

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



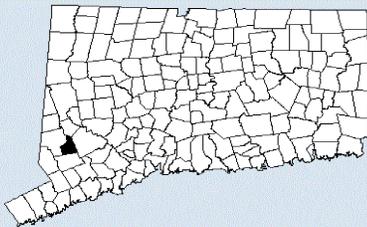
Bethel School District

Christine Carver, Superintendent • 203-794-8601 • <http://www.bethel.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,249
Per Pupil Expenditures ¹	\$18,533
Total Expenditures ¹	\$60,306,187

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	1,678	51.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	45	1.4	0.2
Asian	236	7.3	5.2
Black or African American	144	4.4	12.5
Hispanic or Latino of any race	875	26.9	31.1
Native Hawaiian or Other Pacific Islander	13	0.4	0.1
Two or More Races	133	4.1	4.7
White	1,803	55.5	46.2
English Learners/Multilingual Learners	233	7.2	10.5
Eligible for Free or Reduced-Price Meals	1,040	32.0	44.0
Students with Disabilities ³	533	16.4	17.9

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	143	9.3	*	*
Male	*	*	170	9.7
Non-Binary	*	*	*	*
Black or African American	9	6.5	18	12.2
Hispanic or Latino of any race	103	11.7	99	10.5
White	135	7.7	92	5.0
English Learners/Multilingual Learners	24	9.0	44	15.3
Eligible for Free or Reduced-Price Meals	142	13.1	131	10.9
Students with Disabilities	83	16.6	59	9.7
District	282	8.9	237	7.0
State		17.7		7.0

Number of students qualified as truant under state statute: 66

Number of school-based arrests: 6

⁴ A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	210.1
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	37.9
Paraprofessional Instructional Assistants	77.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	10.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	13.6
Counselors, Social Workers and School Psychologists	20.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	127.8

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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	2	0.7	1.4
Black or African American	2	0.7	4.8
Hispanic or Latino of any race	6	2.0	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.3	0.3
White	291	96.0	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	13.3

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	13	*	7	*
Hispanic or Latino of any race	61	81.3	58	100.0
White	157	92.4	172	99.4
English Learners/Multilingual Learners	10	*	8	*
Eligible for Free or Reduced-Price Meals	76	81.7	70	100.0
Students with Disabilities	21	91.3	46	95.8
District	254	87.9	261	99.2
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	27	33.8
Emotional Disability	10	33.3
Intellectual Disability	*	*
Learning Disability	124	71.3
Other Health Impairment	51	64.6
Other Disabilities	*	*
Speech/Language Impairment	40	85.1
District	261	57.4
State		66.8

³ This 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	80	2.5	2.6
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	175	5.5	6.4
Other Health Impairment	81	2.6	3.5
Other Disabilities	69	2.2	1.2
Speech/Language Impairment	58	1.8	2.0
All Disabilities	498	15.8	17.3

¹ This 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	12	2.4	8.0
Private Schools or Other Settings	19	3.8	4.6

² This 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 Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$35,443,737	\$10,892	\$12,942
Support services - students	\$4,190,162	\$1,307	\$1,724
Support services - instruction	\$5,173,427	\$1,614	\$905
Support services - general administration	\$575,634	\$180	\$520
Support services - school based administration	\$2,919,964	\$911	\$1,207
Central and other support services	\$2,564,525	\$800	\$771
Operation and maintenance of plant	\$5,890,617	\$1,837	\$2,101
Student transportation services	\$3,548,119	\$1,076	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$60,306,187	\$18,533	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,244,976	22.3	27.6
Instructional Aide Salaries	\$1,695,765	11.6	10.2
Other Salaries	\$2,904,996	19.9	10.5
Employee Benefits	\$2,251,206	15.4	13.2
Purchased Services Other Than Transportation	\$403,569	2.8	6.4
Special Education Tuition	\$2,531,837	17.4	22.2
Supplies	\$41,821	0.3	0.7
Property Services	\$140	0.0	0.4
Purchased Services For Transportation	\$1,492,653	10.2	8.4
Equipment	\$7,953	0.1	0.3
All Other Expenditures	\$1,057	0.0	0.1
Total	\$14,575,972	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.2	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	78.6
State	15.6
Federal	5.6
Tuition & Other	0.1

⁴ Revenue 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).

