

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023–24



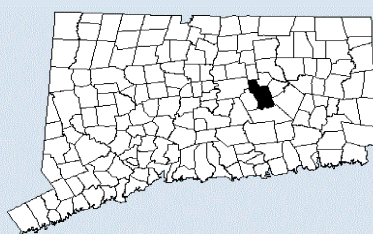
### Hebron School District

Thomas Baird, Superintendent • 860-228-2577 • <http://www.hebron.k12.ct.us>

#### District Information

Grade Range	PK-6
Number of Schools/Programs	2
Enrollment	701
Per Pupil Expenditures <sup>1</sup>	\$18,902
Total Expenditures <sup>1</sup>	\$13,345,098

<sup>1</sup> Expenditure data reflect the 2022-23 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

#### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

#### Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

#### Students

##### October 1, 2023 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	337	48.1	48.3
Male	364	51.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	12	1.7	5.2
Black or African American	*	*	12.5
Hispanic or Latino of any race	35	5.0	31.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	21	3.0	4.7
White	619	88.3	46.2
English Learners/Multilingual Learners	*	*	10.5
Eligible for Free or Reduced-Price Meals	128	18.3	44.0
Students with Disabilities <sup>3</sup>	99	14.1	17.9

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

##### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	19	6.2	*	*
Male	22	6.8	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	7	21.9	*	*
White	31	5.6	11	1.8
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	23	17.8	7	4.6
Students with Disabilities	8	8.6	*	*
District	41	6.5	13	1.8
State		17.7		7.0

**Number of students qualified as truant under state statute: 35**

**Number of school-based arrests: 0**

<sup>4</sup> A student is chronically absent if they miss 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2023-24

## Hebron School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	54.0
Paraprofessional Instructional Assistants	3.0
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	24.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.5
Counselors, Social Workers and School Psychologists	4.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	43.4

<sup>1</sup> In 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	1.2	1.4
Black or African American	0	0.0	4.8
Hispanic or Latino of any race	0	0.0	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	80	98.8	88.3

#### Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.2	13.3

### Instruction and Resources

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	8	*
Emotional Disability	0	0
Intellectual Disability	N/A	N/A
Learning Disability	23	95.8
Other Health Impairment	17	85.0
Other Disabilities	0	0
Speech/Language Impairment	13	*
District	61	83.6
State		66.8

<sup>2</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2023-24

## Hebron School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	2.5	2.6
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	24	3.8	6.4
Other Health Impairment	20	3.1	3.5
Other Disabilities	*	*	1.2
Speech/Language Impairment	22	3.4	2.0
All Disabilities	86	13.5	17.3

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.0
Private Schools or Other Settings	N/A	N/A	4.6

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$8,098,838	\$11,471	\$12,942
Support services - students	\$929,088	\$1,335	\$1,724
Support services - instruction	\$964,224	\$1,385	\$905
Support services - general administration	\$379,210	\$545	\$520
Support services - school based administration	\$584,817	\$840	\$1,207
Central and other support services	\$710,601	\$1,021	\$771
Operation and maintenance of plant	\$1,157,842	\$1,664	\$2,101
Student transportation services	\$520,478	\$894	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$13,345,098	\$18,902	\$21,143

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,031,771	30.7	27.6
Instructional Aide Salaries	\$828,711	24.6	10.2
Other Salaries	\$267,507	7.9	10.5
Employee Benefits	\$540,065	16.0	13.2
Purchased Services Other Than Transportation	\$159,393	4.7	6.4
Special Education Tuition	\$386,538	11.5	22.2
Supplies	\$15,743	0.5	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$123,360	3.7	8.4
Equipment	\$12,117	0.4	0.3
All Other Expenditures	.	.	0.1
Total	\$3,365,205	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.2	25.0

### Expenditures by Revenue Source<sup>4</sup>: 2022-23

	Percent of Total (%) Excluding School Construction
Local	70.1
State	25.8
Federal	4.0
Tuition & Other	0.1

