



This document is updated annually and published in the fall. (Last Updated - October 21, 2025)
For more analysis, view our public [Strategic Plan Dashboard](#).

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Strategic Plan Executive Overview

This overview provides key findings for each goal of the strategic plan. Annual data is collected and shared on our [Strategic Plan Dashboard](#). Data for each goal is summarized around most recent annual performance, equitable outcomes, and trends over time in subsequent pages of this executive summary.

1

BUILDING BLOCKS FOR EARLY SUCCESS

Every student meets or exceeds established academic, social and emotional standards by the end of Grade 2.

Foundational literacy and numeracy remain stable, with 51% of 2nd graders meeting standards in both reading and math. Preschool and kindergarten readiness improved in several domains, particularly literacy and math.

2

ALL STUDENTS: EMPOWERED, SAFE, SUPPORTED AND CONNECTED

Every student is supported and challenged within a safe learning environment to be a responsible, productive, and engaged community member, capable of meeting high expectations.

Student sense of belonging increased across all grades, reaching historic highs in secondary schools. Elementary belonging is on par with national averages.

3

CONTINUOUS GROWTH AND ACHIEVEMENT IN ALL SUBJECTS

Every student meets or exceeds academic standards; develops and demonstrates 21st-century critical-thinking skills; and advocates effectively for his or her own learning.

State assessment performance remained consistent overall with continued equity gaps in key subgroups. While small gains existed in high school math, there secondary math achievement still represents an area of concern.

4

EQUITABLE OPPORTUNITIES FOR ALL STUDENTS

Every student receives equitable access and support in a culturally responsive environment through rigorous academic programs, effective and fair discipline, and social-emotional supports.

A record 45% of high school students earned college or CTE dual credit. Academic growth remained steady in reading and moderated in math.

5

PREPARED FOR SUCCESS IN POST-SECONDARY EDUCATION, CAREER AND LIFE

Every student graduates from high school with habits and experiences for post-secondary success, civic engagement and lifelong learning.

Graduation reached an all-time high of 91.6%. Postsecondary enrollment continues to recover, and chronic absenteeism remains a districtwide focus.

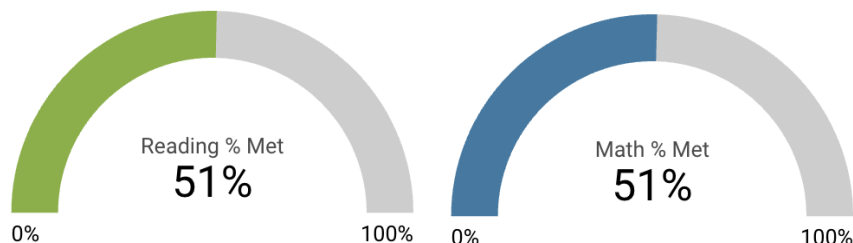
Goal 1: Building Blocks for Early Success

1A: Increased percentage of children acquiring essential literacy and numeracy skills by the end of Grade 2.

Summary

Reading: 51% of students are meeting standard in 2nd grade

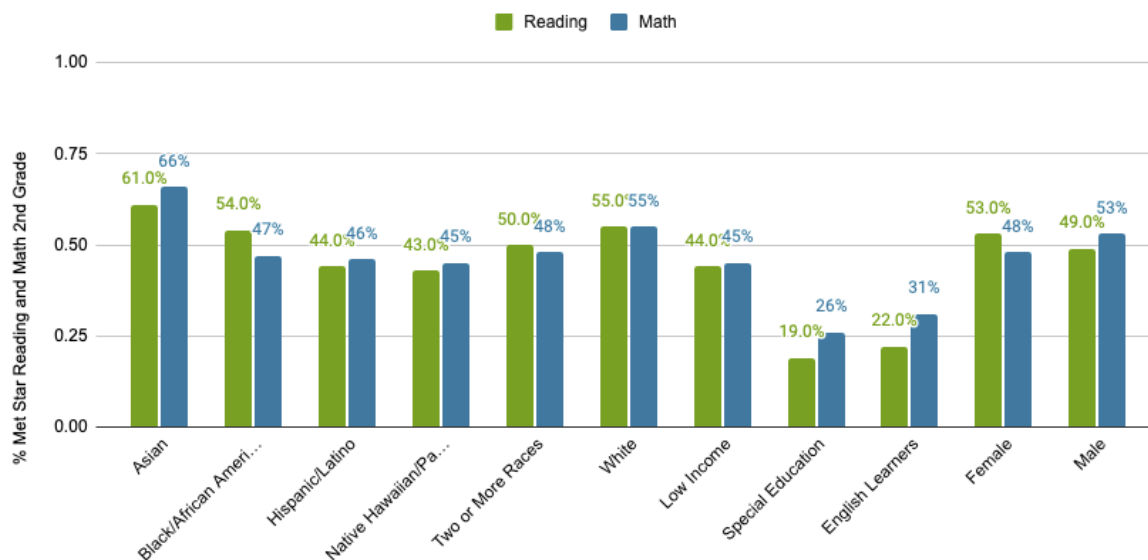
Math: 51% of students are meeting standard in 2nd grade.



