

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



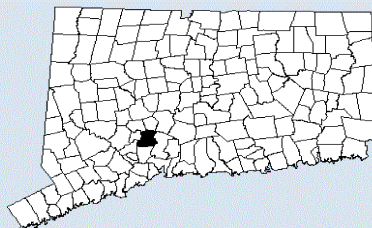
Bethany School District

Ms. Colleen Murray, Superintendent • 203-393-1170 • <http://www.bethany-ed.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	366
Per Pupil Expenditures ¹	\$18,738
Total Expenditures ¹	\$6,933,075

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

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

Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	192	52.5	48.4
Male	174	47.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	28	7.7	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	32	8.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	6	1.6	3.6
White	294	80.3	52.4
English Learners	9	2.5	7.6
Eligible for Free or Reduced-Price Meals	65	17.8	42.1
Students with Disabilities ³	55	15.0	15.4

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

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	8	4.2	0	0.0
Male	11	6.7	6	3.3
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	15	5.3	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	12.1	*	*
Students with Disabilities	6	13.0	*	*
District	19	5.4	6	1.6
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 22

Number of school-based arrests: 0

⁴A 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.

⁵This 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 2018-19

Bethany School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	26.8
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	9.4
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	5.8
Counselors, Social Workers and School Psychologists	2.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	21.0

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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	2.2	0.1
White	44	97.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.3	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	35	85.4
State		67.6

³This 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 2018-19

Bethany School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	18	5.2	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	11	3.2	1.8
All Disabilities	44	12.6	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$4,471,308	\$12,085	\$10,545
Support services - students	\$134,523	\$370	\$1,373
Support services - instruction	\$190,536	\$523	\$644
Support services - general administration	\$756,708	\$2,079	\$462
Support services - school based administration	\$368,615	\$1,013	\$1,007
Central and other support services	\$971	\$3	\$671
Operation and maintenance of plant	\$599,008	\$1,646	\$1,629
Student transportation services	\$388,776	\$1,034	\$1,231
Food services	.	.	\$13
Enterprise operations	\$22,630	\$62	\$157
Minor school construction	.	.	\$65
Total	\$6,933,075	\$18,738	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$615,137	34.1	29.7
Instructional Aide Salaries	\$163,444	9.1	9.6
Other Salaries	\$310,092	17.2	10.4
Employee Benefits	\$166,819	9.2	13.0
Purchased Services Other Than Transportation	\$163,674	9.1	5.5
Special Education Tuition	\$146,199	8.1	22.6
Supplies	\$8,880	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$87,604	4.9	0.2
All Other Expenditures	\$144,005	8.0	0.1
Total	\$1,805,854	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.0	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	84.5
State	12.7
Federal	2.3
Tuition & Other	0.4

⁴Revenue 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 2018-19

Bethany 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	0	N/A	0	N/A
Asian	18	*	18	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	163	78.3	163	73.1	47	76.7
English Learners	7	*	7	*	*	*
Non-English Learners	198	76.7	198	72.0	*	*
Eligible for Free or Reduced-Price Meals	36	69.9	36	66.9	9	*
Not Eligible for Free or Reduced-Price Meals	169	77.8	169	72.8	48	75.5
Students with Disabilities	31	50.6	31	48.7	*	*
Students without Disabilities	174	81.0	174	75.9	*	*
High Needs	61	62.6	61	60.3	15	*
Non-High Needs	144	82.2	144	76.6	42	77.7
District	205	76.4	205	71.8	57	73.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.2	92.1	N/A	N/A	101	89.1
Curl Up	100.0	100.0	N/A	N/A	101	100.0
Push Up	78.9	74.6	N/A	N/A	101	76.2
Mile Run/PACER	94.7	92.1	N/A	N/A	101	93.1
All Tests - District	71.1	69.8	N/A	N/A	101	70.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2018-19

Bethany 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	67.7
	High Needs Students	62.6	75	41.7	50	83.4	58.1
Math Performance Index	All Students	71.8	75	47.9	50	95.7	63.1
	High Needs Students	60.3	75	40.2	50	80.4	52.7
Science Performance Index	All Students	73.5	75	49.0	50	98.1	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	72.7%	100%	72.7	100	72.7	59.9%
	High Needs Students	59.4%	100%	59.4	100	59.4	55.1%
Math Academic Growth	All Students	78.3%	100%	78.3	100	78.3	62.5%
	High Needs Students	72.0%	100%	72.0	100	72.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.4%	<=5%	49.3	50	98.5	10.4%
	High Needs Students	10.4%	<=5%	39.2	50	78.5	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.0% 70.3%	75%	46.9	50	93.7	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				646.6	800	80.8	

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 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	62.6	12.4	15.4	
Math Performance Index Gap	75.0	60.3	14.7	17.6	
Science Performance Index Gap	75.0	.	.	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.6
	High Needs Students	100.0
Math	All Students	98.6
	High Needs Students	100.0
Science	All Students	95.2
	High Needs Students	.

