

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



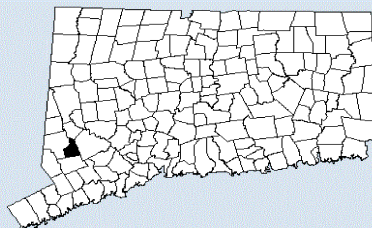
## Bethel School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,996
Per Pupil Expenditures <sup>1</sup>	\$16,291
Total Expenditures <sup>1</sup>	\$47,879,968

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,399	46.7	48.4
Male	1,597	53.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	203	6.8	5.1
Black or African American	60	2.0	12.9
Hispanic or Latino	516	17.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	88	2.9	2.9
White	2,120	70.8	54.8
English Learners	126	4.2	6.8
Eligible for Free or Reduced-Price Meals	606	20.2	35.9
Students with Disabilities <sup>1</sup>	355	11.8	14.3

<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	52	3.8	44	3.1
Male	73	4.7	181	11.2
Black or African American	*	*	8	11.9
Hispanic or Latino	19	3.7	47	8.9
White	82	4.0	154	7.2
English Learners	8	5.5	9	6.2
Eligible for Free or Reduced-Price Meals	48	8.1	83	12.5
Students with Disabilities	46	13.0	54	13.2
District	125	4.3	225	7.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 55

Number of school-based arrests: Fewer than 6

<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 2016-17

## Bethel School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	201.6
Paraprofessional Instructional Assistants	16.0
<b>Special Education</b>	
Teachers and Instructors	32.1
Paraprofessional Instructional Assistants	41.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	17.4
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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.0
Black or African American	2	0.7	3.6
Hispanic or Latino	3	1.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	278	97.9	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	21	80.8	20	83.3
White	116	76.3	154	93.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	82.4	33	86.8
Students with Disabilities	15	65.2	24	75.0
District	154	77.0	199	93.4
State		63.6		77.5

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	17	41.5
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	86	65.6
Other Health Impairment	43	74.1
Other Disabilities	*	*
Speech/Language Impairment	30	88.2
District	183	57.4
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Bethel School District

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

	District	State
	Count	Rate (%)
Autism	42	1.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	131	4.5
Other Health Impairment	59	2.0
Other Disabilities	49	1.7
Speech/Language Impairment	39	1.3
All Disabilities	338	11.6

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,075,743	9,141	9,663
Instructional Supplies and Equipment	652,547	220	321
Improvement of Instruction and Educational Media Services	3,647,491	1,231	578
Student Support Services	3,327,815	1,124	1,103
Administration and Support Services	4,502,345	1,520	1,861
Plant Operation and Maintenance	4,118,183	1,390	1,637
Transportation	2,530,445	824	877
Costs of Students Tuitioned Out	1,246,886	N/A	N/A
Other	778,513	263	201
Total	47,879,968	16,291	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	2,299,325	776	1,749

<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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,226,221	40.3
Noncertified Personnel	1,925,381	18.4
Purchased Services	328,342	3.1
Tuition to Other Schools	1,131,054	10.8
Special Ed. Transportation	891,162	8.5
Other Expenditures	1,976,916	18.9
Total Expenditures	10,479,076	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.0	79.0
State	18.2	19.1
Federal	1.7	1.8
Tuition & Other	0.1	0.1

<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 2016-17

## 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	*	*	*	*	0	N/A
Asian	108	80.6	108	76.8	54	64.8
Black or African American	35	66.5	35	59.1	13	*
Hispanic or Latino	262	67.9	261	62.0	120	54.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	32	74.4	32	70.4	14	*
White	1106	73.9	1103	68.5	501	60.6
English Learners	133	64.5	133	59.6	53	49.8
Non-English Learners	1415	74.0	1411	68.6	649	60.6
Eligible for Free or Reduced-Price Meals	283	65.6	282	59.9	130	52.7
Not Eligible for Free or Reduced-Price Meals	1265	74.9	1262	69.6	572	61.3
Students with Disabilities	176	54.8	174	49.9	106	48.0
Students without Disabilities	1372	75.6	1370	70.1	596	61.8
High Needs	477	63.5	474	58.2	231	51.3
Non-High Needs	1071	77.6	1070	72.1	471	63.9
District	1548	73.2	1544	67.8	702	59.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	71.4	77.8	92.9	85.3	934	81.6
Curl Up	82.4	86.1	87.0	87.2	934	85.5
Push Up	73.7	55.6	62.6	72.0	934	66.3
Mile Run/PACER	68.3	72.7	82.4	69.3	934	73.1
All Tests - District	41.2	42.1	57.6	50.5	934	47.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Bethel School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	38	97.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63	88.9
Students with Disabilities	35	77.1
District	251	94.4
State		87.4

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	97.5	113	55.9
Male	93.8	114	54.0
Black or African American	*	*	*
Hispanic or Latino	98.0	26	52.0
White	94.6	174	55.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	91.7	24	33.3
Students with Disabilities	70.9	*	*
District	95.6	227	55.0
State	96.1		43.5

<sup>3</sup>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

<sup>4</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.

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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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	80.4	97.3
Male	62.6	88.2
Black or African American	*	*
Hispanic or Latino	71.8	*
White	71.3	93.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.3	81.5
Students with Disabilities	51.7	*
District	70.8	92.9
State	72.0	88.5

<sup>5</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>6</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 2016-17

## Bethel School District

### 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	73.2	75	48.8	50	97.6	67.1
	High Needs Students	63.5	75	42.3	50	84.6	55.9
Math Performance Index	All Students	67.8	75	45.2	50	90.4	62.2
	High Needs Students	58.2	75	38.8	50	77.7	50.5
Science Performance	All Students	59.8	75	39.8	50	79.7	55.3
	High Needs Students	51.3	75	34.2	50	68.5	45.2
ELA Academic Growth	All Students	55.6%	100%	55.6	100	55.6	55.4%
	High Needs Students	51.1%	100%	51.1	100	51.1	49.8%
Math Academic Growth	All Students	62.6%	100%	62.6	100	62.6	61.7%
	High Needs Students	58.5%	100%	58.5	100	58.5	53.7%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.4%	<=5%	43.1	50	86.3	15.8%
Preparation for CCR	% Taking Courses	85.5%	75%	50.0	50	100.0	70.7%
	% Passing Exams	55.0%	75%	36.6	50	73.3	43.5%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.4%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		90.1%	94%	95.9	100	95.9	82.0%
Postsecondary Entrance (Class of 2016)		70.8%	75%	94.4	100	94.4	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.2%   47.8%	75%	31.8	50	63.7	92.0%   51.6%
Arts Access		60.2%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>1078.9</b>	<b>1350</b>	<b>79.9</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.5	11.5	16.7	
Math Performance Index Gap	72.1	58.2	13.8	18.7	
Science Performance Index Gap	63.9	51.3	12.5	16.6	
Graduation Rate Gap	94.0%	90.1%	3.9%	12.0%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.3
	High Needs Students	98.6
Math	All Students	99.1
	High Needs Students	97.9
Science	All Students	99.6
	High Needs Students	99.2

<sup>3</sup>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: \***      **State: 50.2**

#### 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 2016-17

## Bethel School District

### **Narratives**

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#### **School District Improvement Plans and Parental Outreach Activities**

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2016-17

## Bethel School District

### **Equitable Allocation of Resources among District Schools**