

STRATEGIC SCHOOL PROFILE 2012-13**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: 3

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: 93.9%

*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, 2012 1,767
5-Year Enrollment Change 6.3%

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	87	4.9	8.9	36.7
K-12 Students Who Are Not Fluent in English	2	0.1	0.8	5.8
Students Identified as Gifted and/or Talented*	95	5.4	4.8	3.8
PK-12 Students Receiving Special Education Services in District	203	11.5	11.1	11.9
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	35	6.5	12.7	12.7

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	18	1.0
Black	11	0.6
Hispanic	25	1.4
Pacific Islander	0	0.0
White	1,709	96.7
Two or more races	0	0.0
Total Minority	58	3.3

Percent of Minority Professional Staff: 4.0%

Non-English Home Language:

0.1% 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 continued with the one book/one school program. The goal of this program is to promote a positive school climate at RHAM. Initially, all staff and students read a book. The main message from all books chosen is the need for each of us to respect each other and our differences. Students then participate 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. RHAM Middle School students continue to participate in the Multiply Your Options event at the University of CT. 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. student mingled and traveled with students from all over the country. Students from RHAM High School 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 mosques, synagogues and temples, and attendance at the International Peace Day at the United Nations Building. Sixty-eight 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	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.
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	For more detailed CMT results, go to www.ctreports.com .
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	92.7	78.9	85.4	To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."
Writing	80.7	64.9	76.6	
Mathematics	89.8	65.4	92.4	
Grade 8 Reading	87.2	76.2	64.6	
Writing	81.2	67.2	61.6	
Mathematics	89.6	65.0	88.1	
Science	78.5	60.4	67.3	

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	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."
Reading Across the Disciplines	75.8	48.5	91.7	
Writing Across the Disciplines	82.3	62.1	78.8	
Mathematics	75.2	52.4	79.5	
Science	70.5	48.8	74.4	

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
	63.1	51.1	76.4

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.6	78.5	
Average Score	Mathematics	565	503	90.2
	Critical Reading	551	499	86.5
	Writing	555	504	88.0

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 2012	90.5	84.8	46.3
2011-12 Annual Dropout Rate for Grade 9 through 12	0.6	2.1	50.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.1	82.6
% Employed (Civilian Employment and in Armed Services)	1.1	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	129.80
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	23.50
Paraprofessional Instructional Assistants	32.00
Library/Media Specialists and/or Assistants	6.20
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	7.44
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	68.00

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	13.0	14.6	13.9
% with Master's Degree or Above	81.0	82.2	79.8

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	21.6	19.9	20.2
High School	18.0	18.3	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,012	1,024	1,029
High School	971	1,024	1,027

*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	2.9	1.9	2.1
High School	2.9	2.0	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$13,781	\$7,725	\$8,821	\$8,110	\$8,570
Instructional Supplies and Equipment	\$193	\$108	\$279	\$252	\$257
Improvement of Instruction and Educational Media Services	\$947	\$531	\$425	\$412	\$471
Student Support Services	\$1,209	\$677	\$860	\$954	\$950
Administration and Support Services	\$1,853	\$1,039	\$2,002	\$1,521	\$1,547
Plant Operation and Maintenance	\$2,048	\$1,148	\$1,635	\$1,417	\$1,459
Transportation	\$1,374	\$664	\$861	\$750	\$765
Costs for Students Tuitioned Out	\$1,533	N/A	N/A	N/A	N/A
Other	\$347	\$195	\$362	\$184	\$170
Total	\$23,286	\$12,399	\$15,744	\$14,121	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,666	\$1,495	\$1,882	\$1,204	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,076,476	21.8	21.3	21.8

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	72.0	25.4	2.6	0.0
Excluding School Construction	68.8	28.3	2.9	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.

