

STRATEGIC SCHOOL PROFILE 2010-11**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: 94.3%

*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, 2010 1,765
5-Year Enrollment Change 11.6%

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	113	6.4	7.6	34.1
K-12 Students Who Are Not Fluent in English	3	0.2	0.7	5.6
Students Identified as Gifted and/or Talented*	104	5.9	4.6	4.0
PK-12 Students Receiving Special Education Services in District	216	12.2	10.7	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	0.3
Juniors and Seniors Working 16 or More Hours Per Week	26	11.1	12.6	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	29	1.6
Black	14	0.8
Hispanic	31	1.8
Pacific Islander	0	0.0
White	1,689	95.7
Two or more races	1	0.1
Total Minority	76	4.3

Percent of Minority Professional Staff: 3.4%

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. This year at RHAM Middle School we 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 just may change the world you live in. As a result of the program, a new club was formed called Chain Links whose goal is to get students more involved in helping other students and the community. For the past six years, students have participated in Project Oceanology's Connecticut River Connections Program which attempts to help students from different social groups to learn to communicate as they gain respect and understanding of differences. RHAM students and a similar number of students from Woodrow Wilson 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. As in past years, a dozen female students attended 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. 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 with the school 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. The club also sponsors trips to ethnic restaurants throughout Connecticut. Twenty-nine students participated in and contributed to a student club called Peer Helpers. One of the purposes of Peer Helpers is to encourage and support a positive and tolerant school climate. Some of our Peer Helpers worked with other students to organize and facilitate a day-long assembly which focuses on promoting tolerance and acceptance. This assembly entitled "The Power of Words" was presented to the entire sophomore class. Forty-seven students attended area 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	88.6	77.8	65.6	
Writing	77.5	58.9	77.2	
Mathematics	87.0	68.4	80.8	
Grade 8 Reading	88.6	74.7	73.9	
Writing	83.3	64.8	72.0	
Mathematics	83.5	66.6	71.3	
Science	78.1	63.1	59.2	

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	63.7	44.7	75.8	
Writing Across the Disciplines	70.5	61.2	52.6	
Mathematics	71.5	49.5	79.7	
Science	66.8	47.0	77.4	

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
	66.0	51.0	83.6

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.0	70.6	
Average Score	Mathematics	566	510	89.3
	Critical Reading	549	505	86.3
	Writing	548	510	81.7

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 2010	86.2	81.8	38.9
2009-10 Annual Dropout Rate for Grade 9 through 12	1.0	2.8	46.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.6	84.8
% Employed (Civilian Employment and in Armed Services)	6.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	129.40
Paraprofessional Instructional Assistants	4.00
Special Education	
Teachers and Instructors	21.60
Paraprofessional Instructional Assistants	37.00
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	12.40
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	66.00

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	14.7	13.9
% with Master's Degree or Above	77.2	81.3	79.0

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	19.6	19.6	20.6
High School	18.4	19.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,018	1,026	1,017
High School	1,042	1,012	1,010

*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	3.6	2.3	2.4
High School	5.9	2.4	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$12,737	\$7,367	\$8,456	\$7,683	\$8,237
Instructional Supplies and Equipment	\$219	\$127	\$275	\$267	\$300
Improvement of Instruction and Educational Media Services	\$886	\$513	\$392	\$388	\$463
Student Support Services	\$1,103	\$638	\$792	\$893	\$872
Administration and Support Services	\$1,919	\$1,110	\$1,891	\$1,410	\$1,459
Plant Operation and Maintenance	\$2,060	\$1,191	\$1,459	\$1,346	\$1,410
Transportation	\$1,452	\$719	\$824	\$664	\$692
Costs for Students Tuitioned Out	\$1,379	N/A	N/A	N/A	N/A
Other	\$333	\$193	\$330	\$171	\$159
Total	\$22,089	\$12,326	\$15,034	\$13,335	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,682	\$1,551	\$1,847	\$1,101	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,671,911	21.2	21.2	21.5

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	76.9	21.3	1.6	0.2
Excluding School Construction	74.1	23.9	1.8	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.

