

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

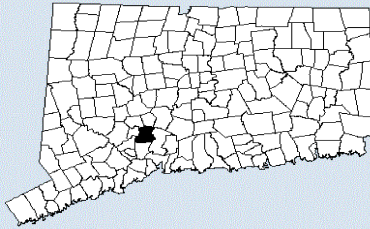


Bethany School District

Mr. John Barile Sr., Superintendent • 203-393-1170

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	407
Per Pupil Expenditures ¹	\$16,027
Total Expenditures ¹	\$6,859,371

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	187	45.9	48.3
Male	220	54.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	38	9.3	4.7
Black or African American	10	2.5	12.9
Hispanic or Latino	11	2.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	344	84.5	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	25	6.1	37.6
Students with Disabilities ¹	63	15.5	13.3

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	8	4.4	0	0.0
Male	12	5.6	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	0	*
White	15	4.6	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	14.6	*	*
District	20	5.0	*	*
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 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.

District Profile and Performance Report for School Year 2014-15

Bethany School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	33.6
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	11.7
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	2.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	17.9

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	1.0
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	0.0
White	50	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.2

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	*	*
Learning Disability	18	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	44	83.0
State		69.7

³Ages 6-21

District Profile and Performance Report for School Year 2014-15

Bethany School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	19	4.9	4.4
Other Health Impairment	10	2.6	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	14	3.6	1.9
All Disabilities	55	14.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,157,960	9,537	9,134
Instructional Supplies and Equipment	316,971	727	334
Improvement of Instruction and Educational Media Services	90,469	207	498
Student Support Services	176,813	406	1,001
Administration and Support Services	784,969	1,800	1,694
Plant Operation and Maintenance	950,367	2,180	1,572
Transportation	340,764	366	813
Costs of Students Tuitioned Out	41,058	N/A	N/A
Other	0	0	186
Total	6,859,371	16,027	15,289

Additional Expenditures

Land, Buildings, and Debt Service	449,300	1,031	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	711,943	50.0	35.1
Noncertified Personnel	320,863	22.5	14.2
Purchased Services	118,364	8.3	5.2
Tuition to Other Schools	41,058	2.9	22.0
Special Ed. Transportation	76,999	5.4	8.6
Other Expenditures	153,844	10.8	14.9
Total Expenditures	1,423,071	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	81.8	82.8
State	15.9	14.8
Federal	2.2	2.3
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2014-15

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	*	*	*	*	N/A	N/A
Asian	21	89.1	21	87.3	*	*
Black or African American	*	*	*	*	N/A	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	200	74.7	200	69.4	57	56.7
English Language Learners	N/A	N/A	N/A	*	N/A	N/A
Non-English Language Learners	231	75.8	231	70.6	61	57.3
Eligible for Free or Reduced-Price Meals	15	*	15	*	*	*
Not Eligible for Free or Reduced-Price Meals	216	76.9	216	71.7	*	*
Students with Disabilities	37	52.7	37	49.6	12	*
Students without Disabilities	194	80.3	194	74.6	49	59.0
High Needs	46	55.2	46	51.7	15	*
Non-High Needs	185	81.0	185	75.3	46	59.6
District	231	75.8	231	70.6	61	57.3

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			
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	81.0	73.8	N/A	N/A	123	77.2
Curl Up	60.3	67.7	N/A	N/A	123	64.2
Push Up	56.9	63.1	N/A	N/A	123	60.2
Mile Run/PACER	50.0	66.2	N/A	N/A	123	58.5
All Tests - District	22.4	43.1	N/A	N/A	123	33.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Bethany School District

Next Generation Accountability Results

These statistics are the first 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	75.8	75	100.0	100	100.0	67.9
	High Needs Students	55.2	75	73.6	100	73.6	56.7
Math Performance Index	All Students	70.6	75	94.1	100	94.1	59.3
	High Needs Students	51.7	75	68.9	100	68.9	47.8
Science Performance Index	All Students	57.3	75	76.4	100	76.4	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	5.0%	<=5%	49.9	50	99.8	10.6%
	High Needs Students	12.1%	<=5%	35.8	50	71.5	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.1% 33.3%	75%	22.2	50	44.4	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				520.8	650	80.1	

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?					Y
ELA Performance Index Gap	75.0	55.2	19.8	17.3	
Math Performance Index Gap	75.0	51.7	23.3	19.6	
Science Performance Index Gap	59.6	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.5
	High Needs Students	94.1
Math	All Students	97.5
	High Needs Students	94.1
Science	All Students	100.0
	High Needs Students	.