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	227
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	18	1.0	1.3	1.3
Learning Disability	82	4.4	4.1	4.0
Intellectual Disability	6	0.3	0.4	0.4
Emotional Disturbance	22	1.2	0.8	1.0
Speech Impairment	17	0.9	1.7	2.0
Other Health Impairment*	75	4.0	2.3	2.4
Other Disabilities**	7	0.4	0.7	1.0
Total	227	12.1	11.1	12.1

*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 2011-12 with a Standard Diploma	70.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	49.1	34.5	90.0	69.2
	Writing	36.9	19.9	80.9	64.4
	Mathematics	56.6	29.0	89.7	65.5
	Science	37.2	21.3	78.5	61.3
CAPT	Reading Across the Disciplines	34.5	15.7	75.8	48.5
	Writing Across the Disciplines	37.9	16.7	82.3	62.1
	Mathematics	20.7	16.8	75.2	52.4
	Science	9.4	14.6	70.5	48.8

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	9.5
	% With Accommodations	90.5
CAPT	% Without Accommodations	14.3
	% With Accommodations	85.7
% Assessed Using Skills Checklist		2.8

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	8	3.5
Private Schools or Other Settings	10	4.4

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	154	67.8	74.0	72.0
40.1 to 79.0 Percent of Time	60	26.4	19.1	16.4
0.0 to 40.0 Percent of Time	13	5.7	6.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

There were many challenges as the 2013/14 budget was developed. The apportionment of students played a significant role in the budget approval process. The percent of students from Hebron increased from approximately 54% to 56%, this change caused Hebron's portion of the budget to increase by approximately \$700,000 before any budget increases were factored into. The budget was approved at referendum with Andover and Marlborough approving the budget and Hebron rejecting the budget. Revision of the state testing program from CAPT/CMT to the Smarter Balanced Assessment program requires that the district be prepared to have the students take the new assessment totally on line. To this end, the bandwidth of the network was increased to allow more students to be on the network at the same concomitantly. Also, the number of computers was increased to allow more students to be on the network at the same time. The implementation of the Common Core and preparation for the smarter balanced assessment consortium also required additional work in the areas especially of curriculum development, thus allowing the teachers to provide instruction that will allow students to be successful when taking the new assessment. The changes that the Common Core Standards require in instruction are the importance of text based discussions, teaching must focus on process, assignments must have a real purpose, argument must be taught and text complexity should also increase. Another state requirement that consumed a great deal of time was the development of the teacher evaluation instrument. Although we had been using smart goals as a vehicle to measure student growth and a rubric to evaluate teachers, new requirements tied teacher evaluation to student achievement on both locally prepared benchmark assessments and standardized tests along with other important items such as whole school growth, professional practice, and student and parent feedback. This new evaluation plan will consume a great deal of administrative time. During the beginning of the year, the administrators used the existing instrument to evaluate staff in accordance with the guidelines of the state proposed plan. The task was impossible and the evaluation plan returned to the existing evaluation system. Going forward, the district will be evaluating 33% of the teachers in the district with the new evaluation plan. Full implementation of the plan in the 14/15 academic year will require hiring additional administrators. This year was the implementation of the state mandated Student Success Plans. The high school has been using Naviance as the vehicle for the common college application, practice for the college boards, a vehicle to conduct interest inventories, and as a vehicle to track student career plans. Another benefit of the program was that the program can be accessed remotely by both students and parents. With this success, it was logical to introduce the program into the middle school. The middle school guidance counselors began the process of introducing the program to all the middle school students. Since the program was mandated for all students, working with the feeder elementary schools, the program was introduced to all grade six students. Both schools began working with School Climate Plans as a vehicle to further reduce any conduct that may lead to bullying. Surveys were conducted in both schools. In the middle school almost all students feel they belong and they feel school is fun. Almost all students feel they are treated fairly by their peers and treated with respect by administration. In the high school students feel that there is a positive and safe school climate and they have good connections to adults in the building. They noted positive peer interactions and feel the school is physically safe.