³Minimum 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: 51.5**

District Profile and Performance Report for School Year 2018-19

Bethany School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Bethany Public School District is committed to improved teaching and learning and in supporting the family's role in the education of their students. We accomplish this by providing our parents with a number of opportunities in which they can be involved in their child's education. A Volunteer Coordinator is available on staff to help parents find ways to get involved in the school. Throughout the year, parents are invited to school programs that showcase student learning including Math and STEM Nights and a Night of the Arts. Teachers maintain current web pages to keep parents informed of classroom activities and tips on how to access learning resources from home. The Principal sends a weekly newsletter to all Bethany Community School (BCS) families to keep them abreast of current events and to provide curriculum updates. The Principal also hosts several Parent Academies to engage parents on relevant topics to better help them support their children. The Superintendent submits a monthly article, sometimes coauthored with the Board of Education (BOE) chairperson, to the Bethany Bulletin to keep the community informed on school-related events and issues impacting education. In addition, the District sends out an annual newsletter, Bethany 2020, to all members of the community. This end-of-the-year publication is delivered to 2,200 households and highlights the District's signature programs and events. Administration and staff often present at monthly BOE and PTO meetings on topics related to student achievement and curriculum programs. To further partner with parents and the community, both BCS and the BOE host "Community Forums" throughout the year and invite interested citizens to come and openly discuss any topics of interest related to education. Parents and members of the community are active members of the Steering Committee, Wellness Council, School Lunch Advisory Board Safety and Security, and Positive Culture Committees. Each Spring, all parents are encouraged to provide the District with feedback and input on a variety of topics through surveys. Goals for District/School Improvement Plans are created based on the survey results.

The District has established Mental Health and Truancy Committees which take an active role in monitoring student attendance, identifying chronic absenteeism and truancy, as well as other wellness topics. Partnerships are formed with local agencies to support students and families in need.

Increased collaboration among the school's special educators to improve learning for identified students is a school goal. Grade level teams, including both general and special education teachers, meet on a regular basis to collaborate on strategies for instruction, analysis of data, behavior management techniques, and the use of assistive technology. The SOAR Program is fully staffed with a dedicated special education teacher, paraprofessional, and behaviorist to support the growing number of students requiring social and emotional support. In addition, the District offers a Unified Sports program to promote and create social inclusion between individuals with and without disabilities.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bethany Public School District provides numerous opportunities for students and teachers to interact with those from diverse, racial, ethnic, and economic backgrounds. The District participates in several regional programs offered by Area Cooperative Educational Services (ACES) to promote understanding, sharing, and collaboration among students of different backgrounds. These educational activities and presentations take place both on and off campus. Bethany participates in the Open Choice Program whereby five students from New Haven attend the Bethany Community School (BCS).

The percentage of minority students enrolled in the Bethany Public Schools has increased significantly over the last five years, bringing more diversity into our classrooms. BCS offers scheduled enrichment activities which highlight the language, arts, folklore, traditions, customs, and lifestyles of diverse populations. These include PTO sponsored programs and cultural immersion days that strive to explore diverse perspectives and impact all 360 students. Multicultural curriculum resources are purchased to complement units of study and classroom libraries. To address the economic disparities across the community, the school partners with PTO to provide support for those that are experiencing hardship so that all students can participate in field trips, activities, and events.

Through Human Resources' efforts, the District strives to recruit and retain highly qualified staff that represent the changing faces in our classrooms. The District partners with the Anti-Defamation League to offer workshops for students and staff in grades 4-6 to address bias, discrimination, tolerance, and sensitivity. BCS partnered with the Town Library on two grant opportunities which brought the entire community together to discuss the changing demographics of our town, celebrate diversity, and address racial bias.

District Profile and Performance Report for School Year 2018-19

Bethany School District

Equitable Allocation of Resources among District Schools

Not applicable