

STRATEGIC SCHOOL PROFILE 2011-12**Hebron School District**

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Hebron,
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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

Town Population in 2000: 8,610

1990-2000 Population Growth: 21.6%

Number of Public Schools: 2

Per Capita Income in 2000: \$30,797

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%

District Enrollment as % of Estimated. Student Population: 98.7%

*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, 2011 1,047
 5-Year Enrollment Change -13.0%

DISTRICT GRADE RANGE

Grade Range PK - 6

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	60	5.7	8.2	35.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.7	5.6
Students Identified as Gifted and/or Talented*	18	1.7	4.5	4.0
PK-12 Students Receiving Special Education Services in District	124	11.8	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	115	96.6	86.7	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*94.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	16	1.5
Black	6	0.6
Hispanic	37	3.5
Pacific Islander	0	0.0
White	976	93.2
Two or more races	12	1.1
Total Minority	71	6.8

Percent of Minority Professional Staff: 3.3%

Non-English Home Language:

0.6% 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 5.

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.

The Hebron Public School system remains committed to the letter and spirit of the law intended to reduce racial, ethnic, and economic isolation through local regional school and district programs. School partnerships with urban districts such as Windham are encouraged and have been 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. In April of 2012, four classroom teachers, along with three 5th grade students and three 6th grade students, their parents and community members, traveled to Shandong Province in China to visit our new sister school, the Elementary School at LinYi University. Since 2007, the Superintendent, a principal and ten teachers have traveled the 6,800 miles to China. As a result, a cultural exchange program, the exchange of pen pal letters and art, has traversed the globe between the two school communities. The District is in the process of hosting teachers and students from LinYi this fall. The district PTA also sponsors a Chinese Language/Cultural afterschool program that runs over the course of the school year at both elementary schools. In order to address issues closer to home, the district completed year 5 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. The Hebron School District is working in alignment with the Center for Behavioral Education and Research at the University of Connecticut and the State Department of Education in this initiative. Feedback indicates reduced behavior referrals on school buses, and fewer in-school suspensions. The district is also implementing Second Step this year, a program designed to help students strengthen their ability to learn, manage emotions, have empathy, and solve problems. The district received funding from the local Hebron Lions Club to support a program on bullying for the students and staff at both Gilead Hill School and Hebron Elementary School. 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 and has assisted the superintendent in developing an intervention plan 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 be a priority and focus for years to come.

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	80.5	59.2	88.1	
Writing	85.1	62.7	93.1	
Mathematics	80.5	66.5	67.5	
Grade 4 Reading	83.2	64.1	86.3	
Writing	80.8	65.3	70.6	
Mathematics	79.4	68.0	56.9	
Grade 5 Reading	83.9	67.6	76.5	
Writing	81.0	68.1	68.5	
Mathematics	84.0	71.6	64.9	
Science	86.4	63.9	86.9	
Grade 6 Reading	95.1	74.1	97.0	
Writing	87.0	67.4	86.1	
Mathematics	88.0	69.3	81.9	
Grade 7 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 8 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	

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	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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
	61.0	50.6	79.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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, Adjusted Cohort Rate 2011	N/A	N/A	N/A
2010-11 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	61.70
Paraprofessional Instructional Assistants	7.50
Special Education	
Teachers and Instructors	11.30
Paraprofessional Instructional Assistants	33.50
Library/Media Specialists and/or Assistants	2.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	40.00

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	11.0	14.6	13.9
% with Master's Degree or Above	86.7	82.0	79.6

Average Class Size	District	DRG	State
Grade K	16.0	16.7	18.5
Grade 2	19.8	18.5	19.7
Grade 5	24.2	21.3	21.6
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	955	994	993
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

*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*	3.3	2.8	2.8
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$7,930	\$6,981	\$8,513	\$7,839	\$8,469
Instructional Supplies and Equipment	\$185	\$163	\$323	\$244	\$271
Improvement of Instruction and Educational Media Services	\$454	\$399	\$407	\$393	\$482
Student Support Services	\$913	\$804	\$919	\$940	\$901
Administration and Support Services	\$1,139	\$1,003	\$1,700	\$1,430	\$1,490
Plant Operation and Maintenance	\$1,258	\$1,107	\$1,281	\$1,407	\$1,463
Transportation	\$518	\$242	\$678	\$707	\$724
Costs for Students Tuitioned Out*	\$54	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$102	\$183	\$165
Total*	\$12,452	\$10,828	\$14,710	\$13,684	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$505	\$445	\$1,866	\$1,165	\$1,331

*Town total expenditures (in 1000s) for PK-12 are: Total, \$24,625 Tuition Costs, \$11,542.

Total town expenditures per pupil for PK-12 are \$11,518.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,275,660	18.3	21.2	21.7

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	64.0	25.9	10.1	0.0
Excluding School Construction	62.5	27.0	10.5	0.0

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.

Gilead Hill School and Hebron Elementary School are the two elementary schools in Hebron, CT, a growing rural community. 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 are not separate PTA organizations in the district, rather one PTA that represents 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 and the resource allocation reflects the priorities and goals of the Board of Education.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	106
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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	10	1.0	1.2	1.2
Learning Disability	29	2.9	3.9	3.9
Intellectual Disability	1	0.1	0.4	0.4
Emotional Disturbance	4	0.4	0.7	1.0
Speech Impairment	41	4.1	1.8	2.1
Other Health Impairment*	11	1.1	2.2	2.2
Other Disabilities**	10	1.0	0.7	1.0
Total	106	10.5	10.9	11.7

*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 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	37.0	36.0	86.2	70.4
	Writing	31.6	21.5	83.6	66.3
	Mathematics	39.2	31.8	83.2	68.4
	Science	47.1	23.0	86.4	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	25.0
	% With Accommodations	75.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		6.7

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	2	1.9
Private Schools or Other Settings	0	0.0

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	95	89.6	75.0	72.1
40.1 to 79.0 Percent of Time	7	6.6	17.9	16.3
0.0 to 40.0 Percent of Time	4	3.8	7.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The District Improvement Plan focused on the following goals and Theory of Action; Improving reading achievement, developing models of professional practice (SRBI, Professional Learning Communities), developing strong aligned and consistent practices in the classroom, strengthening the partnership between the schools and the community and fostering positive relationships at each level of the district. These improvement plans were based on analysis of school-based data and student learning needs. 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 the improved student achievement. The district continues to perform well on the Connecticut Mastery Tests. Sixth grade students had strong performance in reading and math (reading 95.1% at goal, math 88% at goal). Grades 3 -5 have consistently high performance with all grade level and content areas above 90% proficiency. The Special Education sub group met state expectations on the CMT's and will continue to strive to meet the bar set by the SDE. The Special Education department has conducted professional development activities designated to improve special education programming and outcomes for students. Teachers collaborated with their general education colleagues to develop and refine their skills regarding the instruction of reading and math for the most challenging students. The district is continuing its focus on Early Literacy and Numeracy and has begun developing units of study for the implementation of the Common Core State Standards. The district focused on Tier 1 interventions, particularly in reading, developed universal screens, put progress monitoring in place, and identified grade level expectations. The district has more closely aligned the SRBI and the Student Success Team work together. The district is implementing All Day Kindergarten for all students and a School Readiness Preschool Program will be implemented in October. The NAEYC Accreditation process will begin simultaneously as the opening of the School Readiness class. The district has until 2015 to complete the accreditation process. 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. School District Improvement Plans are available on our website at www.hebron.k12.ct.us.
