

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



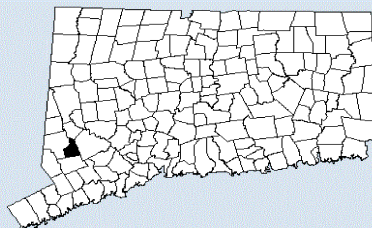
Bethel School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,112
Per Pupil Expenditures ¹	\$15,657
Total Expenditures ¹	\$48,582,469

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,456	46.8	48.4
Male	1,656	53.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	208	6.7	5.2
Black or African American	99	3.2	12.8
Hispanic or Latino of any race	609	19.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	93	3.0	3.6
White	2,080	66.8	52.4
English Learners	187	6.0	7.6
Eligible for Free or Reduced-Price Meals	873	28.1	42.1
Students with Disabilities ³	402	12.9	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	65	4.6	43	2.9
Male	58	3.6	150	8.8
Black or African American	*	*	10	9.5
Hispanic or Latino of any race	25	4.2	58	9.0
White	80	4.0	112	5.3
English Learners	13	6.6	14	6.6
Eligible for Free or Reduced-Price Meals	55	6.2	87	8.9
Students with Disabilities	34	9.0	51	11.1
District	123	4.1	193	6.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 53

Number of school-based arrests: 12

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

Bethel School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	197.0
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	36.1
Paraprofessional Instructional Assistants	50.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.5
School Level	9.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	12.4
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	1.1
Black or African American	1	0.4	3.8
Hispanic or Latino of any race	4	1.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	263	94.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	31	63.3	37	90.2
White	110	73.3	173	96.1
English Learners	*	*	9	*
Eligible for Free or Reduced-Price Meals	42	62.7	63	88.7
Students with Disabilities	16	57.1	34	87.2
District	161	70.3	232	94.7
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	25	48.1
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	112	72.3
Other Health Impairment	41	71.9
Other Disabilities	*	*
Speech/Language Impairment	36	92.3
District	226	62.6
State		67.6

³This 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	56	1.9	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	155	5.1	5.5
Other Health Impairment	57	1.9	3.2
Other Disabilities	42	1.4	1.1
Speech/Language Impairment	43	1.4	1.8
All Disabilities	377	12.5	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	2.1	8.2
Private Schools or Other Settings	11	2.9	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$29,477,390	\$9,500	\$10,545
Support services - students	\$3,382,068	\$1,110	\$1,373
Support services - instruction	\$3,748,926	\$1,230	\$644
Support services - general administration	\$507,067	\$166	\$462
Support services - school based administration	\$2,387,562	\$784	\$1,007
Central and other support services	\$2,256,622	\$741	\$671
Operation and maintenance of plant	\$4,235,634	\$1,390	\$1,629
Student transportation services	\$2,587,199	\$822	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$48,582,469	\$15,657	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,140,545	28.2	29.7
Instructional Aide Salaries	\$1,196,097	10.7	9.6
Other Salaries	\$2,209,192	19.8	10.4
Employee Benefits	\$1,806,752	16.2	13.0
Purchased Services Other Than Transportation	\$353,840	3.2	5.5
Special Education Tuition	\$1,328,735	11.9	22.6
Supplies	\$39,146	0.4	0.6
Property Services	\$140	0.0	0.4
Purchased Services For Transportation	\$948,501	8.5	8.0
Equipment	\$118,551	1.1	0.2
All Other Expenditures	\$1,232	0.0	0.1
Total	\$11,142,730	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	81.9
State	16.0
Federal	2.1
Tuition & Other	0.1

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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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	105	81.8	104	82.3	44	83.5
Black or African American	38	63.0	38	60.3	15	*
Hispanic or Latino of any race	325	65.2	324	61.1	131	62.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	51	74.7	51	73.4	21	76.5
White	1,110	75.0	1,110	70.4	482	73.3
English Learners	165	61.0	163	59.0	57	56.3
Non-English Learners	1,479	74.5	1,479	70.3	643	73.0
Eligible for Free or Reduced-Price Meals	490	65.2	488	60.8	210	62.4
Not Eligible for Free or Reduced-Price Meals	1,154	76.5	1,154	72.6	490	75.5
Students with Disabilities	194	51.0	193	46.9	88	52.1
Students without Disabilities	1,450	76.1	1,449	72.1	612	74.4
High Needs	638	63.3	636	59.4	269	61.2
Non-High Needs	1,006	79.4	1,006	75.3	431	78.1
District	1,644	73.1	1,642	69.1	700	71.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	61.4	82.1	90.4	81.4	919	78.9
Curl Up	79.8	93.1	97.3	83.3	919	88.6
Push Up	45.7	71.8	80.8	73.0	919	67.9
Mile Run/PACER	67.7	81.7	76.7	58.6	919	71.7
All Tests - District	30.0	67.9	65.8	46.5	919	53.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	27	88.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48	83.3
Students with Disabilities	22	77.3
District	203	93.1
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	119	56.1
Male	95.0	127	48.5
Black or African American	*	*	*
Hispanic or Latino of any race	95.6	30	33.3
White	97.0	183	55.5
English Learners	90.5	0	0.0
Eligible for Free or Reduced-Price Meals	96.4	59	42.8
Students with Disabilities	83.6	6	9.0
District	96.8	246	51.9
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	76.7	95.2
Male	72.8	80.0
Black or African American	*	*
Hispanic or Latino of any race	64.0	*
White	77.2	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	58.3	75.0
Students with Disabilities	40.7	*
District	74.6	89.2
State	71.0	87.8

⁵College 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.