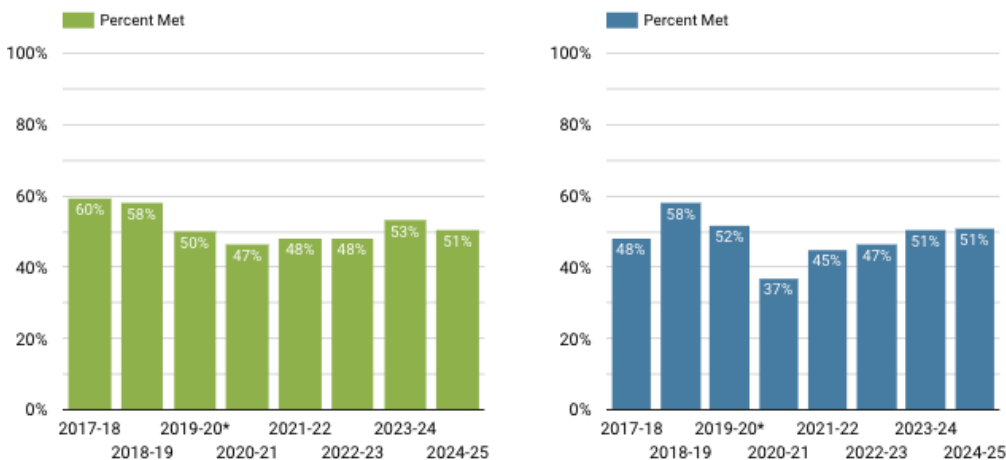
Equity

Reading: Significantly higher percent met for Asian, Black/African American and White students. MLE, FRL, and Sped students significantly lower percent met.

Math: Significantly higher percent met standard for Asian and White students. Students in MLE, SpED, and Low Income groups performed lower.



Trend



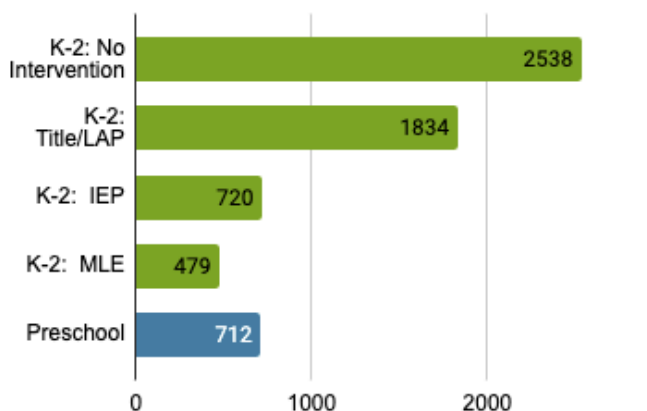
Performance levels have remained stable overall, though equity gaps persist across demographic groups.

Goal 1: Building Blocks for Early Success

1B: Increased percentage of students receiving timely and effective intervention.

Summary K-2: In 2024-25, **1834** (or 42%) of K-2 students were enrolled in Title/LAP, Special Education, or Multilingual Education programs.

Pre-School: In 2024-25, **712** students were enrolled in Bethel preschool programs.

