

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



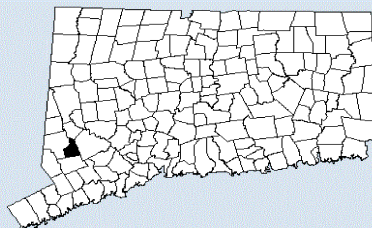
Bethel School District

Dr. Christine Carver, Superintendent • 203-794-8601 • www.bethel.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,971
Per Pupil Expenditures ¹	\$16,235
Total Expenditures ¹	\$46,902,256

¹Expenditure data reflect the 2014-15 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,391	46.8	48.3
Male	1,580	53.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	196	6.6	4.9
Black or African American	56	1.9	12.8
Hispanic or Latino	474	16.0	23.0
Pacific Islander	*	*	0.0
Two or More Races	81	2.7	2.7
White	2,159	72.7	55.9
English Learners	108	3.6	6.4
Eligible for Free or Reduced-Price Meals	563	18.9	38.0
Students with Disabilities ¹	324	10.9	13.7

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	85	6.3	46	3.3
Male	115	7.6	159	9.9
Black or African American	7	12.3	*	*
Hispanic or Latino	30	6.3	39	8.0
White	145	7.0	138	6.4
English Learners	13	11.0	*	*
Eligible for Free or Reduced-Price Meals	73	12.7	72	11.9
Students with Disabilities	51	15.8	56	14.5
District	200	7.0	205	6.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 79

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	194.2
Paraprofessional Instructional Assistants	16.0
Special Education	
Teachers and Instructors	34.9
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.1
School Level	9.6
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	118.4

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	0.4	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	3	1.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	271	98.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	97.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino	15	62.5	38	97.4
White	110	69.6	181	98.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	67.5	48	96.0
Students with Disabilities	14	60.9	29	85.3
District	146	70.5	250	98.0
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	13	35.1
Emotional Disturbance	7	33.3
Intellectual Disability	0	0
Learning Disability	91	76.5
Other Health Impairment	46	79.3
Other Disabilities	10	27.0
Speech/Language Impairment	30	93.8
District	197	64.4
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	38	1.3
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	119	4.1
Other Health Impairment	58	2.0
Other Disabilities	42	1.5
Speech/Language Impairment	37	1.3
All Disabilities	317	11.0

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	25,938,730	8,856 9,387
Instructional Supplies and Equipment	754,157	257 318
Improvement of Instruction and Educational Media Services	3,350,534	1,144 541
Student Support Services	3,449,705	1,178 1,048
Administration and Support Services	4,624,333	1,579 1,790
Plant Operation and Maintenance	4,004,524	1,367 1,608
Transportation	2,472,202	828 845
Costs of Students Tuitioned Out	1,660,359	N/A N/A
Other	647,712	221 194
Total	46,902,256	16,235 15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,311,289	789 1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,119,461	39.7
Noncertified Personnel	1,807,611	17.4
Purchased Services	136,517	1.3
Tuition to Other Schools	1,576,129	15.2
Special Ed. Transportation	830,139	8.0
Other Expenditures	1,894,400	18.3
Total Expenditures	10,364,257	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	79.7	78.7
State	18.5	19.4
Federal	1.8	1.9
Tuition & Other	0.1	0.1

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	0	N/A	0	N/A	0	N/A
Asian	109	79.8	109	75.8	41	66.4
Black or African American	*	*	*	*	14	*
Hispanic or Latino	245	68.5	245	61.9	97	58.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	31	75.2	31	63.7	13	*
White	1093	75.4	1091	68.2	448	66.2
English Learners	81	59.3	81	56.1	20	49.6
Non-English Learners	1426	75.2	1424	68.1	595	65.0
Eligible for Free or Reduced-Price Meals	320	67.4	319	59.9	141	58.8
Not Eligible for Free or Reduced-Price Meals	1187	76.2	1186	69.5	474	66.2
Students with Disabilities	201	57.4	201	51.4	73	48.1
Students without Disabilities	1306	76.9	1304	69.9	542	66.7
High Needs	495	64.4	494	57.8	192	56.3
Non-High Needs	1012	79.2	1011	72.1	423	68.2
District	1507	74.3	1505	67.4	615	64.5

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			
Grade 4			
Grade 8			
Grade 12			
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	89.6	74.1	88.8	82.7	776	84.0
Curl Up	88.7	77.7	79.5	89.5	776	83.6
Push Up	72.6	50.3	55.6	74.7	776	62.9
Mile Run/PACER	71.2	75.1	83.9	60.5	776	73.3
All Tests - District	52.8	38.6	47.3	45.7	776	46.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

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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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	25	92.0	91.6	Yes	91.9
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	56	89.3	.		.
Students with Disabilities	32	87.5	71.8	Yes	74.5
District	218	95.9	93.2	Yes	93.3
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	130	58.3
Male	94.6	119	49.8
Black or African American	*	*	*
Hispanic or Latino	98.4	30	47.6
White	95.0	190	55.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.2	23	25.6
Students with Disabilities	*	*	*
District	95.9	249	53.9
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	69.5	86.7
Male	63.0	84.6
Black or African American	*	*
Hispanic or Latino	56.0	*
White	67.3	87.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50.0	72.4
Students with Disabilities	32.1	*
District	66.2	85.6
State	71.9	88.3