⁶College 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

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	73.1	75	48.8	50	97.5	67.7
	High Needs Students	63.3	75	42.2	50	84.4	58.1
Math Performance Index	All Students	69.1	75	46.1	50	92.2	63.1
	High Needs Students	59.4	75	39.6	50	79.2	52.7
Science Performance Index	All Students	71.6	75	47.7	50	95.5	63.8
	High Needs Students	61.2	75	40.8	50	81.6	54.2
ELA Academic Growth	All Students	62.1%	100%	62.1	100	62.1	59.9%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.1%
Math Academic Growth	All Students	64.9%	100%	64.9	100	64.9	62.5%
	High Needs Students	57.5%	100%	57.5	100	57.5	55.2%
Progress Toward English Proficiency	Literacy	72.8%	100%	36.4	50	72.8	60.0%
	Oral	67.4%	100%	33.7	50	67.4	52.1%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.5%	<=5%	46.9	50	93.8	16.1%
Preparation for CCR	% Taking Courses	82.9%	75%	50.0	50	100.0	80.0%
	% Passing Exams	51.9%	75%	34.6	50	69.2	42.6%
On-track to High School Graduation		94.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.1%	94%	99.0	100	99.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.5%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		74.6%	75%	99.5	100	99.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 53.2%	75%	35.5	50	70.9	96.4% 52.9%
Arts Access		55.8%	60%	46.5	50	93.0	51.9%
Accountability Index				1188.1	1450	81.9	

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 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	63.3	11.7	15.4	
Math Performance Index Gap	75.0	59.4	15.6	17.6	
Science Performance Index Gap	75.0	61.2	13.8	16.1	
Graduation Rate Gap	94.0%	97.5%	-3.5%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.7
Math	All Students	99.1
	High Needs Students	98.4
Science	All Students	99.6
	High Needs Students	99.0

³Minimum 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: 57.8 State: 51.5

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Bethel School District

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. Our district work is driven by our strategic plan. This plan, found on our district website, was developed and continues to be monitored by teacher, parents, administrators, community members, and elected officials. That plan contains five major focus areas, action steps and accountability measures. We have also developed a Vision for a Graduate or global competencies to ensure our students are prepared to be successful within a globally competitive workforce. Each of our five schools write School Improvement Plans, aligned to our Strategic Plan.

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. We have worked to establish a strong intervention system in literacy, mathematics and behavior to provide interventions when gaps are identified at the earliest level. The district has supported the implementation of a coaching model to enhance regular classroom instruction. The district has expanded the positions of "specialists" (math and literacy) to create more opportunities for interventions. With an increased number of students who are English Learners, we have been committed to hiring certified EL staff to assist with language acquisition.

Through our very strong collaborative culture and use of professional learning communities, student achievement stays at the center of our work. 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 2-12. In the past few years, we are implementing a district wide STEM vision, to support are already strong arts and music programs. In addition, we have developed five (5) pathways at Bethel High School to prepare our students for the global workforce.

Our students have proven to be highly successful in extra-curricular competitions. Advanced Placement 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The racial, ethnic, and economic makeup of the Bethel Community continues to evolve. In-migration of families from foreign nations and 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 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.

We provide multi-tiered, intensive reading interventions at the primary grades with the goal of having all children read at grade level. We are in the process of training all of our school staff in restorative practices. We have instituted programs to enhance cultural competence of our students and staff. 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.

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 cyberbullying and online 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.

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Bethel School District

Equitable Allocation of Resources among District Schools

The budget is viewed as a statement of our educational & leadership philosophy expressed in dollars. The budget is an opportunity for the Town, school system, and its citizens to debate & set priorities aligned to our Strategic Plan. 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 coming school year. School budgets are developed to address specific academic initiatives & student needs. We ask, "How will these funds improve student achievement or expand opportunities for our children?" School administrators examine all aspects of the educational & extra-curricular program and follow the process through the Superintendent's recommendation to the BOE and Town Meeting. Both the Superintendent & BOE examine carefully the proposed appropriations to each school to ensure a clearly defined/equitable allocation of resources. Because the Bethel budget process involves an independent Board of Selectmen & Board of Finance, a Town meeting, and an annual referendum, all constituents focus close attention on each dollar expenditure.