

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



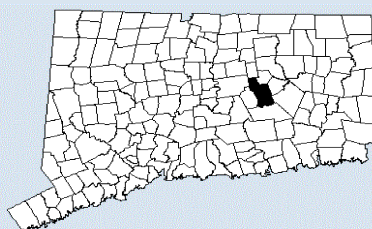
Hebron School District

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	706
Per Pupil Expenditures ¹	\$16,077
Total Expenditures ¹	\$12,185,999

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	342	48.4	48.4
Male	364	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	8	1.1	5.1
Black or African American	*	*	12.9
Hispanic or Latino	42	5.9	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	16	2.3	2.9
White	635	89.9	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	78	11.0	35.9
Students with Disabilities ¹	88	12.5	14.3

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	7	2.3	*	*
Male	6	1.8	*	*
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	10	1.8	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	9.0	*	*
Students with Disabilities	*	*	*	*
District	13	2.0	9	1.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 8

Number of school-based arrests: 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	52.7
Paraprofessional Instructional Assistants	5.8
Special Education	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	26.7
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	7.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	40.9

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	1.3	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	75	98.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.6

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	0	0
Learning Disability	20	83.3
Other Health Impairment	18	*
Other Disabilities	0	0
Speech/Language Impairment	16	*
District	65	85.5
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	12	1.8	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	24	3.6	4.9
Other Health Impairment	19	2.9	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	18	2.7	1.8
All Disabilities	81	12.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,508,514	10,286	9,663
Instructional Supplies and Equipment	366,536	502	321
Improvement of Instruction and Educational Media Services	436,292	598	578
Student Support Services	760,730	1,042	1,103
Administration and Support Services	1,051,102	1,440	1,861
Plant Operation and Maintenance	1,347,846	1,846	1,637
Transportation	528,816	314	877
Costs of Students Tuitioned Out	186,163	N/A	N/A
Other	0	0	201
Total	12,185,999	16,077	16,236

Additional Expenditures

Land, Buildings, and Debt Service	653,635	895	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	827,027	31.2	34.6
Noncertified Personnel	607,442	22.9	14.6
Purchased Services	212,395	8.0	5.8
Tuition to Other Schools	84,334	3.2	21.8
Special Ed. Transportation	115,900	4.4	8.5
Other Expenditures	800,843	30.2	14.7
Total Expenditures	2,647,941	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.5	71.4
State	27.9	27.7
Federal	1.6	0.9
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).

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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	6	*	6	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	29	66.4	29	63.6	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	*	*
White	349	74.1	349	73.4	101	62.2
English Learners	*	*	*	*	*	*
Non-English Learners	395	73.4	395	72.5	116	61.0
Eligible for Free or Reduced-Price Meals	39	67.3	39	65.3	14	*
Not Eligible for Free or Reduced-Price Meals	357	74.0	357	73.2	103	61.4
Students with Disabilities	61	56.9	61	51.9	21	48.9
Students without Disabilities	335	76.3	335	76.2	96	63.5
High Needs	87	61.7	87	57.5	30	51.4
Non-High Needs	309	76.6	309	76.7	87	64.2
District	396	73.3	396	72.5	117	60.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	94.4	87.5	N/A	N/A	194	90.7
Curl Up	62.2	82.7	N/A	N/A	194	73.2
Push Up	73.3	81.7	N/A	N/A	194	77.8
Mile Run/PACER	67.8	82.7	N/A	N/A	194	75.8
All Tests - District	50.0	59.6	N/A	N/A	194	55.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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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	73.3	75	48.9	50	97.8	67.1
	High Needs Students	61.7	75	41.1	50	82.2	55.9
Math Performance Index	All Students	72.5	75	48.3	50	96.6	62.2
	High Needs Students	57.5	75	38.3	50	76.6	50.5
Science Performance	All Students	60.9	75	40.6	50	81.2	55.3
	High Needs Students	51.4	75	34.3	50	68.6	45.2
ELA Academic Growth	All Students	63.4%	100%	63.4	100	63.4	55.4%
	High Needs Students	53.3%	100%	53.3	100	53.3	49.8%
Math Academic Growth	All Students	80.7%	100%	80.7	100	80.7	61.7%
	High Needs Students	64.2%	100%	64.2	100	64.2	53.7%
Chronic Absenteeism	All Students	2.0%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	4.1%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		99.5% 55.2%	75%	36.8	50	73.5	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				649.8	850	76.4	

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	61.7	13.3	16.7	
Math Performance Index Gap	75.0	57.5	17.5	18.7	
Science Performance Index Gap	64.2	51.4	12.8	16.6	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	100.0
Math	All Students	99.5
	High Needs Students	100.0
Science	All Students	99.2
	High Needs Students	100.0

³Minimum participation standard is 95%.

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

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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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. Our Preschool Program is NAEYC Accredited, and several staff members participated in the annual trainings relative to the accreditation requirements. 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 (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 – 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.