\$713	\$761
Administration and Support Services	\$1,823	\$1,108	\$1,722	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,985	\$1,207	\$1,521	\$1,295	\$1,322
Transportation	\$1,177	\$654	\$728	\$605	\$601
Costs for Students Tuitioned Out	\$1,050	N/A	N/A	N/A	N/A
Other	\$378	\$230	\$310	\$130	\$145
Total	\$19,643	\$11,755	\$13,655	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,719	\$1,653	\$2,722	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$4,023,086
Percent of Total PK-12 Expenditures Used for Special Education	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	72.3	25.8	1.9	0.0
Excluding School Construction	70.9	26.9	2.2	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. RHAM High School consists of Grades 9 - 12. Regional School District No. 8's vision is "World class learning for today and tomorrow". Our mission is to provide all students with the foundation upon which to develop academic integrity, intellectual vitality, emotional maturity, personal wellness, cultural respect, global awareness and personal character. It is our goal that all students will develop into life-long learners who possess the essential core knowledge and the critical, creative, analytical and reflective skills necessary to think, listen, collaborate and communicate effectively. Many of the programs and committees that were instituted support this vision.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	206
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

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	13	0.8	0.8	0.7
Learning Disability	82	4.8	4.1	4.0
Intellectual Disability	15	0.9	0.4	0.5
Emotional Disturbance	21	1.2	0.7	1.0
Speech Impairment	22	1.3	2.2	2.4
Other Health Impairment*	46	2.7	1.9	2.1
Other Disabilities**	7	0.4	0.6	0.9
Total	206	12.1	10.7	11.5

*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 2006-07 with a Standard Diploma	62.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.9	2.8

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	35.4	20.4	83.0	62.1
	Writing	17.5	19.3	77.3	63.0
	Mathematics	37.5	22.6	81.5	62.7
	Science	30.0	22.2	75.8	56.8
CAPT	Reading Across the Disciplines	21.7	11.4	63.4	45.5
	Writing Across the Disciplines	21.7	16.3	78.4	57.9
	Mathematics	17.4	14.7	71.0	50.1
	Science	18.2	14.4	69.6	46.3

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	20.3
	% With Accommodations	79.7
CAPT	% Without Accommodations	34.6
	% With Accommodations	65.4
% Assessed Using Skills Checklist		1.0

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	14	6.8

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	125	60.7	71.7	71.6
40.1 to 79.0 Percent of Time	64	31.1	21.8	16.6
0.0 to 40.0 Percent of Time	17	8.3	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In the spring of 2007, the Board of Education adopted a Long Range Strategic Plan and the administration began the task of developing action plans to implement the goals of the Long Range Strategic Plan. Each of the plan's goals was assigned to an action team. The work of the action teams was coordinated by the Curriculum Instruction Management Team. The beliefs of the Long Range Strategic Plan are as follows:

- All students can learn and maximize their potential.
- Learning is student centered.
- A safe and healthy environment is essential to teaching and learning.
- Effective curriculum, instructional practices, and assessment challenge every student.
- Education is the shared responsibility of school, home, and the community.
- Effective use of technology supports and enhances learning, productivity, and creativity.
- A successful learning environment makes effective use of all available resources.
- An exemplary education system benefits the entire community.

The process of curriculum review and updating continued during the 07-08 academic year. The process of curriculum updating was supported with an appropriation by the Board of Education. The goal of the project is to ensure that no curriculum is more than five years old, that each curriculum reflects the state frameworks for the discipline, and to ensure that the process of curriculum review is systematized. Pacing Guides are also being developed to supplement the curricula.

Communication with the Boards in the respective towns continued to improve. Throughout the year there were numerous visits to the respective Boards of Finance and Boards of Selectmen. The communication provided for the approval of the budget.

The Board of Education continued the process of policy review. The Board reviewed some 98 policies during the year. They were updated to reflect current law, court opinions, trends in collective bargaining, and the opinions of the Board. The process is ongoing.

The professional development of the district continued its emphasis on literacy with the emphasis placed on speaking and listening skills. The coordination of these activities was done by the Professional Development Committee of the district.

An Alternative High School program is now being offered at Regional School District No. 8. The program was designed to provide students who were having difficulty completing high school with a vehicle to complete the requirements for a high school diploma. With an appropriation by the Board, a program was begun in conjunction with the Vernon Adult Education Program. In its first year of operation, six students received their high school diplomas.

The district was awarded a grant of \$43,000 to improve security within the district. The grant was awarded competitively and provided for cameras within the halls of both the high and middle schools. The cameras have proven invaluable in protecting the facility from intrusion.

In the area of facilities, a major change was approved for the Superintendent's office space. After District Meeting approval, the Superintendent's office is being relocated on the high school campus. The facility is scheduled to be completed by September 30, 2008.