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.3	75	49.6	50	99.1	67.7
	High Needs Students	64.4	75	42.9	50	85.8	56.7
Math Performance Index	All Students	67.4	75	45.0	50	89.9	61.4
	High Needs Students	57.8	75	38.6	50	77.1	49.9
Science Performance Index	All Students	64.5	75	43.0	50	86.0	57.5
	High Needs Students	56.3	75	37.5	50	75.1	47.0
ELA Academic Growth	All Students	70.8%	100%	70.8	100	70.8	63.8%
	High Needs Students	64.1%	100%	64.1	100	64.1	58.3%
Math Academic Growth	All Students	79.7%	100%	79.7	100	79.7	65.0%
	High Needs Students	69.9%	100%	69.9	100	69.9	57.4%
Chronic Absenteeism	All Students	7.0%	<=5%	46.0	50	92.1	9.6%
	High Needs Students	11.7%	<=5%	36.6	50	73.1	15.6%
Preparation for CCR	% Taking Courses	85.7%	75%	50.0	50	100.0	67.6%
	% Passing Exams	53.9%	75%	35.9	50	71.9	40.7%
On-track to High School Graduation		93.1%	94%	49.5	50	99.1	85.1%
4-year Graduation All Students (2015 Cohort)		95.9%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.7%	94%	92.2	100	92.2	78.6%
Postsecondary Entrance (Class of 2015)		66.2%	75%	88.3	100	88.3	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.5% 46.3%	75%	30.8	50	61.7	89.2% 50.5%
Arts Access		58.0%	60%	48.3	50	96.6	47.5%
Accountability Index				1118.8	1350	82.9	

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	64.4	10.6	16.5	
Math Performance Index Gap	72.1	57.8	14.3	18.9	
Science Performance Index Gap	68.2	56.3	11.9	17.2	
Graduation Rate Gap	94.0%	86.7%	7.3%	15.3%	N

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	99.0
	High Needs Students	98.3
Math	All Students	98.9
	High Needs Students	98.1
Science	All Students	99.2
	High Needs Students	98.0

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: 53 State: 51.4

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 words, “Our primary purpose is to improve student achievement” appear at the entrance to each school. Our goal is to ensure that by the time our students graduate, they are prepared to compete with anyone, anywhere for any opportunity. This mandate drives the work of our professional learning communities. Through strong teaming structures at every level, we employ a highly collaborative approach, anchored in student learning data, to drive instructional change and improvement. This collaborative approach begins with pre-school. Teachers work together to screen incoming kindergartners and then provide a summer school program tailored to their specific needs prior to them entering the system. This work, coupled with a rigorous full day kindergarten program contributes significantly to our goal of ensuring that every child read on grade level by the conclusion of grade 1. .Through our very strong collaborative culture and use of professional learning communities, student achievement stays at the center of our work. The introduction of computer adaptive benchmark assessments in grades 2-11 along with regular, focused classroom assessment provides our staff specific, real-time learning data that is used to plan individualized interventions at every level. Consequently, our standardized test scores continue to improve. SBAC results indicate that Bethel’s performance ranks at or near the top of its District Reference Group and significantly above the state. .We see the use of technology as one of the primary drivers for improving, enhancing, and personalizing instruction. We have implemented a 1:1 model in grades 6-12. Our students have proven to be highly successful in extra-curricular competitions. Advanced placement scores improve annually and more students than ever before earn college credit. AP courses along with opportunities to earn dual credit at neighboring colleges have enabled many of our students to earn significant numbers of college credit prior to graduation. The Bethel School’s music program has been recognized as one of the “Best 100” in the nation and our high school marching band was identified the best in the nation. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

The racial, ethnic, and economic makeup of the Bethel Community continues to evolve. An in-migration of families from foreign nations and from neighboring communities requires continuous review of school programs and academic services to ensure valid inclusion of all students into the school system. Special programming for the parents of children who do not speak English, attempts to provide information in multiple languages, evening classes for non-English speaking parents and tutoring for children have proven to be effective in reducing isolation. We continue to improve our efforts. This year, through a very strong partnership with Western Connecticut State University, staff members are working to deepen their skills and strategies to respond more effectively to the complex needs of our English Language Learners. .We provide multi-tiered, intensive reading interventions at the primary grades with the goal of having all children read at grade level. The Second Step social emotional learning curriculum was adopted in grades Kindergarten through Grade 8, and a similar program was adopted at the high school to strengthen lessons dealing conflict and teaching tolerance. The Family School Partnership was developed to further strengthen relationships between the schools and all families. A parent mentoring program and the Parent University provide induction, support, workshops and training to parents across the system.

At the intermediate, middle and high schools, the Women’s Center of Greater Danbury provides workshops and performances to raise awareness and provide training to students to reduce isolation of marginalized students. A range of clubs coupled with a significant service learning program directly attack any evidence of social, racial, ethnic or economic isolation that might remain in our community.

Extensive work is done to address cyber-bullying and on-line behavior. New policies and regulations, coupled with staff training and required digital citizenship courses for students aim to teach all community members responsible technology use. Programming and presentations that include students as decision makers seek to breakdown the isolation experienced by some members of our diverse student body. We have undertaken a concerted effort to infuse eve

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Equitable Allocation of Resources among District Schools

The budget is viewed as a statement of our educational and leadership philosophy expressed in dollars. The budget is an opportunity for the Town, the school system, and its citizens to debate and set priorities aligned to our Strategic Plan. The construction of a school budget in the Bethel Public Schools entails a high level of staff involvement. Each principal leads a committee of teachers to establish funding priorities for the coming school year. School budgets are developed to address specific academic initiatives and student needs. We ask, "How will these funds improve student achievement or expand opportunities for our children?" The local school budgeting process also outlines specific outcomes that can later be measured by the community. School administrators examine all aspects of the educational and extra-curricular program and follow the process through the Superintendent's recommendation to the Board of Education and Town Meeting. Both the Superintendent and the Board of Education examine carefully the proposed appropriations to each school to ensure a clearly defined and equitable allocation of resources. Because the Bethel budget process involves an independ