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 grade 9 - 12. Regional School District No. 8's vision is "World Class Learning For Today And Tomorrow." Our mission stated 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 that been instituted support that vision. Our 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	242
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.1%

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	15	0.8	1.1	1.1
Learning Disability	98	5.3	3.8	3.9
Intellectual Disability	11	0.6	0.4	0.4
Emotional Disturbance	25	1.4	0.7	1.0
Speech Impairment	16	0.9	1.9	2.2
Other Health Impairment*	74	4.0	1.9	2.1
Other Disabilities**	3	0.2	0.7	0.9
Total	242	13.1	10.5	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 2009-10 with a Standard Diploma	73.9	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	36.8	33.0	88.6	68.6
	Writing	23.2	19.3	80.5	63.7
	Mathematics	25.8	33.4	85.2	68.2
	Science	36.8	21.2	78.1	61.5
CAPT	Reading Across the Disciplines	8.8	14.1	63.7	44.7
	Writing Across the Disciplines	10.5	17.3	70.5	61.2
	Mathematics	22.9	15.8	71.5	49.5
	Science	20.5	13.1	66.8	47.0

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	10.8
	% With Accommodations	89.2
CAPT	% Without Accommodations	20.9
	% With Accommodations	79.1
% Assessed Using Skills Checklist		5.1

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	5	2.1
Private Schools or Other Settings	16	6.6

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	155	64.0	77.4	74.1
40.1 to 79.0 Percent of Time	64	26.4	15.5	14.9
0.0 to 40.0 Percent of Time	23	9.5	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

At the beginning of the year the Board developed a number of goals to guide its operation during the 2010/2011 academic year. The goals were as follows:• During difficult financial times, our goal is to preserve the quality programming that exists in Regional School District No. 8• Take steps to improve the performance of the marginal student, i.e. improve graduation rate, gender performance, alternative education, and reading skills• Expand elective opportunities to include increased enrollment in Honors and AP courses• Continue curriculum writing and alternative methods of instruction• Improve student preparation for the transition to RHAM High School and to higher education and careers. During the 2010 - 2011 academic year there were a number of activities and initiatives that were designed to achieve these goals. The curriculum writing initiatives continued, but the effort must provide for additional revisions because of the adoption of the Common Core of Learning by the State. Other initiatives that were continued included the implementation of the Scientific Based Research Initiative (SRBI) at all levels. Implementation of the SRBI program at the high school is somewhat difficult, because in addition to receiving support in reading; students must satisfy the credit requirements needed for graduation. To satisfy the requirements of SRBI, a reading teacher was added to the high school to provide support for identified students. Students that needed assistance in math were provided with assistance through structured study periods. Hopefully, the budget will allow for the addition of a remedial math teacher in the 2011/2012 academic year. Additionally work was begun to offer an advanced placement art course. In addition the district also continues to provide a program for students that have difficulty dealing with everyday life in a large school. To date 36 students have received their high school diplomas through this program. In the area of instruction, two major initiatives were begun. First, the TEAM Program was initiated under the guidance of the State Department of Education. The Team Program, replaced the BEST Program, and was designed to place new teachers on the track of continually reflecting on and improving their instructional practice. Supporting that was the introduction of a new teacher evaluation instrument that institutionalizes the continuous improvement of instructional practice. This, the first year of using the instrument, is a period that allows the instrument to be field tested. The goal of the instrument is to allow teachers to develop SMART goals, thus having a positive influence on student achievement/learning. The RHAM Educational Foundation continues to thrive. It's mission stresses its dedication to the notion of educational excellence while promoting the innovation, enrichment and life long learning for the community. This year the foundation was able to offer several mini-grants to some of the staff to enrich their individual programs. The financial crisis that has gripped the nation has had an impact on the school district's budget. The district continues to work toward providing the best educational programs while being considerate of the sending towns request for fiscal responsibilities. The Region 8 Board of Education conducted a series of budget meetings in the member towns in order to allow citizens of the towns to better understand the budget. The budget was approved by a majority in the three sending towns.
