

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

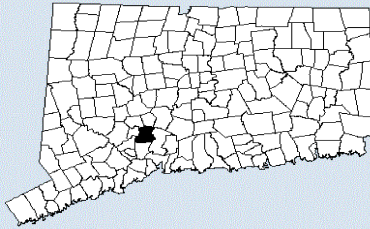


Bethany School District

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

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	436
Per Pupil Expenditures ¹	\$14,529
Total Expenditures ¹	\$6,799,802

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	199	45.6	48.3
Male	237	54.4	51.6
American Indian	*	*	0.2
Asian	43	9.9	4.6
Black or African American	11	2.5	12.9
Hispanic or Latino	10	2.3	21.2
Pacific Islander	0	0.0	0.0
White	369	84.6	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	21	4.8	37.3
Students with Disabilities ¹	57	13.1	12.8

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	9	4.7	0	0.0
Male	12	5.1	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	0	*
White	16	4.4	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	7	11.5	*	*
District	21	4.9	*	*
State		10.8		7.4

Number of students in 2012-13 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	15.3
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.4
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	2.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	20.9

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	1	1.9	3.6
Native American	0	0	0.1
White	51	98.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	13	*
Other Health Impairment	8	*
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	33	71.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	17	4.0	4.2
Other Health Impairment	10	2.4	2.5
Other Disabilities	6	1.4	1.0
Speech/Language Impairment	12	2.8	1.9
All Disabilities	52	12.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,222,351	8,927	8,769
Instructional Supplies and Equipment	190,697	403	275
Improvement of Instruction and Educational Media Services	95,823	203	487
Student Support Services	158,112	334	965
Administration and Support Services	742,263	1,569	1,600
Plant Operation and Maintenance	929,967	1,966	1,472
Transportation	374,604	389	786
Costs of Students Tuitioned Out	85,985	N/A	N/A
Other	0	0	178
Total	6,799,802	14,529	14,642

Additional Expenditures

Land, Buildings, and Debt Service	468,700	991	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	728,117	47.2	35.6
Noncertified Personnel	351,367	22.8	14.5
Purchased Services	117,220	7.6	5.0
Tuition to Other Schools	85,985	5.6	21.4
Special Ed. Transportation	116,648	7.6	8.5
Other Expenditures	144,216	9.3	14.9
Total Expenditures	1,543,553	100.0	100.0

PK-12 Expenditures Used for Special Education	22.7	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.8	81.8
State	16.8	15.7
Federal	2.4	2.6
Tuition & Other	0.0	0.0

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	55.6	59.2	58.0	55.7	.	.	.	.
High Needs	59.3	62.7	64.4	59.3	.	.	.	.
District	84.3	87.3	87.2	84.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	68.3	57.5	N/A	140	62.1
Curl Up	55.0	30.0	N/A	140	40.7
Push Up	63.3	57.5	N/A	140	60.0
Mile Run/PACER	53.3	76.3	N/A	140	66.4
All Tests - District	25.0	16.3	N/A	140	20.0
All Tests - State	50.2	50.7	50.3		51.1

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.

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Narratives

School District Improvement Plans and Parental Outreach Activities

At the Bethany Community School, 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.

Our new math program, includes a home-school component. Meetings were held to encourage parents to utilize this feature. We also held two parent workshops to help them learn about our new standard based report cards. In April we held a Common Core Forum to address concerns regarding the new standards, SBAC, and accountability. Our two listening forums along with the BOE Community Form have been held to openly discuss any issues parents or citizens would like to learn more about. 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.

We have also cultivated a very involved and dedicated Parent Teacher Organization 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 410 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. 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 email addresses and voicemail numbers of all staff in an effort to foster such communication. Approximately 300 parents attended the Back to School event.

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 Cosmic Cultures and 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 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 410 students.

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Bethany School District

Equitable Allocation of Resources among District Schools

Not Applicable. Only one school in District.