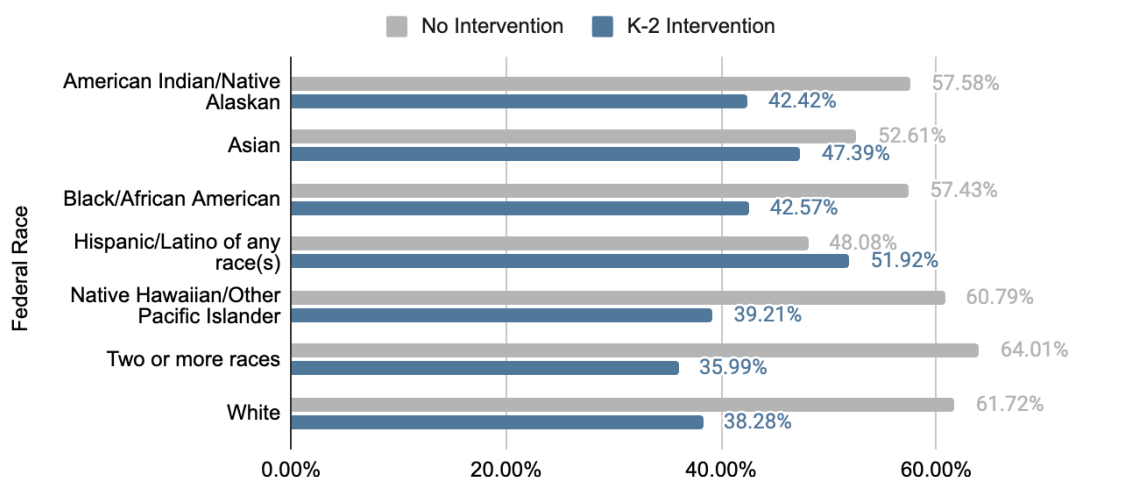


Equity

K-2 Intervention

A higher percentage of Hispanic and Asian students are receiving intervention in 2024-25 than other student groups.

Percent of Student Group with Intervention vs Without Intervention



Preschool: Since 2018, the percentage of non-white students has increased from 41% to 67%. The largest increase was from Hispanic/Latino students (15% to 26%) followed by Two or More races and Native Hawaiian/Pacific Islander students. This change occurred mostly between 2017 and 2021 and is relatively similar in the last three years.

Trend

Title-Lap and Special Education has seen a slight increase in K-2.

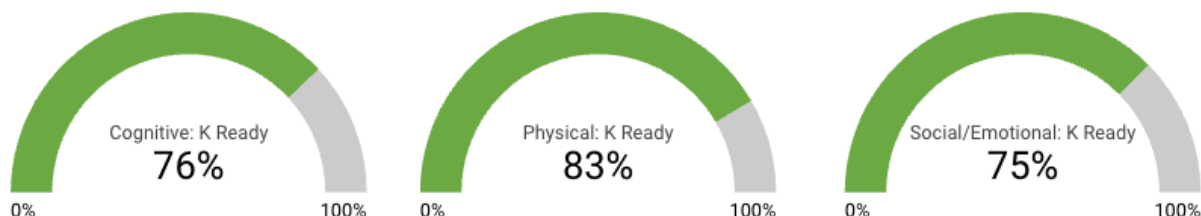
In 2021, the numbers of pre-school students increased dramatically and has been relatively stable since then (with the exception of a slight dip in the previous year)

Results show sustained access to early intervention services, particularly Tier 3 intervention programs. More work is needed to monitor Tier 2 interventions.

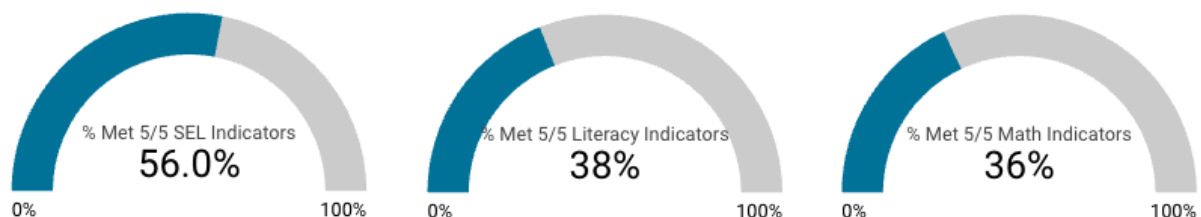
Goal 1: Building Blocks for Early Success

1C: Increased percentage of PK-Grade 2 meeting criteria for social-emotional, physical, and cognitive development.