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2023-24

## Hebron School District

### 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	*	0	N/A
Black or African American	7	*	7	*	*	*
Hispanic or Latino of any race	17	*	17	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	322	77.2	322	73.2	74	73.9
English Learners/Multilingual Learners	*	*	*	*	0	N/A
Non-English Learners/Non-Multilingual Learners	*	*	*	*	81	73.5
Eligible for Free or Reduced-Price Meals	63	72.1	63	68.6	14	*
Not Eligible for Free or Reduced-Price Meals	296	77.4	296	73.2	67	75.3
Students with Disabilities	48	55.7	48	51.1	14	*
Students without Disabilities	311	79.6	311	75.7	67	77.4
High Needs	96	66.1	96	62.8	24	60.5
Non-High Needs	263	80.2	263	75.9	57	78.9
District	359	76.4	359	72.4	81	73.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> NAEP 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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	94.4	91.1	N/A	N/A	190	92.6
Curl Up	81.8	76.2	N/A	N/A	189	78.8
Push Up	88.6	89.1	N/A	N/A	189	88.9
Mile Run/PACER	64.8	67.6	N/A	N/A	190	66.3
All Tests - District	51.1	54.0	N/A	N/A	188	52.7
All Tests - State	53.6	48.4	44.6	42.3		47.2

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2023-24

## Hebron School District

### 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	76.4	75	50.0	50	100.0	63.9
	High Needs Students	66.1	75	44.0	50	88.1	54.1
Math Performance Index	All Students	72.4	75	48.3	50	96.5	60.2
	High Needs Students	62.8	75	41.9	50	83.7	49.5
Science Performance Index	All Students	73.5	75	49.0	50	98.0	61.8
	High Needs Students	60.5	75	40.3	50	80.7	51.4
ELA Academic Growth	All Students	59.9%	100%	59.9	100	59.9	58.7%
	High Needs Students	56.3%	100%	56.3	100	56.3	54.2%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	61.4%
	High Needs Students	56.6%	100%	56.6	100	56.6	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	94.1	17.7%
	High Needs Students	13.8%	<=5%	32.4	50	64.9	25.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	91.5%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		.	94%	.	.	.	84.5%
4-year Graduation All Students (2023 Cohort)		.	94%	.	.	.	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		.	94%	.	.	.	86.6%
Postsecondary Entrance (Class of 2023)		.	75%	.	.	.	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		99.5%   52.7%	75%	35.1	50	70.2	93.6%   47.2%
Arts Access		.	60%	.	.	.	55.0%
<b>Accountability Index</b>				<b>626.9</b>	<b>850</b>	<b>73.8</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.1	8.9	16.9	
Math Performance Index Gap	75.0	62.8	12.2	18.2	
Science Performance Index Gap	75.0	60.5	14.5	17.9	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If 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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.5
	High Needs Students	99.0
Math	All Students	99.5
	High Needs Students	99.0
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

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

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: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2023-24

## Hebron School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

As we reopened schools in 2020-2021, the district began implementation of a new SEL program Choose Love. This began with staff training, implementation of the program with students, and a family information night. We are now in our 5th year of implementation and continue to welcome other districts interested in the Choose Love program. To improve communications with families we established a district Facebook page and implemented text message features with our School Messenger program. We use this platform to both inform families and celebrate the work of our students. Our District Advancement Plan has three goals: Academic and Artistic Excellence, Wellness and Family Engagement, and District Operations. Our specific focus for Family Engagement is to implement research-based practices to engage families and the community as partners. This past year we have increased the number of evening events for families.

#### **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. Our SEL program Choose Love focuses on courage, gratitude, forgiveness and compassion in action. Over the past three years we have completed audits of our curriculum and instructional materials with an eye towards inclusivity and representation. This included expanding our reading materials selection within the classroom and school library to include more diverse options of materials for students.

# District Profile and Performance Report for School Year 2023-24

## Hebron School District

### **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 PreK - 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 Advancement Plan. 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.