

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

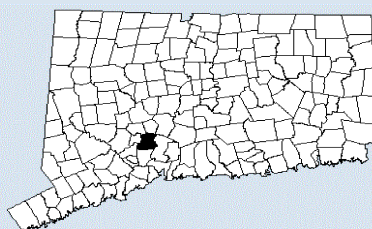


## Bethany School District

Mr. Ernest Perlini, Superintendent • 203-393-1170

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	383
Per Pupil Expenditures <sup>1</sup>	\$17,561
Total Expenditures <sup>1</sup>	\$7,042,128

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	191	49.9	48.3
Male	192	50.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	40	10.4	4.9
Black or African American	8	2.1	12.8
Hispanic or Latino	19	5.0	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	312	81.5	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	31	8.1	38.0
Students with Disabilities <sup>1</sup>	51	13.3	13.7

<sup>1</sup>Students 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 <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count    Rate (%)	Count    Rate (%)
Female	9    4.9	*    *
Male	10    5.4	*    *
Black or African American	0    *	*    *
Hispanic or Latino	*    *	*    *
White	15    5.0	*    *
English Learners	0    *	0    *
Eligible for Free or Reduced-Price Meals	7    22.6	*    *
Students with Disabilities	8    14.8	*    *
District	19    5.2	*    *
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 21

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Bethany School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	30.0
Paraprofessional Instructional Assistants	1.3
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	8.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	5.6
Counselors, Social Workers and School Psychologists	2.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	17.9

<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	2.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	48	96.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	13	*
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	13	*
District	40	95.2
State		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Bethany School District

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

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	*	1.0
Intellectual Disability	*	0.5
Learning Disability	13	4.6
Other Health Impairment	7	2.8
Other Disabilities	*	1.0
Speech/Language Impairment	16	1.9
All Disabilities	48	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	4,186,145	10,285 9,387
Instructional Supplies and Equipment	276,873	680 318
Improvement of Instruction and Educational Media Services	99,900	245 541
Student Support Services	170,134	418 1,048
Administration and Support Services	932,341	2,291 1,790
Plant Operation and Maintenance	999,508	2,456 1,608
Transportation	377,227	382 845
Costs of Students Tuitioned Out	0	N/A N/A
Other	0	0 194
Total	7,042,128	17,561 15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	430,050	1,057 1,524
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<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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	776,610	51.3 35.1
Noncertified Personnel	313,654	20.7 14.5
Purchased Services	147,693	9.8 5.5
Tuition to Other Schools	0	0.0 21.6
Special Ed. Transportation	64,900	4.3 8.3
Other Expenditures	211,255	14.0 15.0
Total Expenditures	1,514,112	100.0 100.0

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.2	83.2
State	14.7	13.5
Federal	3.1	3.3
Tuition & Other	0.1	0.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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
Asian	25	88.3	25	87.3	10	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	186	74.1	186	71.6	44	66.5
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	*	17	*	7	*
Not Eligible for Free or Reduced-Price Meals	207	76.3	207	74.4	51	69.4
Students with Disabilities	41	57.9	41	55.9	7	*
Students without Disabilities	183	79.5	183	77.1	51	69.8
High Needs	51	61.1	51	58.2	11	*
Non-High Needs	173	79.8	173	77.7	47	70.5
District	224	75.6	224	73.2	58	67.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	63.5	68.9	N/A	N/A	113	66.4
Curl Up	92.3	91.8	N/A	N/A	113	92.0
Push Up	73.1	78.7	N/A	N/A	113	76.1
Mile Run/PACER	78.8	73.8	N/A	N/A	113	76.1
All Tests - District	48.1	49.2	N/A	N/A	113	48.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2015-16

## Bethany School District

### Next Generation Accountability Results

These statistics are the 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	75.6	75	50.0	50	100.0	67.7
	High Needs Students	61.1	75	40.7	50	81.4	56.7
Math Performance Index	All Students	73.2	75	48.8	50	97.7	61.4
	High Needs Students	58.2	75	38.8	50	77.6	49.9
Science Performance Index	All Students	67.8	75	45.2	50	90.4	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	69.7%	100%	69.7	100	69.7	63.8%
	High Needs Students	65.6%	100%	65.6	100	65.6	58.3%
Math Academic Growth	All Students	78.7%	100%	78.7	100	78.7	65.0%
	High Needs Students	66.3%	100%	66.3	100	66.3	57.4%
Chronic Absenteeism	All Students	5.2%	<=5%	49.7	50	99.3	9.6%
	High Needs Students	14.5%	<=5%	31.1	50	62.1	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.3%   48.7%	75%	32.4	50	64.9	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>617.0</b>	<b>800</b>	<b>77.1</b>	

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	61.1	13.9	16.5	
Math Performance Index Gap	75.0	58.2	16.8	18.9	
Science Performance Index Gap	70.5	N/A	.	17.2	
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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.6
	High Needs Students	98.1
Math	All Students	96.6
	High Needs Students	98.1
Science	All Students	95.1
	High Needs Students	.

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

### 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: 59.3**

**State: 51.4**

#### 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 2015-16

## Bethany School District

### Narratives

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#### **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 BCS families to keep them informed of current and upcoming events. The principal submits a monthly article in the Bethany Bulletin to update the community on current events in the school. In addition, the District sends out an annual newsletter, Bethany 2020, to all members of the community. In this end-of-the-year publication, signature programs and events are highlighted. This communication is delivered to 2,200 residences and local businesses.

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 58 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 in 2014 – 2015 to 93% in 2015 – 2016. 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 385 children in our school have an individual iPad or Chromebook assigned for personal use.

Teachers update grade level webpages on a weekly basis, and employ other web based programs to keep parents informed of daily and weekly classroom activities and to facilitate communication with ancillary staff members. 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 within the school. There is a Volunteer Coordinator parents may contact if they would like to volunteer their time. 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 em

#### **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 during the school year and summer months. 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 385 students.

# District Profile and Performance Report for School Year 2015-16

## Bethany School District

### Equitable Allocation of Resources among District Schools

Not Applicable