Summary WaKIDS: In the fall of 2024-25, 76% of kindergarten students were meeting kindergarten readiness in the cognitive indicators, 83% in physical indicators, and 75% in social emotional indicators.



Preschool Benchmark: In the spring of 2024-25, 56% of preschool students met 5 of 5 SEL indicators, 38% met 5 of 5 Literacy indicators, and 36% met 5 of 5 math indicators.



Equity WaKIDS Kindergarten Readiness: Minimal readiness gaps by race for physical and social-emotional domains; largest in cognitive (81% Two or More Races vs 71% Native Hawaiian/Pacific Island). Low Income and non-low income shows a minimal gap. Special Education students showed significantly less readiness across all domains.

Preschool Spring Benchmark: Meeting 5 of 5 indicators in domain

Social Emotional Indicators: Asian students had the lowest % meeting 5/5 SEL indicators while Hispanic showed significantly higher percent.

Literacy Indicators: Asian and Black/African American students had the highest percent meeting all 5 of the Literacy measures with Hispanic, Native Hawaiian/Pacific Islanders, and Native American/Native Alaskan significantly less.

Math Indicators: Native Hawaiian/Pacific Island students had a significantly smaller percent meeting 5/5 math indicators, while Hispanic students had a higher percent.

Trend WaKIDS: When compared to the prior year:

↓3% Cognitive readiness ➡ Physical readiness, and ↓2% Social/Emotional readiness.

Preschool benchmark: When compared to the prior year:

↑2% Meeting 5/5 of Social/Emotional Indicators,

↑11% Meeting 5/5 of Literacy Indicators (reversing large drop in prior year),

↑9% Meeting 5/5 of Math Indicators (reversing large drop in prior year)

These findings demonstrate positive momentum in preschool development indicators and stable kindergarten readiness with focused improvement needed for cognitive readiness.

Goal 2: All Students Empowered, Safe, Supported, and Connected

2A: Increased percentage of students indicating that his or her school is a socially, emotionally, and physically safe environment. 2B: Increased percentage of students connected in healthy, constructive relationships with peers and adults.

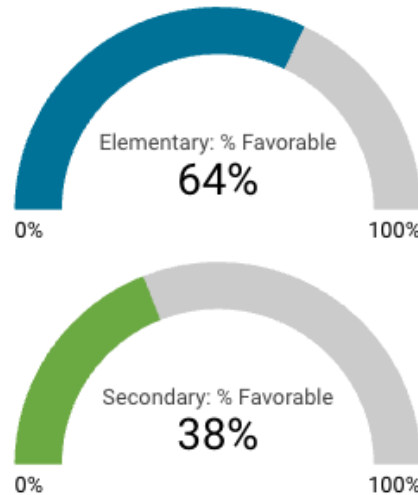
Panorama Spring Student Survey Results - **Sense of Belonging** Questions - [Percent Favorable](#)

Summary

Elementary: 64% of elementary students responded [favorably](#) to *Sense of Belonging* questions, similar to national norms.

Respect from other students scored lowest; **connection with an adult** scored the highest.

