

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



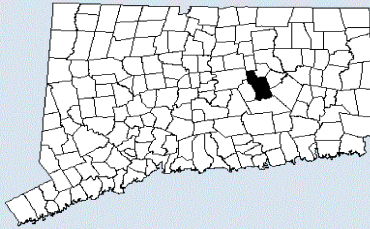
Hebron School District

Mr. Jeffrey Newton, Superintendent • 860-228-2577 • <http://www.hebron.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools	2
Enrollment	868
Per Pupil Expenditures ¹	\$13,011
Total Expenditures ¹	\$12,543,039

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	418	48.2	48.3
Male	450	51.8	51.6
American Indian	*	*	0.2
Asian	7	0.8	4.6
Black or African American	*	*	12.9
Hispanic or Latino	34	3.9	21.2
Pacific Islander	0	0.0	0.0
White	801	92.3	58.4
Two or More Races	21	2.4	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	57	6.6	37.3
Students with Disabilities ¹	109	12.6	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	9	2.3	0	0.0
Male	8	1.9	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	15	2.0	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	17	2.1	*	*
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2013-14

Hebron School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	57.1
Paraprofessional Instructional Assistants	8.8
Special Education	
Teachers and Instructors	10.5
Paraprofessional Instructional Assistants	26.9
Administrators, Coordinators and Department Chairs	
District Central Office	2.5
School Level	2.5
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.4

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	1.2	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	81	98.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	30	90.9
Other Health Impairment	12	*
Other Disabilities	0	0
Speech/Language Impairment	22	95.7
District	74	85.1
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Hebron School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	1.2	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	33	3.9	4.2
Other Health Impairment	16	1.9	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	28	3.3	1.9
All Disabilities	95	11.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,902,526	8,443	8,769
Instructional Supplies and Equipment	118,919	127	275
Improvement of Instruction and Educational Media Services	603,726	645	487
Student Support Services	911,756	974	965
Administration and Support Services	1,309,563	1,399	1,600
Plant Operation and Maintenance	996,406	1,065	1,472
Transportation	548,990	272	786
Costs of Students Tuitioned Out	151,153	N/A	N/A
Other	0	0	178
Total	12,543,039	13,011	14,642

Additional Expenditures

Land, Buildings, and Debt Service	764,971	817	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	992,557	38.7	35.6
Noncertified Personnel	644,927	25.1	14.5
Purchased Services	218,943	8.5	5.0
Tuition to Other Schools	121,033	4.7	21.4
Special Ed. Transportation	90,314	3.5	8.5
Other Expenditures	498,918	19.4	14.9
Total Expenditures	2,566,692	100.0	100.0

PK-12 Expenditures Used for Special Education	20.5	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	69.6	68.7
State	28.9	29.7
Federal	1.5	1.6
Tuition & Other	0.0	0.0

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2013-14

Hebron School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	79.5	84.6	85.4	82.4	.	.	.	.
Students with Disabilities	62.2	62.9	63.9	61.9	.	.	.	.
High Needs	69.2	70.7	71.5	68.6	.	.	.	.
District	90.6	90.8	91.8	91.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	96.7	89.3	N/A	270	92.6
Curl Up	75.8	77.3	N/A	270	76.7
Push Up	91.7	90.0	N/A	270	90.7
Mile Run/PACER	77.5	86.0	N/A	270	82.2
All Tests - District	65.8	63.3	N/A	270	64.4
All Tests - State	50.2	50.7	50.3		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2013-14

Hebron School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The District Improvement Plan focuses on the school goals, Theory of Action, Strategic Operating Plan and Board of Education goals. The Board of Education uses its Strategic Plan to define its primary focus for the district as a whole. The Strategic Plan makes the important connections to the building School Improvement Plans, which ensures improvement in instructional practice, and results in improved student achievement. The District-Wide Growth and Evaluation Committee is leading the charge in supporting the implementation of the new evaluation plans for teachers, and also designing and developing professional development that is aligned to committee goals. The Special Education department has conducted professional development activities designated to improve special education programming and outcomes for students. Teachers collaborate with their general education colleagues to develop and refine their skills regarding the instruction of reading and math for the most challenging students. Additionally, we have provided our paraprofessionals on-going training to support their work with children. The district is continuing its focus on Early Literacy and Numeracy and is implementing units of study through the Common Core State Standards. The district focuses on Tier 1 interventions, particularly in reading, developed universal screens, has progress monitoring in place, and identified grade level expectations. The district has more closely aligned the SRBI process to meeting the needs of students through intervention work. The district is implementing All Day Kindergarten for all students and a School Readiness Preschool Program. The NAEYC Accreditation process is also occurring. Parent-school community relationships continue to be an area of focus. The engagement of the community has proven to be highly successful in deepening understanding about our purpose. The support from the town governance, community, and parents has resulted in significant changes and increased support for education and the schools. This will continue to be a priority and a necessity for us to accomplish what we have set out to achieve. Additionally, we have developed a new website and continue to explore additional methods of communication with parents and the community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hebron Public School system remains committed to reduce racial, ethnic, and economic isolation through local regional school and district programs. School partnerships with urban districts are encouraged and continue to be highly successful in bringing children from different backgrounds together. These connections foster a sense of compassion and understanding for how children from other parts of the state and world learn and grow. The district completed year seven (7) of a Positive Behavior Support program in both elementary schools. Hebron has been named a “model” school for PBS and has hosted other districts interested in promoting this program. The PBS program has been rolled out in different phases. Phase One required each building to form a team, undergo training and professional development and have key members trained as coaches. Phase Two entailed a school-wide adoption of a framework of standards which guide student interactions, foster a climate of acceptance and will serve to reduce prejudice. The primary goal of this program has been to develop greater tolerance for differences. Feedback indicates continued reduced behavior referrals on school buses, and fewer in-school suspensions. The district is once again implementing Second Step this year, a program designed to help students strengthen their ability to learn, manage emotions, have empathy, and solve problems. Additionally, Character Education Programs and Town Meetings continue to be organized and run by students. Character Assemblies are created by children and parents and staff are invited to attend the wonderful events that are put on. Dr. Joanne Freiberg, from the State Department of Education has provided training in the past for all district staff to raise awareness of school climate and bullying. We continue to work on improving intervention planning for bullying prevention that has become part of Board Policy Regulations. Hebron’s commitment to improving student achievement while simultaneously addressing educational quality, school climate, and diversity is well established and will continue to remain a priority and focus for the future.

District Profile and Performance Report for School Year 2013-14

Hebron School District

Equitable Allocation of Resources among District Schools

Gilead Hill School and Hebron Elementary School are the two elementary schools in Hebron, CT, a rural community with a population of 9,686. Gilead Hill School houses grades Pre-K – 2 and Hebron Elementary School encompasses grades 3 – 6. Since the Hebron School District is a single elementary district, with no overlap of grades in the two schools, resources are allocated equally for all students. To that end, there remains one PTA organization in the district, rather than a PTA at both schools. District committees are constructed with equitable representation from both schools for the purpose of maintaining an even proportion of resources and input required to make thoughtful decisions. The budget is prepared to support the district mission, vision, and district Theory of Action. This process ensures that the budget is allocated appropriately by school and by program. The resource allocation continually reflects the priorities and goals of the Board of Education, as well as our focus on the District's declining enrollment and fiscally responsible priorities.