

STRATEGIC SCHOOL PROFILE 2009-10**Regional School District 08**

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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: 94.6%

*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, 2009 1,729

5-Year Enrollment Change 9.3%

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	108	6.2	6.7	32.6
K-12 Students Who Are Not Fluent in English	1	0.1	0.7	5.4
Students Identified as Gifted and/or Talented*	113	6.5	4.6	4.1
PK-12 Students Receiving Special Education Services in District	206	11.9	10.8	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	16	7.9	12.7	13.6

*11.5 % 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	31	1.8
Black	15	0.9
Hispanic	31	1.8
White	1,651	95.5
Total Minority	78	4.5

Percent of Minority Professional Staff: 4.7%

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 1.

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 brought the Rachel's Challenge Program to our school. 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 and you just may change the world you live in. For the past six years, we 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 activity specifically designed for girls 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 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 throughout Connecticut. Twenty-six RHAM High School 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 focused on promoting tolerance and acceptance. This assembly, entitled The Power of Words was presented to the entire sophomore class.

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	89.5	77.4	68.2	
Writing	79.6	61.2	75.3	
Mathematics	84.0	68.5	69.5	
Grade 8 Reading	88.6	73.3	79.0	
Writing	78.3	62.6	72.6	
Mathematics	88.3	67.3	86.6	
Science	76.9	62.8	62.4	

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	61.5	45.9	70.5	
Writing Across the Disciplines	79.7	59.6	79.7	
Mathematics	72.4	48.7	84.1	
Science	65.4	45.3	76.5	

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
	73.2	50.7	94.2

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.1	68.5	
Average Score	Mathematics	546	508	80.6
	Critical Reading	550	503	86.8
	Writing	542	506	80.6

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 2009	96.9	91.3	68.5
2008-09 Annual Dropout Rate for Grade 9 through 12	0.6	3.0	72.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.4	84.5
% Employed (Civilian Employment and in Armed Services)	6.0	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	125.90
Paraprofessional Instructional Assistants	4.00
Special Education	
Teachers and Instructors	22.60
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	7.00
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	65.50

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	14.5	13.8
% with Master's Degree or Above	73.6	79.0	77.8

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	21.1	19.9	20.8
High School	21.0	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,018	1,034	1,018
High School	1,042	1,007	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	3.9	2.2	2.5
High School	5.5	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$12,689	\$7,276	\$8,280	\$7,380	\$7,829
Instructional Supplies and Equipment	\$219	\$125	\$325	\$281	\$279
Improvement of Instruction and Educational Media Services	\$869	\$498	\$393	\$406	\$459
Student Support Services	\$1,023	\$586	\$757	\$816	\$859
Administration and Support Services	\$1,911	\$1,095	\$1,841	\$1,400	\$1,426
Plant Operation and Maintenance	\$1,986	\$1,139	\$1,546	\$1,468	\$1,462
Transportation	\$1,372	\$663	\$818	\$675	\$694
Costs for Students Tuitioned Out	\$1,179	N/A	N/A	N/A	N/A
Other	\$357	\$205	\$346	\$148	\$162
Total	\$21,604	\$12,076	\$14,857	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,676	\$1,534	\$1,821	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,613,877	21.4	20.2	20.7

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	73.8	24.6	1.5	0.1
Excluding School Construction	70.5	27.7	1.7	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 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 that 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	227
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	16	0.9	1.0	1.0
Learning Disability	103	5.7	3.9	3.9
Intellectual Disability	12	0.7	0.4	0.5
Emotional Disturbance	18	1.0	0.7	1.0
Speech Impairment	15	0.8	2.1	2.2
Other Health Impairment*	60	3.3	1.9	2.1
Other Disabilities**	3	0.2	0.7	0.9
Total	227	12.7	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 2008-09 with a Standard Diploma	94.3	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.1	4.1

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	43.8	31.6	89.0	67.5
	Writing	22.2	19.6	78.9	63.3
	Mathematics	33.8	32.9	86.2	68.1
	Science	27.1	23.7	76.9	61.1
CAPT	Reading Across the Disciplines	22.2	13.8	61.5	45.9
	Writing Across the Disciplines	30.3	16.8	79.7	59.6
	Mathematics	31.4	16.7	72.4	48.7
	Science	25.0	13.0	65.4	45.3

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	22.0
	% With Accommodations	78.0
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		0.8

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	4	1.8
Private Schools or Other Settings	15	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	150	66.1	76.7	73.4
40.1 to 79.0 Percent of Time	59	26.0	16.4	15.3
0.0 to 40.0 Percent of Time	18	7.9	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The 2009-10 academic year saw the further implementation of the Long Range Strategic Plan. The focus this year was the continued implementaiton of the curriculum writing plan, the continued implementaiton of the five year plan, and the continuted 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 had completed revising the teacher evaluation instrument. The revision to the instrument will primarily promote more discussion between peers and colleagues of the teaching/learningprocess. The 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 Long Range Strategic Plan that has received a great deal of emphasis is transitions. The purpose of the plan is to ensure that the transitions to the middle school, to grade nine and the transiton to life after high school run smoothly. Grade six and nine orientation programs have been adjusted to reflect the data obtained from the surveys students have filled out. The district's website continues to be updated. 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 possible while being considerate of the sending towns request for fiscal responsibility. The RHAM 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 as finalized contained an increase of 1.358%/ This level of increase was possible without any major staff reductions because of a number of retirements, lower than normal health insurance costs. and conservation efforts with electricity and heating oil. The budget was approved by a majority in the three sending towns.
