

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



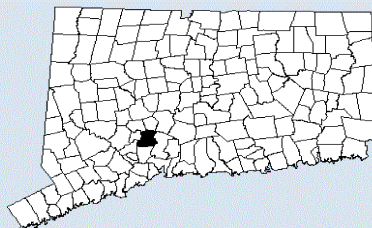
Bethany School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	356
Per Pupil Expenditures ¹	\$17,925
Total Expenditures ¹	\$6,793,425

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	180	50.6	48.4
Male	176	49.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	37	10.4	5.1
Black or African American	*	*	12.9
Hispanic or Latino	22	6.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	6	1.7	2.9
White	285	80.1	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	33	9.3	35.9
Students with Disabilities ¹	55	15.4	14.3

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	9	5.1	*	*
Male	12	7.1	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	9	3.3	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	7	22.6	*	*
Students with Disabilities	6	13.0	*	*
District	21	6.1	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 19

Number of school-based arrests: 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	29.8
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	8.6
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	16.8

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	1	2.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	2.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	47	95.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.0	9.6

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	16	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	14	*
District	43	89.6
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	6	1.7	1.7
Emotional Disturbance	6	1.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	16	4.6	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	17	4.9	1.8
All Disabilities	52	15.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,254,240	11,108	9,663
Instructional Supplies and Equipment	364,551	952	321
Improvement of Instruction and Educational Media Services	115,254	301	578
Student Support Services	224,358	586	1,103
Administration and Support Services	791,837	2,067	1,861
Plant Operation and Maintenance	652,088	1,703	1,637
Transportation	354,238	389	877
Costs of Students Tuitioned Out	36,859	N/A	N/A
Other	0	0	201
Total	6,793,425	17,925	16,236

Additional Expenditures

Land, Buildings, and Debt Service	401,850	1,049	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	782,586	45.8	34.6
Noncertified Personnel	288,975	16.9	14.6
Purchased Services	195,443	11.4	5.8
Tuition to Other Schools	36,859	2.2	21.8
Special Ed. Transportation	61,359	3.6	8.5
Other Expenditures	345,285	20.2	14.7
Total Expenditures	1,710,507	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.8	83.8
State	16.3	15.2
Federal	0.6	0.6
Tuition & Other	0.3	0.3

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).

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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	*	*	*	*	*	*
Asian	27	87.0	27	87.0	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	10	*	9	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	176	75.6	176	73.3	46	62.0
English Learners	*	*	*	*	0	N/A
Non-English Learners	215	76.7	214	74.3	54	62.8
Eligible for Free or Reduced-Price Meals	19	*	19	*	*	*
Not Eligible for Free or Reduced-Price Meals	200	77.5	199	75.8	50	63.9
Students with Disabilities	28	54.6	28	51.2	10	*
Students without Disabilities	191	79.6	190	77.4	44	66.7
High Needs	44	60.0	44	56.3	12	*
Non-High Needs	175	80.5	174	78.5	42	67.0
District	219	76.4	218	74.1	54	62.8

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	68.5	54.2	N/A	N/A	113	61.1
Curl Up	98.1	88.1	N/A	N/A	113	92.9
Push Up	46.3	54.2	N/A	N/A	113	50.4
Mile Run/PACER	59.3	78.0	N/A	N/A	113	69.0
All Tests - District	27.8	28.8	N/A	N/A	113	28.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.4	75	50.0	50	100.0	67.1
	High Needs Students	60.0	75	40.0	50	80.0	55.9
Math Performance Index	All Students	74.1	75	49.4	50	98.7	62.2
	High Needs Students	56.3	75	37.5	50	75.1	50.5
Science Performance	All Students	62.8	75	41.9	50	83.7	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	63.0%	100%	63.0	100	63.0	55.4%
	High Needs Students	56.4%	100%	56.4	100	56.4	49.8%
Math Academic Growth	All Students	62.2%	100%	62.2	100	62.2	61.7%
	High Needs Students	57.2%	100%	57.2	100	57.2	53.7%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.6	9.9%
	High Needs Students	14.9%	<=5%	30.1	50	60.3	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.6% 28.3%	75%	18.9	50	37.8	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				554.3	800	69.3	

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?					N
ELA Performance Index Gap	75.0	60.0	15.0	16.7	
Math Performance Index Gap	75.0	56.3	18.7	18.7	
Science Performance Index Gap	67.0	N/A	.	16.6	
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	97.8
	High Needs Students	100.0
Math	All Students	97.4
	High Needs Students	100.0
Science	All Students	100.0
	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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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. 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 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. In addition, 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, Wellness and Safety and Positive Culture Committees.

The District has established a committee and takes an active role in monitoring student attendance, identifying chronic absenteeism and truancy. 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. A newly implemented SOAR Program is fully staffed with a dedicated special education teacher, paraprofessional, and behaviorist to support students requiring social and emotional support. Time with Non-Disabled Peers (TWNDP) has increased in the past three years from 67% of students spending TWNDP in 2015 to 92% in 2017. 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 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 through Area Cooperative Educational Services (ACES). These programs provide opportunities for Bethany students and neighboring districts, New Haven, Hamden, Ansonia, and West Haven, to interact through a series of educational activities, presentations, and programs designed to promote understanding, sharing, and collaboration among students of different backgrounds. These activities take place both on and off campus. For example, Bethany participates in the Open Choice Program whereby five students from New Haven attend the Bethany Community School (BCS). Public School Choice Program provides Bethany students the opportunity to attend local magnet schools. Additionally, BCS participates in several interdistrict grants sponsored by ACES which partner two classrooms, one from a rural setting and the other from an urban location. The goals of these grants are to improve student achievement, promote collaboration, and reduce racial, ethnic and economic isolation. Literacy Uniting Children in Diversity (LUCID) Grant incorporates technology in the areas of written and verbal communication. Inquiry Research and Investigations in Social Studies and Science (IRISS) Grant encourages students to investigate primary sources, conduct research and take informed action. Bethany has regularly 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 which strive to explore diverse perspectives. These programs impact all 360 students.

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Equitable Allocation of Resources among District Schools

Not applicable.