

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



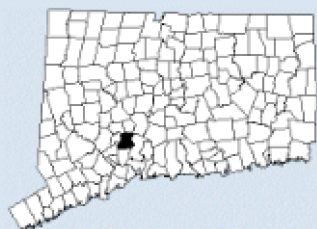
Bethany School District

Kai Byrd, Superintendent • 203-393-1170 • <http://www.bethany-ed.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	430
Per Pupil Expenditures	\$19,107
Total Expenditures	\$8,598,233

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	213	49.5	48.4
Male	217	50.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	31	7.2	5.2
Black or African American	11	2.6	12.4
Hispanic or Latino of any race	26	6.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	351	81.6	45.1
English Learners/Multilingual Learners	23	5.3	11.3
Eligible for Free or Reduced-Price Meals	55	12.8	44.8
Students with Disabilities	91	21.2	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	17	8.2	0	0.0
Male	21	10.0	11	4.8
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	28	8.3	9	2.5
English Learners/Multilingual Learners	8	34.8	*	*
Eligible for Free or Reduced-Price Meals	9	17.0	*	*
Students with Disabilities	16	18.4	*	*
All Students - District	38	9.1	11	2.5
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 26
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	29.5
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	19.0
District Central Office Administrators	2.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	0.5
Library/Media Support Staff	0.7
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	25.5

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	2.3	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	4.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	2.3	0.3
White	39	90.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	11	23.9	6.8
Teachers	11	29.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	11	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	21	87.5
Other Health Impairment	6	*
Other Disabilities	0	0
Speech/Language Impairment	18	*
All Disabilities - District	60	90.9
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	16	3.9	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	24	5.8	6.5
Other Health Impairment	6	1.5	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	28	6.8	2.0
All Disabilities	82	19.9	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$5,207,819	\$11,573	\$13,471
Support services - students	\$533,464	\$1,199	\$1,826
Support services - instruction	\$393,511	\$884	\$972
Support services - general administration	\$745,921	\$1,676	\$568
Support services - school based administration	\$456,049	\$1,025	\$1,274
Central and other support services	\$785	\$2	\$761
Operation and maintenance of plant	\$828,255	\$1,861	\$2,125
Student transportation services	\$395,724	\$984	\$1,695
Food services	.	.	\$10
Enterprise operations	\$36,704	\$82	\$219
Total	\$8,598,233	\$19,107	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$747,117	33.8	26.4
Instructional Aide Salaries	\$564,786	25.5	10.1
Other Salaries	\$247,004	11.2	10.5
Employee Benefits	\$251,555	11.4	13.3
Purchased Services Other Than Transportation	\$248,265	11.2	6.8
Special Education Tuition	.	.	22.8
Supplies	\$41,720	1.9	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$4,682	0.2	0.2
All Other Expenditures	\$106,272	4.8	0.1
Total	\$2,211,402	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	25.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	78.1
State	14.2
Federal	6.7
Tuition & Other	0.9

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	23	91.8	23	84.6	9	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	18	*	18	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	203	80.4	203	73.5	62	83.7
English Learners/Multilingual Learners	25	76.1	25	72.2	7	*
Non-English Learners/Non-Multilingual Learners	228	81.2	228	74.8	70	84.8
Eligible for Free or Reduced-Price Meals	24	70.1	24	63.4	10	*
Not Eligible for Free or Reduced-Price Meals	229	81.8	229	75.7	67	85.7
Students with Disabilities	55	64.2	55	61.3	13	*
Students without Disabilities	198	85.2	198	78.3	64	87.2
High Needs	87	69.3	87	65.9	25	75.3
Non-High Needs	166	86.6	166	79.1	52	88.6
All Students - District	253	80.7	253	74.6	77	84.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	100.0	98.3	N/A	N/A	115	99.1
Curl Up	87.5	82.5	N/A	N/A	113	85.0
Push Up	83.9	89.5	N/A	N/A	113	86.7
Mile Run/PACER	73.2	75.4	N/A	N/A	113	74.3
All Tests - District	66.1	70.2	N/A	N/A	113	68.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.7	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	69.3	75	46.2	50	92.4	54.9
Math Performance Index	All Students	74.6	75	49.7	50	99.4	61.1
Math Performance Index	High Needs Students	65.9	75	43.9	50	87.8	50.6
Science Performance Index	All Students	84.3	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	75.3	75	50.0	50	100.0	52.1
ELA Academic Growth	All Students	81.2%	100%	81.2	100	81.2	60.6%
ELA Academic Growth	High Needs Students	80.0%	100%	80.0	100	80.0	55.7%
Math Academic Growth	All Students	70.8%	100%	70.8	100	70.8	62.3%
Math Academic Growth	High Needs Students	70.1%	100%	70.1	100	70.1	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.1%	<=5%	41.8	50	83.5	17.2%
Chronic Absenteeism	High Needs Students	17.0%	<=5%	25.9	50	51.9	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	68.1%	75%	45.4	50	90.9	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				705.1	850	83.0	

Physical Fitness Estimated Participation Rate - District: 97.5% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	69.3	5.7	16.9	N
Math Performance Index Gap	75.0	65.9	9.1	18.4	N
Science Performance Index Gap	75.0	75.3	-0.3	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.4
ELA	High Needs Students	97.8
Math	All Students	98.4
Math	High Needs Students	97.8
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Bethany Public School District (District) is committed to supporting the family's role in the education of their students. Our Assistant Principal is a primary point of contact for families as we have increased the opportunities for families to volunteer in school activities. Families are invited to participate in class events where they share their heritage, careers, and expertise with students. Traditional showcases of student work like Open House, Drama Club, and our annual Night of the Arts provide opportunities for families and the community to see student artwork and musical talents. One major event in the spring included our PTO Spring Fling Community outing where parents and staff worked together to plan an evening of fun that included bounce houses, food trucks, face painting, crafts, photo booths and more for families to enjoy with staff.

To promote communication, teachers maintain SeeSaw accounts, Google Classroom sites, and share newsletters to keep families informed of classroom activities and information regarding topics of instruction and how to access learning resources from home. The Principal and Assistant Principal hold virtual Coffee Hours monthly and send weekly email newsletters to families. The Superintendent, along with the Board of Education (BOE) Chair, Director of Special Services, Curriculum and Instruction, and the Principal submit a monthly article to the Bethany Bulletin newsletter to keep the community informed on school-related events and issues impacting education. The District also maintains a webpage with relevant information for families. The administration is present at monthly BOE meetings. They also partner with the BOE to host Community Open Forums. Parents and members of the community are active members of the Wellness Council, School Lunch Advisory Board, and the Parent Teacher Organization. Parents are encouraged to provide the District with feedback and input through surveys each spring. The feedback from these surveys is used to develop goals for the District/School Improvement Plans.

The District continues to utilize the Climate Committee and Behavior Support Team to support families by actively monitoring student attendance, identifying chronic absenteeism, truancy, and other wellness topics. This team also hosts multiple Parent Academies during the year to provide parents with additional resources and to further strengthen the school-home partnership.

The District continues to prioritize collaboration between classroom teachers and special educators to improve learning for identified students. Additionally, the Curriculum Coordinator and intervention staff scheduled four rounds of case reviews to discuss students in need of additional reading or math support. Our Special Services department offers an array of services for students and families. This year they also held two parent workshops to share information about available supports within the district.

The District continued to offer a Unified Sports program to promote social inclusion between identified students and their non-identified peers and hosted a Unified Sports Day this year to honor all the athletes and showcase the program to families. We also acquired several grants to allow us to provide additional afterschool and summer programs for our students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bethany Public School District (District) participates in several regional programs offered by Area Cooperative Educational Services (ACES). Bethany participates in the Open Choice Program whereby six students from New Haven attend the Bethany Community School (BCS).

To address the economic disparities across the community, the school partners with the PTO and other local organizations to support families in need. The school also works with local organizations and ACES to support the local community and New Haven County families during the Thanksgiving and winter holidays.

The BCS staff work collaboratively to ensure that all students and staff feel safe, seen and supported each day. The staff take great pride in creating a true sense of community at the school.

Through Human Resources efforts, the District strives to recruit and retain highly qualified staff that represent the diversity in our classrooms.

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Bethany School District

Equitable Allocation of Resources among District Schools

Bethany is a one school district.

District Profile and Performance Report for School Year 2024-25

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	2	100.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	2		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.