

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



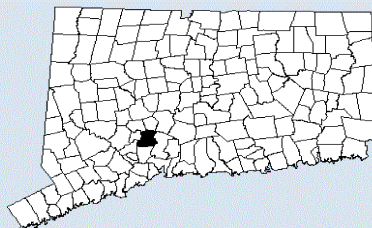
## Bethany School District

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

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	370
Per Pupil Expenditures <sup>1</sup>	\$18,822
Total Expenditures <sup>1</sup>	\$7,020,678

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](http://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	195	52.7	48.4
Male	175	47.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	6.2	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	28	7.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	7	1.9	3.8
White	306	82.7	51.1
English Learners	13	3.5	8.3
Eligible for Free or Reduced-Price Meals	60	16.2	43.3
Students with Disabilities <sup>3</sup>	52	14.1	16.0

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

<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	13	6.8	0	0.0
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	0	0.0
White	16	5.4	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	8	16.3	0	0.0
Students with Disabilities	*	*	*	*
District	24	6.8	*	*
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 19**

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

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<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 2019-20

## Bethany School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	27.5
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	12.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.8
Support Staff	0.5
Instructional Specialists Who Support Teachers	4.3
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.4

<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	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	2.3	0.1
White	42	97.7	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.0	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	13	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	25	71.4
State		67.8

<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 2019-20

## Bethany School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	15	4.3	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	6	1.7	1.1
Speech/Language Impairment	8	2.3	1.8
All Disabilities	44	12.6	15.6

<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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$4,405,511	\$11,811	\$10,923
Support services - students	\$165,585	\$455	\$1,277
Support services - instruction	\$247,192	\$679	\$682
Support services - general administration	\$788,293	\$2,166	\$467
Support services - school based administration	\$323,570	\$889	\$1,021
Central and other support services	\$143	\$0	\$679
Operation and maintenance of plant	\$638,454	\$1,754	\$1,718
Student transportation services	\$425,765	\$1,123	\$1,288
Food services	.	.	\$12
Enterprise operations	\$26,165	\$72	\$163
Minor school construction	.	.	\$59
Total	\$7,020,678	\$18,822	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$649,929	34.1	28.5
Instructional Aide Salaries	\$169,655	8.9	10.1
Other Salaries	\$236,906	12.4	11.1
Employee Benefits	\$219,752	11.5	13.0
Purchased Services Other Than Transportation	\$189,096	9.9	5.7
Special Education Tuition	\$129,538	6.8	22.5
Supplies	\$22,627	1.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	\$121,523	6.4	0.2
All Other Expenditures	\$166,877	8.8	0.1
Total	\$1,905,902	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.1	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	83.1
State	14.4
Federal	2.1
Tuition & Other	0.4

<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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

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

#### Physical Fitness Tests: Students Reaching Health Standard

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# District Profile and Performance Report for School Year 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	6.8%	<=5%	12.2%
	High Needs Students	12.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Bethany School District

### Narratives

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#### 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 newsletters to all Bethany Community School (BCS) families to keep them abreast of current events and to provide curriculum updates. The Principal also hosts Principal Coffee Hours to engage parents on relevant topics to better help them support their children. The Superintendent submits a monthly article, sometimes co-authored with the Board of Education (BOE) Chair, to the Bethany Bulletin to keep the community informed on school-related events and issues impacting education. 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 Open 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 Strategic Planning 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 Student Support 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. During Distance Learning, parents are provided support so they can assist their children with remote instruction.

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. A LifeSkills Program is fully staffed with a dedicated special education teacher, paraprofessional, and behaviorist to support the growing number of students requiring life skill training or behavioral 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).

BCS offers scheduled enrichment activities that 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 379 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 diversity in our classrooms. The percentage of minority staff employed by the Bethany Public School District has increased by 6% over the last five years. 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 is in the beginning stages of creating an Equity Team and works collaboratively with community partners.

# District Profile and Performance Report for School Year 2019-20

## Bethany School District

### **Equitable Allocation of Resources among District Schools**

Not Applicable