Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	3,059
Per Pupil Expenditures[1]	$16,252
Total Expenditures[1]	$48,301,790

[1]Expenditure data reflect the 2016-17 year.
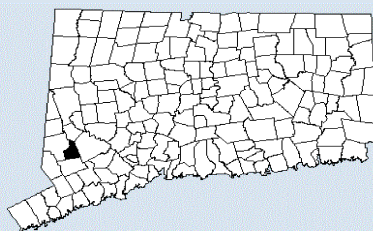
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,432	46.8	48.4
Male	1,627	53.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	202	6.6	5.1
Black or African American	86	2.8	12.8
Hispanic or Latino	536	17.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	94	3.1	3.3
White	2,122	69.4	53.6
English Learners	154	5.0	7.2
Eligible for Free or Reduced-Price Meals	617	20.2	36.7
Students with Disabilities[1]	378	12.4	14.8

[1]Students 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	72	5.1	56	3.9
Male	92	5.8	165	9.9
Black or African American	8	9.5	18	20.7
Hispanic or Latino	31	5.7	46	8.1
White	109	5.3	140	6.5
English Learners	17	9.4	7	3.9
Eligible for Free or Reduced-Price Meals	80	9.4	104	11.8
Students with Disabilities	49	13.2	57	13.1
District	164	5.5	221	7.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 43

Number of school-based arrests: 11

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	200.6
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	33.1
Paraprofessional Instructional Assistants	43.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	8.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	19.4
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	119.4

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.1
Black or African American	2	0.7	3.7
Hispanic or Latino	3	1.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	275	96.5	91.0

[1]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: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	28	70.0	25	96.2
White	123	71.5	145	91.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	73.8	42	87.5
Students with Disabilities	17	51.5	19	65.5
District	168	71.2	192	92.3
State		69.3		80.1

[2]College-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 Peers[3]

	Count	Rate (%)
Autism	20	46.5
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	110	76.9
Other Health Impairment	45	72.6
Other Disabilities	*	*
Speech/Language Impairment	35	94.6
District	222	65.1
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	1.6	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	143	4.8	5.2
Other Health Impairment	62	2.1	3.1
Other Disabilities	45	1.5	1.1
Speech/Language Impairment	45	1.5	1.8
All Disabilities	361	12.1	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	1.7	8.3
Private Schools or Other Settings	13	3.6	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	27,153,841	9,100	9,847
Instructional Supplies and Equipment	544,919	183	287
Improvement of Instruction and Educational Media Services	3,781,511	1,267	589
Student Support Services	3,296,317	1,105	1,120
Administration and Support Services	4,539,449	1,521	1,905
Plant Operation and Maintenance	3,940,631	1,321	1,648
Transportation	2,630,606	853	904
Costs of Students Tuitioned Out	1,564,274	N/A	N/A
Other	850,242	285	208
Total	48,301,790	16,252	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	2,350,380	788	1,393

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

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,290,343	39.0	33.8
Noncertified Personnel	2,085,582	19.0	14.5
Purchased Services	372,644	3.4	5.5
Tuition to Other Schools	1,457,728	13.3	23.4
Special Ed. Transportation	960,335	8.7	8.7
Other Expenditures	1,834,833	16.7	14.1
Total Expenditures	11,001,465	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.6	79.6
State	17.7	18.5
Federal	1.7	1.8
Tuition & Other	0.1	0.1

[4]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 Correction).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*
Asian	104	81.3	104	79.0
Black or African American	40	68.5	40	61.2
Hispanic or Latino	285	67.0	285	62.6
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	36	76.5	36	74.5
White	1114	75.4	1114	70.9
English Learners	139	64.3	139	60.8
Non-English Learners	1449	75.1	1449	70.6
Eligible for Free or Reduced-Price Meals	431	66.4	431	61.8
Not Eligible for Free or Reduced-Price Meals	1157	77.1	1157	72.8
Students with Disabilities	180	53.8	180	49.0
Students without Disabilities	1408	76.8	1408	72.4
High Needs	582	64.6	582	60.2
Non-High Needs	1006	79.7	1006	75.3
District	1588	74.2	1588	69.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	25%

[1]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. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	34.7	79.6	91.9	76.9	872	69.0
Curl Up	49.2	91.2	91.4	73.4	872	74.9
Push Up	46.3	62.5	73.5	62.9	872	60.4
Mile Run/PACER	56.2	69.4	82.7	52.8	872	64.2
All Tests - District	11.2	48.1	61.6	35.4	872	37.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	27	85.2
English Learners	7	*
Eligible for Free or Reduced-Price Meals	54	90.7
Students with Disabilities	25	76.0
District	209	93.8
State		87.9

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

[2]Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	107	55.4
Male	93.6	129	51.4
Black or African American	*	*	*
Hispanic or Latino	93.9	27	40.9
White	95.8	182	55.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.6	41	36.3
Students with Disabilities	77.4	*	*
District	95.7	236	53.2
State	96.3		44.8

[3]College 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

[4]Participation 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.
Copyright © 2018 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	78.4	92.2
Male	57.9	87.7
Black or African American	*	*
Hispanic or Latino	56.0	92.9
White	69.2	90.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49.1	81.3
Students with Disabilities	24.0	*
District	68.9	90.1
State	70.9	88.3

[5]College 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.

[6]College 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

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.2	75	49.4	50	98.9	67.6
	High Needs Students	64.6	75	43.1	50	86.2	57.5
Math Performance Index	All Students	69.8	75	46.5	50	93.0	62.7
	High Needs Students	60.2	75	40.2	50	80.3	52.0
ELA Academic Growth	All Students	64.5%	100%	64.5	100	64.5	60.7%
	High Needs Students	58.7%	100%	58.7	100	58.7	55.6%
Math Academic Growth	All Students	72.8%	100%	72.8	100	72.8	61.9%
	High Needs Students	67.8%	100%	67.8	100	67.8	55.4%
Chronic Absenteeism	All Students	5.5%	<=5%	49.0	50	98.1	10.7%
	High Needs Students	9.9%	<=5%	40.1	50	80.3	16.6%
Preparation for CCR	% Taking Courses	81.1%	75%	50.0	50	100.0	74.8%
	% Passing Exams	53.2%	75%	35.4	50	70.9	44.8%
On-track to High School Graduation		96.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		93.8%	94%	99.8	100	99.8	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		97.4%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		68.9%	75%	91.9	100	91.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.4% | 37.4%	75%	24.9	50	49.8	96.6% | 50.1%
Arts Access		55.3%	60%	46.1	50	92.1	51.2%
Accountability Index				**1030.2**	**1250**	**82.4**	

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	64.6	10.4	15.9	
Math Performance Index Gap	75.0	60.2	14.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	97.4%	-3.4%	12.7%	N

[1]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.

[2]If 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	99.1
	High Needs Students	98.3
Math	All Students	99.1
	High Needs Students	98.3
Science	All Students	98.4
	High Needs Students	96.9

[3]Minimum 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: 60.8   **State: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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. 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. 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.

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.