

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 08**

ROBERT J. SIMINSKI, Superintendent

Location: 33 Pendleton Drive

Telephone: (860) 228-2115

Hebron,
ConnecticutWebsite: www.rhamhs.reg8.k12.ct.us/

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

Town Population in 2000: 17,355

1990-2000 Population Growth: 14.5%

Number of Public Schools: 2

Per Capita Income in 2000: \$32,287

Percent of Adults without a High School Diploma in 2000*: 7.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%

District Enrollment as % of Estimated. Student Population: 95.0%

*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, 2011 1,784

5-Year Enrollment Change 8.4%

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	128	7.2	8.2	35.2
K-12 Students Who Are Not Fluent in English	4	0.2	0.7	5.6
Students Identified as Gifted and/or Talented*	100	5.6	4.5	4.0
PK-12 Students Receiving Special Education Services in District	213	11.9	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	36	10.9	13.4	13.0

*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	29	1.6
Black	15	0.8
Hispanic	32	1.8
Pacific Islander	0	0.0
White	1,706	95.6
Two or more races	0	0.0
Total Minority	78	4.4

Percent of Minority Professional Staff: 4.6%

Non-English Home Language:

0.2% 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 2.

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.

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. RHAM Middle School students continued to participate in the Rachel's Challenge Program. Rachel's Challenge is meant to create a chain reaction that will carry and build on her message of hope and compassion and her belief that if you treat others with kindness and compassion, you may change the world you live in. As a result of the program, a club was formed called Chain Links whose goal is to get students more involved in helping other students and the community. Project Oceanology, CT River Connections Program continues with two teams participating. This enables students from different social groups to learn to communicate as they gain respect and understanding of differences. RHAM Middle School students' newest initiative this year was the one book/one school program. The goal of the program is to promote a positive school climate at RHAM. Initially, all staff and students read the book "The Revealers" by Doug Wilhelm. The main message from the book is the need for each of us to respect each other, and our differences. Students then participated in a number of activities and discussions about the book. Parents and the community were invited to participate in a couple of the book discussions. The program culminated with a visit from the author, Doug Wilhelm. Twelve RHAM Middle School students participated in the Multiply Your Options event at the University of Connecticut. This is an all day event specifically designed for young women interested in careers in the math and science fields. 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. Thirty-seven RHAM High School students continue to participate and contribute in Peer Helpers. One of the purposes of Peer Helpers is to encourage and support a positive and tolerant school climate. The assembly "Power of Words" was presented to the entire sophomore class and emphasizes just how words make us feel. 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 masques, synagogues and temples and attendance at International Peace Day at the United Nations Building. Fifty-seven students attend various magnet schools.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	90.3	79.8	67.3	
Writing	80.4	65.6	70.2	
Mathematics	85.0	68.1	75.0	
Grade 8 Reading	87.6	76.8	63.5	
Writing	83.4	68.3	71.9	
Mathematics	88.6	67.2	84.9	
Science	74.3	61.9	54.4	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	64.9	47.5	72.9	
Writing Across the Disciplines	81.3	63.0	72.4	
Mathematics	71.1	49.2	82.0	
Science	64.6	47.1	73.9	

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
	70.4	50.6	92.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		85.7	77.3	
Average Score	Mathematics	530	505	68.7
	Critical Reading	532	502	72.5
	Writing	528	506	66.4

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, Adjusted Cohort Rate 2011	84.6	82.7	34.6
2010-11 Annual Dropout Rate for Grade 9 through 12	0.6	2.6	68.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.9	84.5
% Employed (Civilian Employment and in Armed Services)	6.3	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	128.20
Paraprofessional Instructional Assistants	4.00
Special Education	
Teachers and Instructors	22.10
Paraprofessional Instructional Assistants	36.00
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	7.84
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	12.36
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	67.00

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	12.0	14.6	13.9
% with Master's Degree or Above	78.8	82.0	79.6

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	18.0	20.0	20.3
High School	18.6	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,012	1,023	1,024
High School	1,042	1,022	1,024