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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	128	81.3	127	84.3	52	79.1
Black or African American	78	63.1	78	60.3	33	59.2
Hispanic or Latino of any race	450	63.0	450	61.5	204	65.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	71	73.6	71	71.7	26	72.6
White	913	71.1	913	70.5	427	77.6
English Learners/Multilingual Learners	206	55.2	205	58.9	75	58.9
Non-English Learners/Non-Multilingual Learners	1,461	71.1	1,461	69.8	679	74.7
Eligible for Free or Reduced-Price Meals	528	61.3	528	60.4	224	63.6
Not Eligible for Free or Reduced-Price Meals	1,139	72.7	1,138	72.2	530	77.1
Students with Disabilities	223	49.8	222	46.3	88	49.3
Students without Disabilities	1,444	72.1	1,444	71.9	666	76.2
High Needs	718	59.7	717	59.2	300	61.8
Non-High Needs	949	76.3	949	75.5	454	80.5
District	1,667	69.1	1,666	68.5	754	73.1

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	77.3	78.4	89.3	80.5	964	81.3
Curl Up	97.8	95.1	92.4	84.8	967	92.3
Push Up	78.1	63.3	75.4	68.2	967	71.0
Mile Run/PACER	91.7	72.8	73.3	63.8	968	75.0
All Tests - District	63.1	41.8	61.6	42.4	944	51.9
All Tests - State	53.6	48.4	44.6	42.3		47.2

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

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	52	96.2
White	164	95.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	98	92.9
Students with Disabilities	44	86.4
District	247	94.7
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	160	56.7
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino	56	42.1
White	205	59.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62	38.0
Students with Disabilities	*	*
District	298	54.0
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	77.5	91.8
Male	71.1	93.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	52.9	88.9
White	79.7	94.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	60.0	86.1
Students with Disabilities	46.3	*
District	74.1	92.7
State	68.4	87.2

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

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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	69.1	75	46.1	50	92.2	63.9
	High Needs Students	59.7	75	39.8	50	79.6	54.1
Math Performance Index	All Students	68.5	75	45.6	50	91.3	60.2
	High Needs Students	59.2	75	39.4	50	78.9	49.5
Science Performance Index	All Students	73.1	75	48.7	50	97.5	61.8
	High Needs Students	61.8	75	41.2	50	82.4	51.4
ELA Academic Growth	All Students	67.2%	100%	67.2	100	67.2	58.7%
	High Needs Students	62.6%	100%	62.6	100	62.6	54.2%
Math Academic Growth	All Students	82.4%	100%	82.4	100	82.4	61.4%
	High Needs Students	76.6%	100%	76.6	100	76.6	55.1%
Progress Toward English Proficiency	Literacy	64.2%	100%	32.1	50	64.2	58.9%
	Oral	72.3%	100%	36.1	50	72.3	55.2%
Chronic Absenteeism	All Students	8.9%	<=5%	42.3	50	84.6	17.7%
	High Needs Students	13.2%	<=5%	33.5	50	67.1	25.5%
Preparation for CCR	% Taking Courses	93.3%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	54.0%	75%	36.0	50	72.0	44.3%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		94.7%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		91.3%	94%	97.1	100	97.1	86.6%
Postsecondary Entrance (Class of 2023)		74.1%	75%	98.8	100	98.8	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		94.9% 51.9%	75%	34.6	50	69.2	93.6% 47.2%
Arts Access		57.7%	60%	48.0	50	96.1	55.0%
Accountability Index				1208.3	1450	83.3	

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	59.7	15.3	16.9	
Math Performance Index Gap	75.0	59.2	15.8	18.2	
Science Performance Index Gap	75.0	61.8	13.2	17.9	
Graduation Rate Gap	94.0%	91.3%	2.7%	9.9%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	97.0
Math	All Students	98.3
	High Needs Students	96.8
Science	All Students	98.1
	High Needs Students	95.8

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: 49.2 State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2023-24

Bethel School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools