

STRATEGIC SCHOOL PROFILE 2007-08**Hebron School District**

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Location: 33 Pendleton Drive
Hebron,
Connecticut

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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	Per Capita Income in 2000: \$30,797
Town Population in 2000: 8,610	Percent of Adults without a High School Diploma in 2000*: 7.4%
1990-2000 Population Growth: 21.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 96.8%

*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, 2007	1,204
5-Year Enrollment Change	9.5%

DISTRICT GRADE RANGE

Grade Range	PK- 6
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	48	4.0	4.7	28.7
K-12 Students Who Are Not Fluent in English	4	0.3	0.6	5.4
Students Identified as Gifted and/or Talented*	19	1.6	3.8	4.0
PK-12 Students Receiving Special Education Services in District	130	10.8	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	138	94.5	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	0	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	0	0.0
Asian American	14	1.2
Black	5	0.4
Hispanic	17	1.4
White	1,168	97.0
Total Minority	36	3.0

Percent of Minority Professional Staff: 2.1%

Non-English Home Language: 0.4% 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 4.

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 is not representative of a highly diverse community. Therefore, it is critically important that the district affords students and staff the opportunities for exposure to other cultures and ideas. School partnerships with urban districts 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.

At the beginning of the 2007 - 2008 school year, the Superintendent and the Chairman of the Board of Education traveled to the Shandong Province in China to establish a sister school partnership with the Zhangqiu Shuangshan Central Primary School. In April 2008, the Principal of Gilead Hill School also made the journey to China to further solidify the relationship. As a result, a cultural exchange program was begun initiated by the exchange of pen pal letters and art which 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 has initiated a Positive Behavior Support program in both elementary schools. This initiative 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 entails 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 is 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. Initial feedback indicates reduced behavior referrals on school busses, and fewer in-school suspensions.

The district also applied for and received a grant from the William Casper Graustein Memorial Foundation to institute a Community Conversation on Bullying. A community event was scheduled and approximately 100 school and community members attended. An action plan was outlined for work on addressing the issue of bullying that will commence during the 2008 - 2009 school year.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	68.9	52.0	74.8
Writing	77.0	63.4	68.1
Mathematics	82.9	60.0	88.3
Grade 4 Reading	75.0	55.9	81.0
Writing	81.4	62.9	83.6
Mathematics	76.6	60.3	73.0
Grade 5 Reading	88.4	62.2	98.1
Writing	87.3	64.5	92.0
Mathematics	85.4	65.9	83.3
Science	79.4	54.9	84.6
Grade 6 Reading	87.2	66.3	89.3
Writing	78.5	61.9	80.4
Mathematics	87.7	66.4	88.1
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

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.

For more detailed CMT 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.”

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 scoreable 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
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

For more detailed 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.”

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
	30.1	36.1	27.3

SAT® I: Reasoning Test Class of 2007		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 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 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 District Staff	
General Education	
Teachers and Instructors	70.20
Paraprofessional Instructional Assistants	9.60
Special Education	
Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	27.50
Library/Media Specialists and Assistants	2.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	4.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	38.40

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	13.2	14.3	13.6
% with Master's Degree or Above	67.9	75.5	75.6

Average Class Size	District	DRG	State
Grade K	16.2	17.1	18.1
Grade 2	19.7	18.6	19.3
Grade 5	21.3	20.4	20.9
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	957	993	987
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*	3.9	3.3	3.4
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, 2006-07

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$7,232	\$6,007	\$7,141	\$6,737	\$7,159
Instructional Supplies and Equipment	\$323	\$268	\$314	\$287	\$266
Improvement of Instruction and Educational Media Services	\$345	\$287	\$219	\$395	\$429
Student Support Services	\$463	\$385	\$732	\$713	\$761
Administration and Support Services	\$926	\$769	\$1,370	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,022	\$849	\$1,146	\$1,295	\$1,322
Transportation	\$569	\$269	\$575	\$605	\$601
Costs for Students Tuitioned Out*	\$115	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	\$130	\$145
Total*	\$10,997	\$9,119	\$12,187	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$577	\$479	\$1,737	\$1,979	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$21,306; Tuition Costs, \$9,786.

Total town expenditures per pupil for PK-12 are \$10,229.

Special Education Expenditures	
Total Expenditures	\$2,542,116
Percent of Total PK-12 Expenditures Used for Special Education	23.1%

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	66.8	31.1	2.2	0.0
Excluding School Construction	65.0	32.7	2.3	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 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	117
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

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	0.9	0.8	0.7
Learning Disability	38	3.2	4.1	4.0
Intellectual Disability	2	0.2	0.4	0.5
Emotional Disturbance	2	0.2	0.7	1.0
Speech Impairment	43	3.7	2.2	2.4
Other Health Impairment*	20	1.7	1.9	2.1
Other Disabilities**	2	0.2	0.6	0.9
Total	117	10.0	10.7	11.5

*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 2006-07 with a Standard Diploma	N/A	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	2.8

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	28.6	20.4	80.2	62.1
	Writing	19.1	19.3	81.0	63.0
	Mathematics	40.6	22.6	83.3	62.7
	Science	N/A	N/A	79.4	56.8
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	16.0
	% With Accommodations	84.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		8.0

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	0	0.0
Private Schools or Other Settings	2	1.7

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	92	78.6	71.7	71.6
40.1 to 79.0 Percent of Time	20	17.1	21.8	16.6
0.0 to 40.0 Percent of Time	5	4.3	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Utilizing the Vanguard Indicators of High Performing Schools as a framework, both elementary schools developed draft School Improvement Plans. School mission statements were created with input from staff, parents, students and the community. Action plans based upon the School Improvement Plans will provide the framework and focus for the administration and staff over the course of the 2008-2009 school year. Themes such as student achievement and communication have specific goals and objectives articulated which will improve student performance and enhance understanding about the district vision.

The Board of Education also completed its draft of the Strategic Plan, which outlines the primary focus of the district as a whole. It makes the important connections to the building School Improvement Plans in order to ensure a consistent message relative to the changes required.

The district continues to perform well on the Connecticut Mastery Tests. Fifth grade student performance has remained strong in all content areas, and consistently outperforms the DRB C averages. Sixth grade also performed well in reading and math. After meeting AYP in 2006-2007, the special education subgroup did not make AYP for 2007-2008. The district is in the process of developing a prescriptive intervention plan that will target individual student needs at Hebron Elementary School. As planned, the district is hiring a Literacy Coach to assist Kindergarten in developing a comprehensive literacy program. The district is piloting a new Language Arts series in First Grade, as well. The district is creating a writing project at the sixth grade level that will take into consideration gender issues with writing (boys not performing as well as girls). The Director of Curriculum and Technology is completing a student assessment data base that will give staff access to student data, which will inform instruction. Data teams and professional development on examining student work will be implemented with the expectation that this intervention will have a direct impact on student achievement.

All-day Kindergarten has been initiated in an effort to capture those children who enter school already at risk. Data will be collected over the course of the school year to evaluate the effectiveness of the program. A working relationship has been developed with the Early Literacy Program at the University of Connecticut which will assist the district in its early stages of development and implementation.

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.