*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	2.7	2.1	2.2
High School	4.5	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$13,125	\$7,436	\$8,576	\$7,839	\$8,469
Instructional Supplies and Equipment	\$146	\$83	\$272	\$244	\$271
Improvement of Instruction and Educational Media Services	\$935	\$530	\$416	\$393	\$482
Student Support Services	\$1,142	\$647	\$835	\$940	\$901
Administration and Support Services	\$1,843	\$1,044	\$1,911	\$1,430	\$1,490
Plant Operation and Maintenance	\$2,057	\$1,166	\$1,623	\$1,407	\$1,463
Transportation	\$1,470	\$695	\$803	\$707	\$724
Costs for Students Tuitioned Out	\$1,649	N/A	N/A	N/A	N/A
Other	\$327	\$185	\$358	\$183	\$165
Total	\$22,695	\$12,321	\$15,444	\$13,684	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,672	\$1,514	\$1,717	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,368,268	23.7	21.2	21.7

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	75.6	22.0	2.2	0.1
Excluding School Construction	72.8	24.6	2.5	0.2

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.

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 includes 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	238
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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	15	0.8	1.2	1.2
Learning Disability	84	4.5	3.9	3.9
Intellectual Disability	8	0.4	0.4	0.4
Emotional Disturbance	27	1.4	0.7	1.0
Speech Impairment	19	1.0	1.8	2.1
Other Health Impairment*	81	4.3	2.2	2.2
Other Disabilities**	4	0.2	0.7	1.0
Total	238	12.7	10.9	11.7

*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 2010-11 with a Standard Diploma	58.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	55.6	36.0	89.0	70.4
	Writing	30.2	21.5	81.9	66.3
	Mathematics	44.0	31.8	86.9	68.4
	Science	16.1	23.0	74.3	62.9
CAPT	Reading Across the Disciplines	23.7	14.5	64.9	47.5
	Writing Across the Disciplines	33.3	18.2	81.3	63.0
	Mathematics	21.6	15.4	71.1	49.2
	Science	18.6	13.6	64.6	47.1

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	56.7
	% With Accommodations	43.3
CAPT	% Without Accommodations	27.1
	% With Accommodations	72.9
% Assessed Using Skills Checklist		5.3

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	11	4.6
Private Schools or Other Settings	10	4.2

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	157	66.0	75.0	72.1
40.1 to 79.0 Percent of Time	64	26.9	17.9	16.3
0.0 to 40.0 Percent of Time	17	7.1	7.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

With the election of a new governor, the state has begun to enact legislation that is designed to transform school districts and will have a lasting impact on students. The first initiative is one that centers on school climate and bullying. In January, the district was required to file a school climate plan with the State Department of Education, appoint school climate coordinators, and a district climate specialist. The school climate committees, with parental representation, will meet during the year and revise the school climate plans based on the information gathered using a school climate questionnaire supplied by the State Department of Education. Region 8, as part of its long strategic plan has used questionnaires to sample issues around transition into the district, high school, life after high school, attitudes toward homework and school climate. Another initiative of the State Department of Education is that all students in grades 6 through 12 have success plans. The vehicle that the district has chosen is Naviance. The program is currently used in the high school to facilitate career and college exploration and also serves as a vehicle to allow students to file college applications electronically. The program contains a module that will allow its expansion to the seventh grade. The middle school guidance counselors will use the program for career exploration and to develop career goals. Education reform also impacted curriculum. With the adoption of the Common Core, the academic rigor will be increased, requiring a concomitant revision of curriculum. The Board in the 2012/13 budget increased the amount of money allocated for curriculum writing. The Board continued the process of replacing one third of the computers in the district every five years. There were some other modifications required by the computer network. Specifically, authorization was given to replace the wireless points throughout both buildings. This process enhanced access to the network and began the preparation for the day when students would bring their own technology to school. The district technology plan was revised to reflect this change. This change in instruction will require staff development which was an important plan. Also included in the plan was an assessment component to further assist the district in implementing the SRBI plan as required by the State Board of Education
