

**STRATEGIC SCHOOL PROFILE 2008-09**

Single Elementary School District Edition

**Bethany Community School  
Bethany School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: New Haven  
Town Population in 2000: 5,040  
1990-2000 Population Growth: 9.4%  
Number of Public Schools: 1  
Per Capita Income in 2000: \$31,403  
Percent of Adults without a High School Diploma in 2000\*: 4.8%  
Percent of Adults Who Were Not Fluent in English in 2000\*: 1.5%  
District Enrollment as % of Estimated Student Population: 95.0%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK- 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 549  
5-Year Enrollment Change: -9.3%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	15	2.7	5.6	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.9	7.0
Students Identified as Gifted and/or Talented	4	0.7	2.1	2.3
Students with Disabilities	78	14.2	10.9	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	64	90.1	86.0	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	446	96.3	94.2	84.8
Homeless	0	0.0	0.0	0.2

## PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,002	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art <sup>1</sup>	24	30
Computer Education <sup>1</sup>	24	17
English Language Arts	432	427
Family and Consumer Science	0	1
Health	24	22
Library Media Skills	0	18
Mathematics	180	198
Music	24	32
Physical Education	48	40
Science	96	98
Social Studies	96	91
Technology Education	0	2
World Languages	24	12

**Type of Kindergarten:** This school offers full-day kindergarten.

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 20 minutes is provided for lunch during full school days.

<sup>1</sup>Interdisciplinary approach

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	N/A	N/A
World Language	N/A	N/A

Average Class Size	School	DRG	State
Kindergarten	17.5	17.5	18.3
Grade 2	19.5	19.5	19.3
Grade 5	18.5	20.3	21.0
Grade 7	N/A	N/A	N/A

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.9	7.0
% of Gifted and/or Talented Students Who Received Services	0.0	66.6	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.1	82.5	80.3

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.8	3.3	3.3
% of Computers with Internet Access	100.0	98.1	99.0
% of Computers that are High or Moderate Power	100.0	92.9	94.6
# of Print Volumes Per Student*	28.6	29.8	28.2
# of Print Periodical Subscriptions	21	16	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**DISTRICT STAFF**

<b>Full-Time Equivalent Count of District Staff</b>	
General Education: Teachers and Instructors	38.90
Paraprofessional Instructional Assistants	3.80
Special Education: Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	15.70
Library/Media Specialists and/or Assistants	1.70
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	23.50

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	9.0	14.1	13.3
% with Master's Degree or Above	80.4	80.4	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	7.6	8.2	8.6
% Assigned to Same School the Previous Year	84.8	87.4	83.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At the Bethany Community School, we are committed to supporting the family's role in the education of our students. We accomplish this by keeping an "open door policy" and by providing parents with a number of ways in which they can be involved in their child's education. As a district we send out a weekly newsletter to keep the parents informed of current and upcoming school events. Many teachers send home weekly Newsletters, to keep the parents informed of what their child is doing within the classroom. Our school website is another way in which parents can find out what is going on in the school and communicate with staff members. Our annual Back-to-School night, which is an evening for parents, is designed to inform parents about ways in which they can be involved. They are informed about the importance of keeping the lines of communication open between school and home. Parents are given email addresses and voicemail numbers of staff in an effort to foster such communication. Parents are encouraged to volunteer. We have a Volunteer Coordinator that parents can contact if they would like to provide us with some of their time and a Volunteer Handbook that provides parents with everything they will need to know about volunteering in our school.

When new curricular programs are implemented in our school we typically host "Parent Academies" to educate parents on how we will be teaching a particular subject. We've had "Parent Academies" on timely issues such as internet safety.

For those children who exhibit needs greater than those of the average child, we have monthly team meetings that involve the parents and staff members who work with the child. The meetings help monitor progress and are designed to provide parents with strategies that can be used at home.

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.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	33	6.0
Black	16	2.9
Hispanic	8	1.5
White	490	89.3
Total Minority	59	10.7

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:** 4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 4.1% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

In accordance with Connecticut law the Bethany Public School District continues to provide numerous opportunities for Bethany students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. A variety of programs and experiences are offered throughout the school year and during the summer. Bethany participates in several interdistrict programs with nearby communities. These programs provide opportunities for students from Bethany and neighboring districts 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 and Bethany students may attend charter schools or participate in distance learning opportunities in conjunction with neighboring communities.

Bethany participates in several regional programs through Area Cooperative Educational Services (ACES) as a cooperating district in both the school year and during the summer months. Bethany is also represented on numerous committees and initiatives to promote interdistrict collaboration such as the Minority Staff Recruitment Advisory Committee, ACES Curriculum Committee, Magnet School Committee, and other regional initiatives. Bethany has regularly scheduled enrichment activities, which highlight the language, art, folklore, traditions, customs, and lifestyle 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.

## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	45.8	33.6	75.2
Grade 6	65.1	35.3	97.4
Grade 8	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.7	54.6	76.7
Writing	73.1	62.5	61.6
Mathematics	80.3	62.8	78.0
Grade 4 Reading	72.5	60.7	62.0
Writing	80.2	64.2	81.2
Mathematics	74.1	63.6	61.6
Grade 5 Reading	64.8	66.0	32.3
Writing	63.9	66.5	29.6
Mathematics	80.0	68.8	66.7
Science	78.1	58.1	74.1
Grade 6 Reading	84.5	68.9	71.2
Writing	73.6	62.2	60.1
Mathematics	84.5	68.8	69.9
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	97.3	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 1 student was responsible for these incidents. This student represents 0.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

\* Counts by category may be suppressed to protect student privacy.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	70
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.8%

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	6	1.1	0.9	0.8
Learning Disability	27	4.9	4.1	3.9
Intellectual Disability	3	0.5	0.4	0.5
Emotional Disturbance	2	0.4	0.7	1.0
Speech Impairment	18	3.3	2.2	2.3
Other Health Impairment*	9	1.6	1.9	2.1
Other Disabilities**	5	0.9	0.6	0.9
<b>Total</b>	<b>70</b>	<b>12.8</b>	<b>10.8</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

<b>K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools</b>		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	3	4.3

<b>Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers</b>				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	58	82.9	74.3	72.7
40.1 to 79.0 Percent of Time	8	11.4	19.1	16.1
0.0 to 40.0 Percent of Time	4	5.7	6.6	11.2

**Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal.** The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	51.4	30.2	74.1	65.7
Writing	32.6	19.5	73.0	64.1
Mathematics	70.3	30.7	79.7	65.7
Science	N/A	N/A	78.1	59.4

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

<b>Participation in State Assessments of Students with Disabilities Attending District Schools</b>		
CMT	% Without Accommodations	11.4
	% With Accommodations	88.6
	% Assessed Using Skills Checklist	8.9

### **DISTRICT EXPENDITURES AND REVENUES, 2007-08**

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> <b>(in 1000s)</b>	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>Elementary Districts</b>	<b>DRG</b>	<b>State</b>
Instructional Staff and Services	\$3,675	\$6,459	\$7,411	\$7,069	\$7,522
Instructional Supplies and Equipment	\$183	\$321	\$332	\$282	\$271
Improvement of Instruction and Educational Media Services	\$294	\$516	\$232	\$415	\$446
Student Support Services	\$221	\$388	\$796	\$769	\$806
Administration and Support Services	\$681	\$1,196	\$1,508	\$1,334	\$1,369
Plant Operation and Maintenance	\$679	\$1,193	\$1,249	\$1,357	\$1,377
Transportation	\$337	\$310	\$610	\$638	\$644
Costs for Students Tuitioned Out *	\$83	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$87	\$141	\$151
<b>Total*</b>	<b>\$6,151</b>	<b>\$10,867</b>	<b>\$12,897</b>	<b>\$12,448</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$544	\$955	\$1,185	\$1,180	\$1,759

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$13,373; Tuition Costs, \$7,107.

Total town expenditures per pupil for PK-12 are \$12,224.

<b>Special Education Expenditures</b>	<b>District Total</b>	<b>Percent of PK-12 Expenditures Used for Special Education</b>		
		<b>District</b>	<b>DRG</b>	<b>State</b>
	\$1,316,531	21.4	19.7	20.5

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
Including School Construction	78.0	19.1	2.8	0.1
Excluding School Construction	79.3	17.6	3.0	0.1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

In an effort to continue to develop educational opportunities that maximize each student's learning potential, the professional staff and the Board reviewed and analyzed the District's strategic plan which resulted in the implementation of a school wide initiative to become a Professional Learning Community. Educators are committed to working collaboratively and to focus on improving student learning. The staff accepts learning as the fundamental purpose of our school and they assess their effectiveness on the basis of results by using relevant student data to promote continuous improvement. This is also our second year of continuing the implementation of RTI. Every teacher is using assessment to drive their instruction. Daily skill group time has been incorporated within our schedule to address all learners.

Bethany staff continued to focus on strategies for including students with disabilities into the general education setting. Our school contracted with a variety of educational consultants to provide in-service training for staff working with various students. Teams of regular education teachers, special education teachers, paraprofessionals, related services staff and parents met with the consultants to review student needs and develop specific plans to assist with the inclusion process. Our district also approved the increase of special education staffing by changing a half-time teacher position to full-time. This allowed for each special education teacher to increase participation with their grade level team. In addition, each grade level team was provided with funds to order instructional materials, furniture and assistive technology equipment which they felt would further facilitate the inclusion of students. All school staff attended an inservice training related to legal issues in relation to teacher roles and responsibilities when providing services to special education students.

All Bethany special services team reviewed a number of practices and procedures with a focus of being consistent with their implementation by all staff. Staff met throughout the year to review and clarify the process of referring a child for a special education evaluation. They also discussed procedures when implementing an initial special education evaluation, which included a review of assessment tool being used. Finally, the decision process used to determine if a child qualifies for special services was examined.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

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