

STRATEGIC SCHOOL PROFILE 2009-10**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*: 7.4%

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

District Enrollment as % of Estimated. Student Population: 97.0%

*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, 2009 1,172
 5-Year Enrollment Change -2.2%

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	46	3.9	6.7	32.6
K-12 Students Who Are Not Fluent in English	2	0.2	0.7	5.4
Students Identified as Gifted and/or Talented*	11	0.9	4.6	4.1
PK-12 Students Receiving Special Education Services in District	144	12.3	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	111	92.5	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	21	1.8
Black	7	0.6
Hispanic	18	1.5
White	1,123	95.8
Total Minority	49	4.2

Percent of Minority Professional Staff: 3.1%

Non-English Home Language:

0.8% 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 7.

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 and regional school and district programs. School partnerships with urban districts such as Hartford and 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 grown. In April of 2010, two classroom teachers traveled to the Shandong Province in China to visit our sister school, the Zhangqiu Shuangshan Central Primary School. Since 2007, the Superintendent, a principal and 4 teachers have traveled the 6,800 miles to Jinan, 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. This collaboration has made an enormous impact on all those involved and furthers the belief that in order to solve the issues of social divide, we must create opportunities for international understandings. In order to address issues closer to home, the district completed year 3 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 also applied for and received a grant from the William Casper Graustein Memorial Foundation to continue a Community Conversations on Bullying. A bullying committee was formed which focused on school climate and school culture issues. Dr. Joanne Freiberg, from the State Department of Education, has provided training for all district staff to raise awareness of school climate and bullying. The Committee 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 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	79.7	57.0	87.1	
Writing	71.2	58.3	67.5	
Mathematics	81.2	62.4	81.6	
Grade 4 Reading	80.0	59.9	86.2	
Writing	79.9	63.6	76.9	
Mathematics	74.1	67.0	50.3	
Grade 5 Reading	85.0	61.8	90.3	
Writing	76.8	68.2	53.0	
Mathematics	92.7	72.4	94.6	
Science	78.9	59.4	72.3	
Grade 6 Reading	91.8	74.9	86.5	
Writing	79.6	65.9	67.7	
Mathematics	89.9	70.7	84.7	
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
	41.1	50.7	24.1

SAT® I: Reasoning Test Class of 2009		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, Class of 2009	N/A	N/A	N/A
2008-09 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	67.20
Paraprofessional Instructional Assistants	11.50
Special Education	
Teachers and Instructors	11.00
Paraprofessional Instructional Assistants	31.50
Library/Media Specialists and/or Assistants	2.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	40.40

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	12.0	14.5	13.8
% with Master's Degree or Above	90.0	79.0	77.8

Average Class Size	District	DRG	State
Grade K	17.1	17.2	18.5
Grade 2	19.4	18.5	19.7
Grade 5	24.7	20.7	21.1
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	956	994	992
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*	3.8	3.1	3.2
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, 2008-09

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	\$7,632	\$6,512	\$7,843	\$7,380	\$7,829
Instructional Supplies and Equipment	\$261	\$223	\$336	\$281	\$279
Improvement of Instruction and Educational Media Services	\$425	\$363	\$252	\$406	\$459
Student Support Services	\$861	\$735	\$830	\$816	\$859
Administration and Support Services	\$1,094	\$933	\$1,627	\$1,400	\$1,426
Plant Operation and Maintenance	\$1,261	\$1,076	\$1,336	\$1,468	\$1,462
Transportation	\$548	\$260	\$658	\$675	\$694
Costs for Students Tuitioned Out*	\$33	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$93	\$148	\$162
Total*	\$12,115	\$10,311	\$13,721	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$545	\$465	\$1,232	\$1,030	\$1,825

*Town total expenditures (in 1000s) for PK-12 are: Total, \$23,395 Tuition Costs, \$10,890.

Total town expenditures per pupil for PK-12 are \$11,098.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,500,524	20.6	20.2	20.7

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	66.4	31.8	1.9	0.0
Excluding School Construction	64.9	33.2	1.9	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 only 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 goals. 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	113
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

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	9	0.8	1.0	1.0
Learning Disability	34	3.1	3.9	3.9
Intellectual Disability	3	0.3	0.4	0.5
Emotional Disturbance	1	0.1	0.7	1.0
Speech Impairment	48	4.4	2.1	2.2
Other Health Impairment*	14	1.3	1.9	2.1
Other Disabilities**	4	0.4	0.7	0.9
Total	113	10.3	10.5	11.6

*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 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

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	32.6	31.6	84.1	67.5
	Writing	22.0	19.6	77.1	63.3
	Mathematics	48.9	32.9	84.2	68.1
	Science	38.1	23.7	78.9	61.1
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	29.9
	% With Accommodations	70.1
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		7.8

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	1	0.9
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	91	80.5	76.7	73.4
40.1 to 79.0 Percent of Time	18	15.9	16.4	15.3
0.0 to 40.0 Percent of Time	4	3.5	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The District Improvement Plan focused on two goals; Improving reading achievement and developing models of professional practice (SRBI, Professional Learning Communities). 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, which then improves student achievement. The district continues to perform well on the Connecticut Mastery Tests. Sixth grade students had strong performance in reading and math. Grades 3 – 5 have consistently high performance with all grade level and content areas above 90 % proficiency with the exception of 3rd grade reading (87% proficiency). The special education sub group did meet AYP in reading and math in 2009-2010. 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 in the instruction of reading and math to the most challenging students. As a result of these efforts, special education students made AYP by improving 21 percentage points in reading alone and 8.5 percentage points in math. The district is continuing its focus in Early Literacy and has completed a K-6 Language Arts curriculum. A comprehensive student data base has been completed and will be utilized for SRBI and data team work. 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 will continue to evaluate All Day Kindergarten and early intervention strategies. EASTCONN and Eastern Connecticut State College assisted the work in examining best practices in early childhood, NAEYC accreditation and literacy practices K – 6. 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 plans are available on our website at www.hebron.k12.ct.us.
