

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



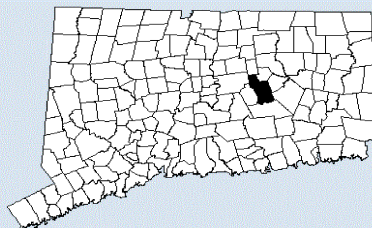
Hebron School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	2
Enrollment	664
Per Pupil Expenditures ¹	\$16,070
Total Expenditures ¹	\$11,731,334

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	327	49.2	48.4
Male	337	50.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	6	0.9	5.2
Black or African American	7	1.1	12.8
Hispanic or Latino of any race	32	4.8	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	2.0	3.6
White	606	91.3	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	103	15.5	42.1
Students with Disabilities ³	79	11.9	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	11	1.9	6	0.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 10

Number of school-based arrests: Fewer than 6

⁴A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	50.5
Paraprofessional Instructional Assistants	8.5
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	19.7
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	2.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	38.9

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.4	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	71	98.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	16	*
Other Health Impairment	19	90.5
Other Disabilities	0	0
Speech/Language Impairment	17	*
District	59	88.1
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	7	1.1	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	17	2.8	5.5
Other Health Impairment	21	3.4	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	21	3.4	1.8
All Disabilities	73	11.9	15.0

¹This 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 District²

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

²This 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 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$6,661,551	\$9,125	\$10,545
Support services - students	\$812,172	\$1,159	\$1,373
Support services - instruction	\$1,004,324	\$1,433	\$644
Support services - general administration	\$713,791	\$1,018	\$462
Support services - school based administration	\$649,585	\$927	\$1,007
Central and other support services	\$313,960	\$448	\$671
Operation and maintenance of plant	\$963,110	\$1,374	\$1,629
Student transportation services	\$481,835	\$764	\$1,231
Food services	\$25,422	\$36	\$13
Enterprise operations	\$105,253	\$150	\$157
Minor school construction	\$332	\$0	\$65
Total	\$11,731,334	\$16,070	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$895,147	33.0	29.7
Instructional Aide Salaries	\$415,466	15.3	9.6
Other Salaries	\$319,961	11.8	10.4
Employee Benefits	\$584,405	21.6	13.0
Purchased Services Other Than Transportation	\$278,688	10.3	5.5
Special Education Tuition	\$126,428	4.7	22.6
Supplies	\$15,667	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$66,340	2.4	8.0
Equipment	\$7,895	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$2,709,997	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.1	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	73.0
State	25.3
Federal	1.7
Tuition & Other	0.0

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

Hebron School District

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	18	*	18	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	312	74.7	312	73.5	83	72.7
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	89	72.6
Eligible for Free or Reduced-Price Meals	56	66.2	56	65.6	10	*
Not Eligible for Free or Reduced-Price Meals	290	75.6	290	74.2	79	73.5
Students with Disabilities	62	55.7	62	51.1	14	*
Students without Disabilities	284	78.1	284	77.6	75	75.5
High Needs	103	62.4	103	59.7	22	63.0
Non-High Needs	243	79.0	243	78.4	67	75.7
District	346	74.1	346	72.8	89	72.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	90.1	84.6	N/A	N/A	172	87.2
Curl Up	66.7	61.5	N/A	N/A	172	64.0
Push Up	81.5	74.7	N/A	N/A	172	77.9
Mile Run/PACER	67.9	65.9	N/A	N/A	172	66.9
All Tests - District	37.0	36.3	N/A	N/A	172	36.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.1	75	49.4	50	98.7	67.7
	High Needs Students	62.4	75	41.6	50	83.2	58.1
Math Performance Index	All Students	72.8	75	48.5	50	97.1	63.1
	High Needs Students	59.7	75	39.8	50	79.6	52.7
Science Performance Index	All Students	72.6	75	48.4	50	96.8	63.8
	High Needs Students	63.0	75	42.0	50	84.0	54.2
ELA Academic Growth	All Students	59.7%	100%	59.7	100	59.7	59.9%
	High Needs Students	44.9%	100%	44.9	100	44.9	55.1%
Math Academic Growth	All Students	66.2%	100%	66.2	100	66.2	62.5%
	High Needs Students	57.5%	100%	57.5	100	57.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	1.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	3.2%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		101.2% 36.6%	75%	24.4	50	48.8	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				622.5	850	73.2	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.4	12.6	15.4	
Math Performance Index Gap	75.0	59.7	15.3	17.6	
Science Performance Index Gap	75.0	63.0	12.0	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Hebron School District

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 completed year seven (8) 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. 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.

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 (8) 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. 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.

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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 Pre-K - 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.