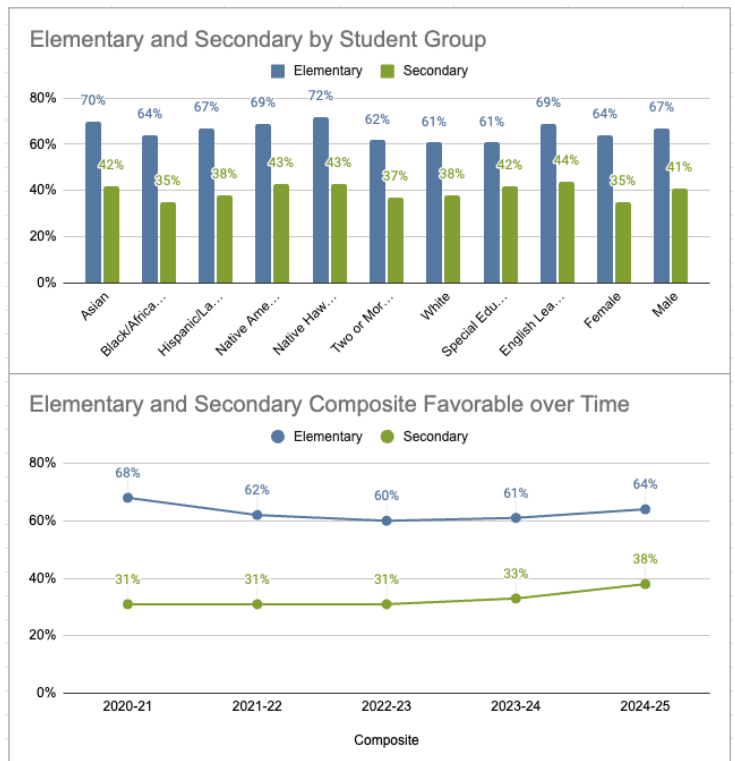
Secondary: 38% of secondary students had [favorable](#) responses for *Sense of Belonging* Questions, below the national norms. There were similar ratings across all belonging categories.



Equity

Elementary: Asian, Pacific Island, and Multilingual Education students reported the highest belonging, while White, Two or More Races, and special education students slightly lower.

Secondary: Multilingual Education, Males, Pacific Island, and Special Education students reported the highest sense of belonging, while females and Black/African American students had a slightly lower percent favorable responses to sense of belonging.



Trend

Elementary: ↑3% increase from prior year

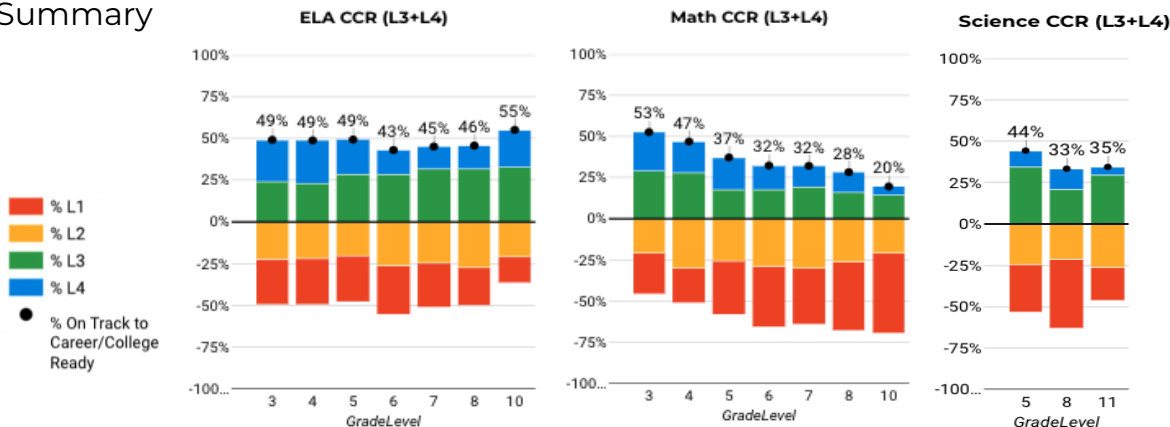
Secondary: ↑5% increase from prior year (historic high)

Student belonging improved across grade levels, reflecting progress in school connection priorities under goal 2.

Goal 3: Continuous Growth and Achievement in All Subjects

3A: Increased percentage of students meeting or exceeding proficiency standards on state tests.

Summary



Comparison to the state percent met CCR levels in 2025:

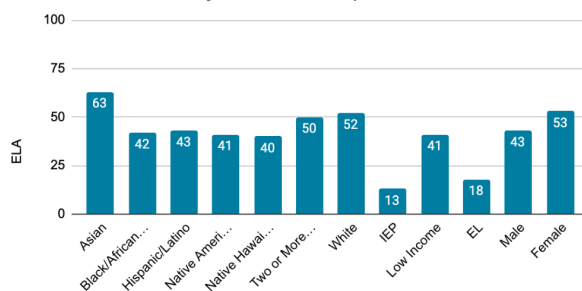
Elementary: ELA (↔-1 pts lower); Math (↔-1 pts lower); Science (↓6 pts lower)

