Hebron School District

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District Information

Grade Range	PK-6
Number of Schools/Programs	2
Enrollment	658
Per Pupil Expenditures[1]	$17,351
Total Expenditures[1]	$11,954,837

[1] *Expenditure data reflect the 2018-19 school year.*
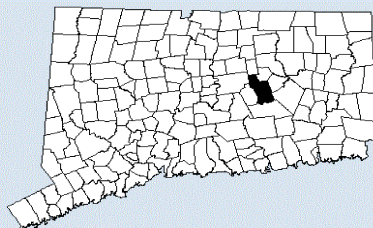
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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.ct.gov.](#)

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	324	49.2	48.4
Male	334	50.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	10	1.5	5.2
Black or African American	7	1.1	12.7
Hispanic or Latino of any race	25	3.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	12	1.8	3.8
White	604	91.8	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	103	15.7	43.3
Students with Disabilities[3]	85	12.9	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	18	6.1	*	*
Male	16	5.4	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	31	5.7	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	7	7.7	*	*
Students with Disabilities	*	*	*	*
District	34	5.7	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 9

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	22.2
Administrators, Coordinators and Department Chairs	
District Central Office	1.5
School Level	2.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	36.7

¹ In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.4	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	69	98.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	18	85.7
Other Disabilities	N/A	N/A
Speech/Language Impairment	18	*
District	58	89.2
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	9	1.5	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	17	2.8	5.7
Other Health Impairment	21	3.5	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	21	3.5	1.8
All Disabilities	76	12.5	15.6

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$7,104,124	$10,311	$10,923
Support services - students	$777,310	$1,172	$1,277
Support services - instruction	$923,538	$1,393	$682
Support services - general administration	$576,259	$869	$467
Support services - school based administration	$675,445	$1,019	$1,021
Central and other support services	$428,373	$646	$679
Operation and maintenance of plant	$844,166	$1,273	$1,718
Student transportation services	$528,639	$894	$1,288
Food services	.	.	$12
Enterprise operations	$96,613	$146	$163
Minor school construction	$371	$1	$59
Total	$11,954,837	$17,351	$17,629

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$868,777	32.5	28.5
Instructional Aide Salaries	$429,712	16.1	10.1
Other Salaries	$308,527	11.6	11.1
Employee Benefits	$600,167	22.5	13.0
Purchased Services Other Than Transportation	$192,484	7.2	5.7
Special Education Tuition	$151,139	5.7	22.5
Supplies	$32,122	1.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$79,549	3.0	8.0
Equipment	$8,591	0.3	0.2
All Other Expenditures	.	.	0.1
Total	$2,671,068	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.3	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	71.6
State	26.5
Federal	1.6
Tuition & Other	0.3

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	5.7%	<=5%	12.2%
	High Needs Students	7.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	.	.	.	.	

[1] If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

[2] If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

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 began implementation of a new SEL program Choose Love. This began with staff training, implementation of the program with students, and a family information night. To improve communications with families we established a district Facebook page and implemented text message features with our School Messenger program. We use this platform to both inform families and celebrate the work of our students. This year we have solicited continual feedback from families to improve our distance learning program during the COVID-19 pandemic. This has led to praise for our program from those families choosing distance learning this year. This year we are in the process of developing a multi-year District and School Advancement Plan and will continue to share updates regarding this plan with families and staff throughout the year.

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 began implementation of a new SEL program Choose Love. This began with staff training, implementation of the program with students, and a family information night. We are now moving forward with an audit of our curriculum and instructional materials with an eye towards inclusivity and representation.

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 just under 10,000. Gilead Hill School houses grades PreK - 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.