

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



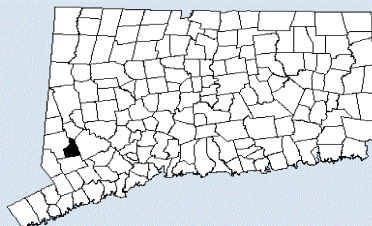
## Bethel School District

Dr. Kevin Smith, Superintendent • 203-794-8601 • [www.bethel.k12.ct.us](http://www.bethel.k12.ct.us)

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	3,000
Per Pupil Expenditures <sup>1</sup>	\$14,935
Total Expenditures <sup>1</sup>	\$44,058,693

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,437	47.9	48.3
Male	1,563	52.1	51.6
American Indian	0	0.0	0.2
Asian	193	6.4	4.6
Black or African American	*	*	12.9
Hispanic or Latino	416	13.9	21.2
Pacific Islander	*	*	0.0
White	2,254	75.1	58.4
Two or More Races	75	2.5	2.3
English Language Learners	73	2.4	5.7
Eligible for Free or Reduced-Price Meals	555	18.5	37.3
Students with Disabilities <sup>1</sup>	325	10.8	12.8

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	115	8.2	63	4.3
Male	96	6.4	139	8.8
Black or African American	*	*	7	11.6
Hispanic or Latino	33	8.0	36	8.2
White	155	7.2	142	6.2
English Language Learners	6	7.2	*	*
Eligible for Free or Reduced-Price Meals	72	13.2	71	11.7
Students with Disabilities	53	16.7	43	11.7
District	211	7.3	202	6.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 22

<sup>2</sup>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.

<sup>3</sup>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 2013-14

## Bethel School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	198.8
Paraprofessional Instructional Assistants	15.0
<b>Special Education</b>	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	39.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.5
School Level	10.6
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	11.3
Counselors, Social Workers and School Psychologists	18.9
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	118.4

<sup>1</sup>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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	2	0.7	1.0
Black or African American	1	0.4	3.5
Hispanic	3	1.1	3.6
Native American	0	0	0.1
White	278	97.9	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	6	20.7
White	28	16.0	64	34.6
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	*	*
District	35	15.4	79	32.2
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	95	79.8
Other Health Impairment	52	83.9
Other Disabilities	18	46.2
Speech/Language Impairment	27	93.1
District	208	69.3
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Bethel School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	1.2	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	119	4.1	4.2
Other Health Impairment	62	2.1	2.5
Other Disabilities	43	1.5	1.0
Speech/Language Impairment	39	1.3	1.9
All Disabilities	316	10.9	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	19	6.0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,561,882	8,592	8,769
Instructional Supplies and Equipment	691,986	233	275
Improvement of Instruction and Educational Media Services	2,943,917	990	487
Student Support Services	2,949,421	991	965
Administration and Support Services	4,089,152	1,375	1,600
Plant Operation and Maintenance	3,639,334	1,223	1,472
Transportation	2,267,646	748	786
Costs of Students Tuitioned Out	1,326,343	N/A	N/A
Other	589,012	198	178
Total	44,058,693	14,935	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,958,541	658	1,434
-----------------------------------	-----------	-----	-------

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

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,829,160	39.1	35.6
Noncertified Personnel	1,970,469	20.1	14.5
Purchased Services	239,357	2.4	5.0
Tuition to Other Schools	1,205,073	12.3	21.4
Special Ed. Transportation	755,932	7.7	8.5
Other Expenditures	1,786,620	18.3	14.9
Total Expenditures	9,786,611	100.0	100.0

PK-12 Expenditures Used for Special Education	22.2	21.9
---	------	------

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.5	77.6
State	19.6	20.5
Federal	1.8	1.9
Tuition & Other	0.0	0.0

