

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



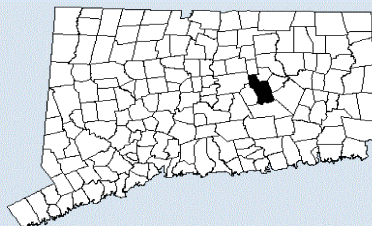
Hebron School District

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	732
Per Pupil Expenditures ¹	\$15,487
Total Expenditures ¹	\$12,745,683

¹Expenditure data reflect the 2014-15 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](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	341	46.6	48.3
Male	391	53.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	9	1.2	4.9
Black or African American	*	*	12.8
Hispanic or Latino	40	5.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	15	2.0	2.7
White	661	90.3	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	73	10.0	38.0
Students with Disabilities ¹	100	13.7	13.7

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	*	*	0	0.0
Male	*	*	9	2.3
Black or African American	*	*	0	*
Hispanic or Latino	0	0.0	0	0.0
White	9	1.5	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	11	1.6	9	1.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 6

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	50.2
Paraprofessional Instructional Assistants	7.3
Special Education	
Teachers and Instructors	8.8
Paraprofessional Instructional Assistants	28.7
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
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	41.5

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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	76	98.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.4

Instruction and Resources

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

	Count	Rate (%)
Autism	10	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	19	70.4
Other Health Impairment	13	*
Other Disabilities	0	0
Speech/Language Impairment	18	*
District	63	78.8
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	13	1.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	27	3.8
Other Health Impairment	15	2.1
Other Disabilities	*	*
Speech/Language Impairment	24	3.4
All Disabilities	88	12.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,498,877	9,553	9,387
Instructional Supplies and Equipment	184,181	235	318
Improvement of Instruction and Educational Media Services	745,738	950	541
Student Support Services	982,234	1,251	1,048
Administration and Support Services	1,373,787	1,750	1,790
Plant Operation and Maintenance	1,190,436	1,516	1,608
Transportation	544,563	303	845
Costs of Students Tuitioned Out	225,867	N/A	N/A
Other	0	0	194
Total	12,745,683	15,487	15,762

Additional Expenditures

Land, Buildings, and Debt Service	435,401	555	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	769,718	28.1
Noncertified Personnel	650,835	23.7
Purchased Services	234,525	8.6
Tuition to Other Schools	163,577	6.0
Special Ed. Transportation	124,384	4.5
Other Expenditures	799,800	29.2
Total Expenditures	2,742,839	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.5	69.8
State	28.2	28.8
Federal	1.0	1.1
Tuition & Other	0.3	0.3

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
Asian	7	*	7	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	26	69.4	26	61.9	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	0	N/A
White	390	73.3	390	68.7	101	61.9
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	107	62.2
Eligible for Free or Reduced-Price Meals	45	63.3	45	60.1	12	*
Not Eligible for Free or Reduced-Price Meals	390	74.4	390	69.3	95	63.0
Students with Disabilities	75	56.5	75	52.0	17	*
Students without Disabilities	360	76.7	360	71.8	90	65.7
High Needs	101	60.3	101	56.0	24	50.8
Non-High Needs	334	77.2	334	72.1	83	65.5
District	435	73.2	435	68.4	107	62.2

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			
Grade 4			
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	84.7	89.2	N/A	N/A	238	87.0
Curl Up	71.2	70.8	N/A	N/A	238	71.0
Push Up	64.4	72.5	N/A	N/A	238	68.5
Mile Run/PACER	76.3	77.5	N/A	N/A	238	76.9
All Tests - District	58.5	57.5	N/A	N/A	238	58.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.2	75	48.8	50	97.7	67.7
	High Needs Students	60.3	75	40.2	50	80.4	56.7
Math Performance Index	All Students	68.4	75	45.6	50	91.2	61.4
	High Needs Students	56.0	75	37.3	50	74.7	49.9
Science Performance Index	All Students	62.2	75	41.5	50	83.0	57.5
	High Needs Students	50.8	75	33.9	50	67.8	47.0
ELA Academic Growth	All Students	69.0%	100%	69.0	100	69.0	63.8%
	High Needs Students	60.2%	100%	60.2	100	60.2	58.3%
Math Academic Growth	All Students	82.2%	100%	82.2	100	82.2	65.0%
	High Needs Students	77.3%	100%	77.3	100	77.3	57.4%
Chronic Absenteeism	All Students	1.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	3.7%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.4% 58.0%	75%	38.7	50	77.3	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				674.7	850	79.4	

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	60.3	14.7	16.5	
Math Performance Index Gap	72.1	56.0	16.1	18.9	
Science Performance Index Gap	65.5	50.8	14.7	17.2	
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	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 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: 62.1

State: 51.4

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 national NAEYC conference in November 2015. 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.