Middle School: ELA (↓4 pts lower); Math (↓7 pts lower); Science (↓9 pts lower)

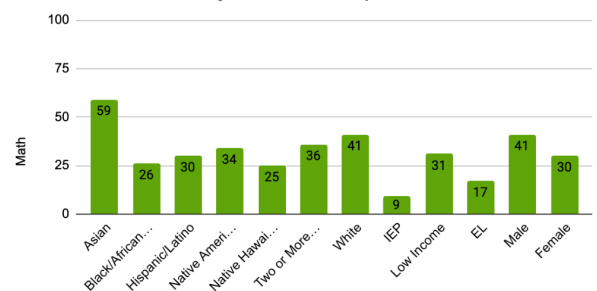
High School: ELA (↓4 pts lower); Math (↓11 points lower); Science (↓2 pts lower)

Equity

Percent Met: ELA by Student Group



Percent Met: Math by Student Group



- ELA: Higher % met occurred with Asian, 2+ Races, and White students.
- Math: Significantly higher % met occurred for Asian students. Black/African American students and Native Hawaiian/Pacific Island students had significantly lower rates of meeting standard.
- Gender: Females had higher % met in ELA; males had higher % met in Math.
- Program: Significantly lower % met in both subjects were present for Special Education and Multilingual Education students.
- Income: lower percent met in both subjects occurred for students with low income.

Trend

Comparison to the district prior year percent on track to career and college ready levels :

Elementary: ELA (↔ 1 pt lower); Math (↔ 0 pt change); Science (↓5 pts lower)

Middle School: ELA (↔ 0 pt change); Math (↔ 1 pt lower); Science (↓2 pts lower)

High School: ELA (↓2 pts lower); Math (↑5 pts higher); Science (↔ 1 pt higher)

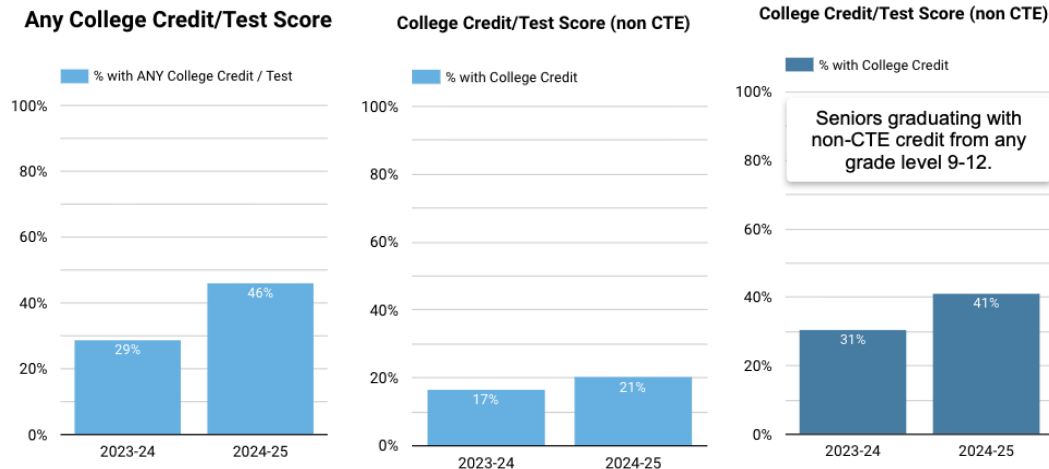
State assessment results show stable overall performance with continuing equity gaps. A larger concern is in secondary mathematics.