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2013-14

## Bethel School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	83.8	76.8	75.0	80.2	.	.	.	.	
Hispanic or Latino	82.0	86.0	87.2	84.4	.	.	.	.	
English Language Learners	72.2	75.5	76.7	73.9	.	.	.	.	
Eligible for Free or Reduced-Price Meals	80.6	85.2	85.5	82.9	.	.	.	.	
Students with Disabilities	58.8	62.9	64.1	61.8	.	.	.	.	
High Needs	74.9	79.1	78.6	76.6	.	.	.	.	
District	89.3	91.1	90.7	88.9	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	77.1	75.1	76.1	68.3	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	70.2	68.4	68.3	71.8	.	.	.	.	
Students with Disabilities	49.9	46.9	56.2	45.4	.	.	.	.	
High Needs	63.2	62.7	64.5	63.7	.	.	.	.	
District	84.4	84.6	83.5	81.6	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.1	87.4	92.0	82.9	785	86.4
Curl Up	64.2	80.6	81.6	90.7	785	80.1
Push Up	56.8	54.4	56.1	76.1	785	61.0
Mile Run/PACER	57.4	83.0	81.6	57.1	785	70.6
All Tests - District	40.7	49.5	48.1	42.4	785	45.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Bethel School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	26	76.9	91.0	No	91.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	40	77.5	.		.
Students with Disabilities	22	59.1	66.2	No	69.0
District	234	92.7	93.0	No	93.1
State <sup>4</sup>		85.5			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.4	110	46.8
Male	72.2	101	42.6
Black or African American	*	*	*
Hispanic or Latino	59.3	13	22.0
White	79.4	178	49.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	58.5	15	18.3
Students with Disabilities	*	*	*
District	76.3	211	44.7
State	72.9		37.6

<sup>5</sup>College 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

<sup>6</sup>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.

Copyright © 2014 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2015 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2014

### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	83.9	92.3
Male	59.5	93.5
Black or African American	*	*
Hispanic or Latino	81.8	*
White	69.8	91.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	65.1	81.5
Students with Disabilities	62.5	*
District	71.5	92.8
State	72.7	88.5

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2013-14

## 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. 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. In 2013, 90% of our first graders scored at or above goal on our district benchmarks in Reading.

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. Connecticut Mastery Test results indicate that Bethel’s performance ranks at or near the top of its District Reference Group.

We see the use of technology as one of the primary drivers for improving, enhancing, and personalizing instruction. The adoption of a BYOD policy has contributed to the expansion of blended learning environments at the high school, middle school, and Johnson school. Our students have proven to be highly successful in extra-curricular competitions ranging from NJROTC, robotics and audio visual production, music and art. Students from each of our five schools continue to present research projects at the Connecticut Invention Convention. 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 as one of the best in the state for the second consecutive year.

Through Bethel’s nationally recognized partnership with Western Connecticut State University we are closing the achievement gap and ensuring that our students are college and career ready. Since 1996, the total number of Bethel High School graduates pursuing post secondary education has increased to 87%. Nearly 90% of the senior class took the SAT and those attending 4-year institutions performed above state averages.

#### **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. This year, through a 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. Plans are in place to expand outreach to non-English speaking families. 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. The “Bridges” program has earned state and regional awards as a model effort to make the inclusion of all students a productive reality and a responsibility shared by students. A range of clubs coupled with a significant service-learning program directly attack any evidence of any isolation that might remain in our community.

Extensive work is done to address cyber-bullying and on-line behavior. New policies and regulations, staff training and required digital citizenship courses for students teach all community members responsible technology use. We have a concerted effort to infuse every student into the learning culture that exists in our schools.

# District Profile and Performance Report for School Year 2013-14

## Bethel School District

### **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, school system, and its citizens to debate and set priorities. 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, "Will these additional funds improve student achievement or expand opportunities for our children?" School administrators examine all aspects of the educational and extra-curricular program and follow the process through the Superintendent's recommendation to the BOE and Town Meeting. Both the Superintendent and 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 independent Board of Selectmen, Board of Finance, a Town meeting, and annual referendum, all constituents focus close attention on each dollar expenditure.