

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



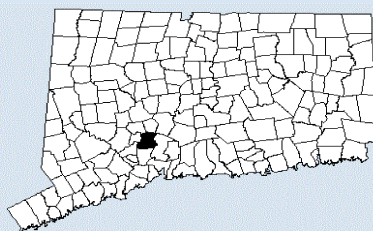
Bethany School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	365
Per Pupil Expenditures ¹	\$19,748
Total Expenditures ¹	\$6,892,118

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC 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 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	187	51.2	48.4
Male	178	48.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	31	8.5	5.1
Black or African American	*	*	12.8
Hispanic or Latino	31	8.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	292	80.0	53.6
English Learners	10	2.7	7.2
Eligible for Free or Reduced-Price Meals	33	9.0	36.7
Students with Disabilities ¹	54	14.8	14.8

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	11	6.0	0	0.0
Male	11	6.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	17	6.0	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	17.7	*	*
Students with Disabilities	*	*	*	*
District	22	6.2	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 21

Number of school-based arrests: Fewer than 6

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 2017-18

Bethany School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	29.8
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	8.3
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	6.8
Counselors, Social Workers and School Psychologists	2.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.6

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	3.7
Hispanic or Latino	1	2.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	47	97.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.6	10.5

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	N/A	N/A
Speech/Language Impairment	11	*
District	38	88.4
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Bethany School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.8
Emotional Disturbance	6	1.7	1.1
Intellectual Disability	*	*	0.5
Learning Disability	19	5.5	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	13	3.7	1.8
All Disabilities	48	13.8	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,030,547	11,322	9,847
Instructional Supplies and Equipment	489,651	1,375	287
Improvement of Instruction and Educational Media Services	148,155	416	589
Student Support Services	210,093	590	1,120
Administration and Support Services	927,037	2,604	1,905
Plant Operation and Maintenance	646,606	1,816	1,648
Transportation	381,831	440	904
Costs of Students Tuitioned Out	58,198	N/A	N/A
Other	0	0	208
Total	6,892,118	19,748	16,535

Additional Expenditures

Land, Buildings, and Debt Service	155,717	437	1,393
-----------------------------------	---------	-----	-------

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

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	745,997	40.6	33.8
Noncertified Personnel	332,051	18.1	14.5
Purchased Services	162,193	8.8	5.5
Tuition to Other Schools	58,198	3.2	23.4
Special Ed. Transportation	101,159	5.5	8.7
Other Expenditures	435,625	23.7	14.1
Total Expenditures	1,835,223	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.2	82.8
State	18.6	13.9
Federal	2.8	2.9
Tuition & Other	0.4	0.4

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 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	19	*	19	*
Black or African American	*	*	*	*
Hispanic or Latino	14	*	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	166	76.6	166	71.4
English Learners	*	*	*	*
Non-English Learners	202	76.8	202	71.6
Eligible for Free or Reduced-Price Meals	34	65.9	34	54.9
Not Eligible for Free or Reduced-Price Meals	173	78.6	173	74.6
Students with Disabilities	33	55.4	33	50.0
Students without Disabilities	174	80.5	174	75.4
High Needs	59	62.6	59	55.7
Non-High Needs	148	82.0	148	77.6
District	207	76.5	207	71.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	62.7	54.5	N/A	N/A	114	58.8
Curl Up	81.4	67.3	N/A	N/A	114	74.6
Push Up	55.9	43.6	N/A	N/A	114	50.0
Mile Run/PACER	59.3	61.8	N/A	N/A	114	60.5
All Tests - District	25.4	29.1	N/A	N/A	114	27.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

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 2017-18

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.5	75	50.0	50	100.0	67.6
	High Needs Students	62.6	75	41.7	50	83.5	57.5
Math Performance Index	All Students	71.3	75	47.6	50	95.1	62.7
	High Needs Students	55.7	75	37.1	50	74.3	52.0
ELA Academic Growth	All Students	71.2%	100%	71.2	100	71.2	60.7%
	High Needs Students	70.9%	100%	70.9	100	70.9	55.6%
Math Academic Growth	All Students	70.6%	100%	70.6	100	70.6	61.9%
	High Needs Students	63.9%	100%	63.9	100	63.9	55.4%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.1	10.7%
	High Needs Students	12.0%	<=5%	36.0	50	72.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.4% 27.2%	75%	18.1	50	36.3	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				554.8	750	74.0	

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	62.6	12.4	15.9	
Math Performance Index Gap	75.0	55.7	19.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.4
	High Needs Students	100.0
Math	All Students	96.4
	High Needs Students	100.0
Science	All Students	98.4
	High Needs Students	.

³Minimum 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: * **State: 51.5**

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 2017-18

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 a STEM Night and 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 District/School Improvement Team, Wellness Council, 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 by 30% 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 is currently partnering with the Town Library on two grants opportunities that will bring 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 2017-18

Bethany School District

Equitable Allocation of Resources among District Schools

Not Applicable