Goal 4: Equitable Opportunities for All Students

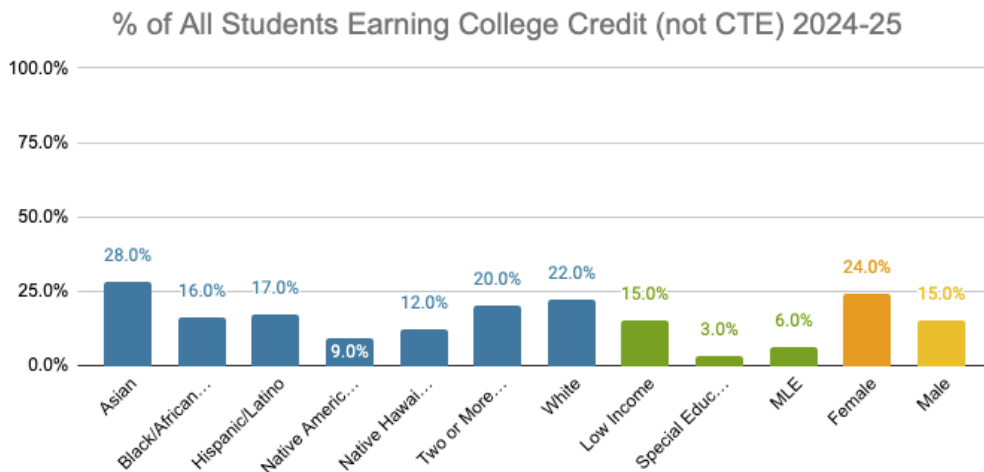
4A: Equitable access to and achievement in rigorous academic courses and programs.

Summary
/Trend

In 2024–25, 45% of grades 9–12 students earned college credit or qualifying test scores, a significant increase driven by more CTE Dual Credit participation. Excluding CTE, 21% earned non-CTE college credit. Among seniors, 41% graduated with non-CTE college credit, a sharp increase from the prior year.



Equity



Asian students and females earned non-CTE college credit at higher rates. Special Education, MLE, and Native American/Alaskan Native students had significantly lower rates. Slightly lower rates were also seen for Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, Low Income, and male students.

This data reflect steady improvement in rigorous course access, aligning with district goals to expand postsecondary preparation for all students.

Goal 4: Equitable Opportunities for All Students

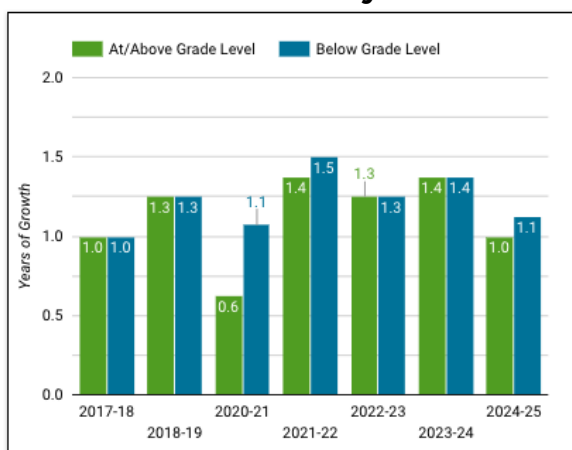
4B: Increased annual academic growth in core subjects.

Summary & Trend

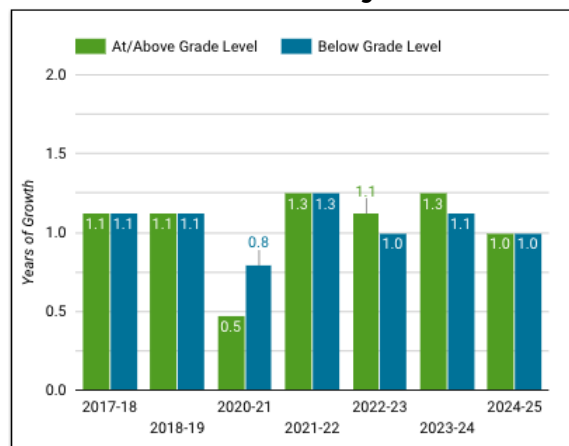
Reading: Students at/above grade level showed 1.0 years growth in both elementary and middle grades. Students below grade level saw more growth, especially in middle school.

Math: Median growth was 1.0 years for elementary and 0.8 for middle school; students below grade level are not accelerating sufficiently to close gaps.