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: 48.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2014-15

Bethany School District

Narratives

School District Improvement Plans and Parental Outreach Activities

At the Bethany Community School (BCS), we are committed to supporting the family's role in the education of our students. We accomplish this by providing our parents with a number of ways in which they can be involved in their child's education. Throughout the year each grade level invites parents in to showcase what they've been learning. A weekly e-blast newsletter is sent to all families to keep them informed of current and upcoming events. The District sends two major newsletters per year to each family and to citizens without children currently enrolled. Here, activities are highlighted, and links to all things Bethany Public School District are emphasized, including parental education. This communication is delivered to 2,200 residences.

Administration and staff present at monthly Board of Education (BOE) and Parent Teacher Organization (PTO) meetings on topics related to student achievement, curriculum and school programs. To further a partnership 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. In total, approximately 200 residents have attended these meetings.

The focus of increased collaboration among our special educators is to improve learning for identified students. Grade level teams, including both general and special education teachers, meet on a regular basis. There is increased communication related to areas such as; strategies for instruction, analysis of data, behavior management techniques, and the use of assistive technology. Classroom textbooks and literature titles are provided through memberships with Recordings for the Blind and Dyslexic. Specifically, Bethany has moved from a pull out instructional model to a co-teaching model. This has impacted 50 identified students. Districtwide, student Time with Non-Disabled Peers (TWNDP) has also increased in the past two years. We have moved from 67% of students spending TWNDP to 82% TWNDP. In addition, the District offers a Unified Sports program for special education students and typical peers.

We have also cultivated a very involved and dedicated PTO which has been instrumental in providing enrichment experiences for our children through cultural programs, field trips and hands-on science programs. Moreover, they have supported our vision for one-to-one technology by donating several dozen iPads over the past two years. At this time all 386 children in our school have an individual iPad or Chromebook assigned for personal use.

Teachers update grade level webpages on a weekly basis which helps keep parents informed of daily and weekly classroom activities and to facilitate communication with ancillary staff members. Approximately 300 parents attended the annual Back to School night, which is an evening for parents, is designed to provide information about the ways in which they can be involved. Parents are encouraged to volunteer their time within the school through the BCS Volunteer Coordinator. Also at Back to School night, the administrators emphasize how important it is to keep the lines of communication open between school and home. Parents are provided with email addresses and voicemail numbers of all staff in an effort to foster such communication.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bethany Public School District continues to provide numerous opportunities for students and teachers to interact with students and teachers from diverse, racial, ethnic, and economic backgrounds. The District participates in several regional programs, such as the Summer Writing Project, through Area Cooperative Educational Services (ACES), as a cooperating District in both the school year and during the summer months. Bethany participates in several interdistrict programs, such as the River Project (50 students), with nearby communities. These programs provide opportunities for Bethany students and neighboring districts, New Haven and West Haven, to interact through a series of educational activities, presentations, and programs designed to promote understanding, sharing, and cooperation among students of different backgrounds. The activities take place both on and off campus. In addition, Bethany participates in the Public School Choice Program where Bethany students attend magnet schools. Five students residing in New Haven participate in the Open Choice program where they have become part of the fabric of Bethany Community School.

Bethany has regularly scheduled enrichment activities, which highlight the language, art, folklore, traditions, customs, and lifestyles of other countries and nationalities. These include Parent Teacher Organization (PTO) sponsored programs and activities, language/cultural immersion days, and numerous activities throughout the year which are integrated into the curriculum to acknowledge the diverse religious and ethnic influences within the District. These programs impact all 386 students.

District Profile and Performance Report for School Year 2014-15

Bethany School District

Equitable Allocation of Resources among District Schools

Not applicable. There is only one school in the Bethany Public School District.