

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



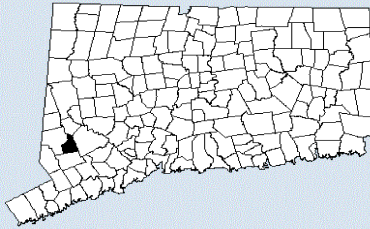
Bethel School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,939
Per Pupil Expenditures ¹	\$15,487
Total Expenditures ¹	\$45,610,671

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,399	47.6	48.3
Male	1,540	52.4	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	190	6.5	4.7
Black or African American	*	*	12.9
Hispanic or Latino	433	14.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	81	2.8	2.5
White	2,172	73.9	57.2
English Language Learners	91	3.1	6.3
Eligible for Free or Reduced-Price Meals	561	19.1	37.6
Students with Disabilities ¹	325	11.1	13.3

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	56	4.1	60	4.2
Male	73	4.9	156	9.8
Black or African American	*	*	*	*
Hispanic or Latino	20	4.6	51	11.3
White	94	4.5	137	6.1
English Language Learners	6	5.6	7	6.3
Eligible for Free or Reduced-Price Meals	49	9.3	85	14.0
Students with Disabilities	30	9.5	55	15.0
District	129	4.5	216	7.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 41

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.

District Profile and Performance Report for School Year 2014-15

Bethel School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	185.5
Paraprofessional Instructional Assistants	16.0
Special Education	
Teachers and Instructors	33.8
Paraprofessional Instructional Assistants	39.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	9.8
Library/Media	
Specialists (Certified)	4.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	8.8
Counselors, Social Workers and School Psychologists	16.9
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	2	0.8	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	2	0.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	260	98.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

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	*	*	*	*
Hispanic or Latino	24	64.9	27	96.4
White	139	76.4	176	98.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	81.0	43	97.7
Students with Disabilities	23	79.3	26	86.7
District	185	74.6	225	97.8
State		58.4		73.8

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	12	41.4
Emotional Disturbance	6	30.0
Intellectual Disability	0	0
Learning Disability	90	76.3
Other Health Impairment	48	78.7
Other Disabilities	14	35.9
Speech/Language Impairment	35	92.1
District	205	66.6
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Bethel School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	32	1.1	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	118	4.2	4.4
Other Health Impairment	61	2.1	2.6
Other Disabilities	46	1.6	1.0
Speech/Language Impairment	42	1.5	1.9
All Disabilities	322	11.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	7	2.2	8.1
Private Schools or Other Settings	12	3.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,965,355	8,687	9,134
Instructional Supplies and Equipment	563,467	189	334
Improvement of Instruction and Educational Media Services	3,342,847	1,118	498
Student Support Services	3,279,412	1,097	1,001
Administration and Support Services	4,289,083	1,435	1,694
Plant Operation and Maintenance	3,824,551	1,280	1,572
Transportation	2,347,409	769	813
Costs of Students Tuitioned Out	1,368,935	N/A	N/A
Other	629,612	211	186
Total	45,610,671	15,487	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,707,609	571	1,272
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,088,203	40.9	35.1
Noncertified Personnel	1,816,567	18.2	14.2
Purchased Services	209,424	2.1	5.2
Tuition to Other Schools	1,289,075	12.9	22.0
Special Ed. Transportation	758,709	7.6	8.6
Other Expenditures	1,839,863	18.4	14.9
Total Expenditures	10,001,841	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.5	77.7
State	19.4	20.1
Federal	2.0	2.1
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).

District Profile and Performance Report for School Year 2014-15

Bethel School District

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	N/A	N/A	N/A	*	*	*
Asian	105	79.8	105	71.7	51	64.6
Black or African American	*	*	*	*	13	*
Hispanic or Latino	237	69.7	239	55.7	94	60.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	37	73.5	37	62.9	13	*
White	1085	75.0	1085	62.9	464	65.2
English Language Learners	63	63.2	65	52.9	22	44.2
Non-English Language Learners	1437	74.6	1437	62.5	615	65.1
Eligible for Free or Reduced-Price Meals	274	65.8	274	53.2	115	57.6
Not Eligible for Free or Reduced-Price Meals	1226	76.0	1228	64.0	522	65.8
Students with Disabilities	202	57.9	203	47.4	84	50.2
Students without Disabilities	1298	76.7	1299	64.3	553	66.5
High Needs	446	63.4	449	51.9	177	54.9
Non-High Needs	1054	78.7	1053	66.4	460	68.0
District	1500	74.1	1502	62.1	637	64.3

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			
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	67.3	82.9	95.2	83.3	822	82.5
Curl Up	54.6	74.1	83.7	87.7	822	74.6
Push Up	54.6	42.5	67.4	70.4	822	57.9
Mile Run/PACER	51.7	80.7	86.3	58.0	822	70.6
All Tests - District	24.9	34.2	55.9	41.4	822	39.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Bethel School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	29	82.8	91.3	No	91.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	53	81.1	.		.
Students with Disabilities	31	80.6	69.0	Yes	71.8
District	244	92.6	93.1	No	93.2
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	73.8	113	49.3
Male	63.1	103	41.4
Black or African American	*	*	*
Hispanic or Latino	50.8	23	35.4
White	71.5	173	47.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	38.4	18	20.9
Students with Disabilities	*	*	*
District	68.2	216	45.2
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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.

Copyright © 2015 The College Board. www.collegeboard.org

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

Copyright © 2015 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.4	91.3
Male	75.2	91.3
Black or African American	*	*
Hispanic or Latino	60.7	*
White	81.1	91.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	59.2	86.2
Students with Disabilities	61.3	*
District	77.7	91.3
State	72.6	88.8

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

District Profile and Performance Report for School Year 2014-15

Bethel School District

Next Generation Accountability Results

These statistics are the first 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	74.1	75	98.9	100	98.9	67.9
	High Needs Students	63.4	75	84.6	100	84.6	56.7
Math Performance Index	All Students	62.1	75	82.7	100	82.7	59.3
	High Needs Students	51.9	75	69.2	100	69.2	47.8
Science Performance Index	All Students	64.3	75	85.8	100	85.8	56.5
	High Needs Students	54.9	75	73.2	100	73.2	45.9
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.7%	<=5%	42.6	50	85.1	17.3%
Preparation for CCR	% Taking Courses	85.8%	75%	50.0	50	100.0	66.1%
	% Passing Exams	45.2%	75%	30.1	50	60.3	37.3%
On-track to High School Graduation		95.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.6%	94%	98.5	100	98.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		92.9%	94%	98.8	100	98.8	77.6%
Postsecondary Entrance (Class of 2014)		77.7%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.5% 39.3%	75%	26.2	50	52.4	87.6% 51.0%
Arts Access		54.1%	60%	45.1	50	90.2	45.7%
Accountability Index				1085.8	1250	86.9	

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	63.4	11.6	17.3	
Math Performance Index Gap	66.4	51.9	14.4	19.6	
Science Performance Index Gap	68.0	54.9	13.1	17.2	
Graduation Rate Gap	94.0%	92.9%	1.1%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.0
	High Needs Students	97.3
Math	All Students	99.1
	High Needs Students	97.9
Science	All Students	99.5
	High Needs Students	98.9

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: 61.5 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2014-15

Bethel School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2014-15

Bethel School District

Equitable Allocation of Resources among District Schools