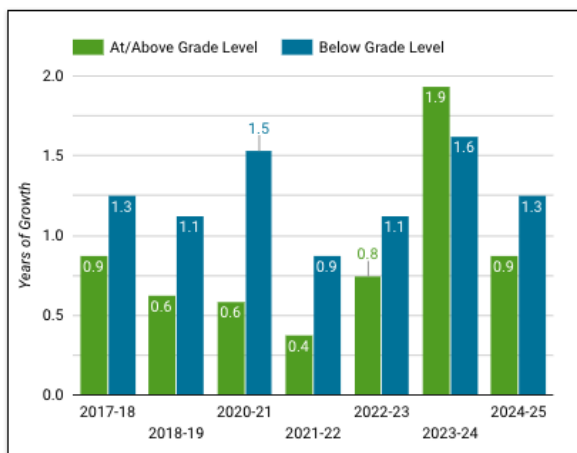
**Median Growth in Years - Reading
Elementary**



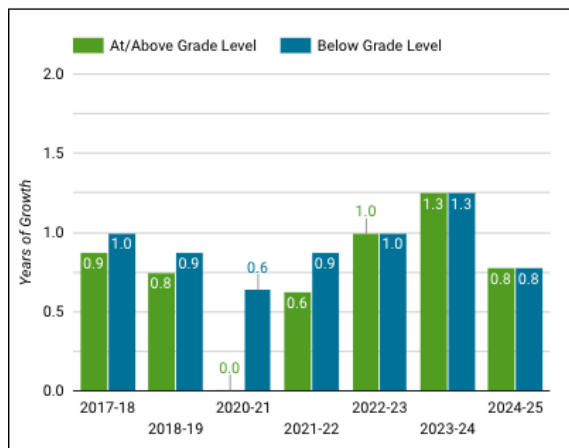
**Median Growth in Years - Math
Elementary**



Middle School



Middle School



Equity

Reading: Native Hawaiian/Pacific Islander, Native American/Alaskan Native, and Special Education students had lower growth.

Math: Students in Special Education saw and Native American/Alaskan Native saw lower growth with both groups starting the year at/above grade level and below grade level.

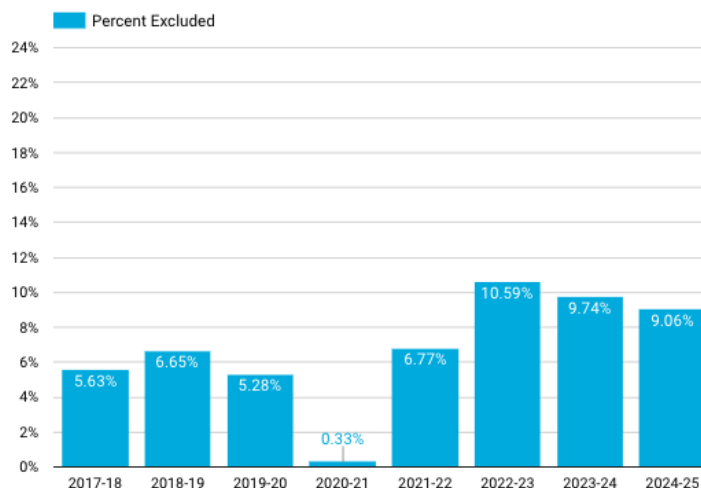
Academic growth patterns indicate continued grade-level progress overall, with a need for focused acceleration for students performing below grade level - especially in math.

Goal 4: Equitable Opportunities for All Students

4C: Elimination of disproportionality in suspension and expulsion rates for all subgroups.

Summary/ Trend

The 2024–25 exclusion rate was 9.06%. Middle school had the highest exclusion rate, followed by high school, with elementary schools lowest. Post-COVID exclusion rates peaked and are slowly declining but remain above pre-pandemic levels.



Equity

The student groups that show the most disproportionate percent suspended (exclusion) as either **moderately over represented** or **significantly over represented** in the group of students suspended in 2024-25 include the following:

Special Education

Number of Students	% of population	% of Suspensions	Suspension Proportionality
3,178	15.2%	24.6%	1.62

Title VI

Number of Students	% of population	% of Suspensions	Suspension Proportionality
419	2.0%	3.3%	1.63

Section 504

Number of Students	% of population	% of Suspensions	Suspension Proportionality
675	3.2%	5.2%	1.62

Males

Number of Students	% of population	% of Suspensions	Suspension Proportionality
10,758	51.4%	71.0%	1.38

Black/African American

Number of Students	% of population	% of Suspensions	Suspension Proportionality
1,837	8.8%	12.7%	1.45

Two or more races

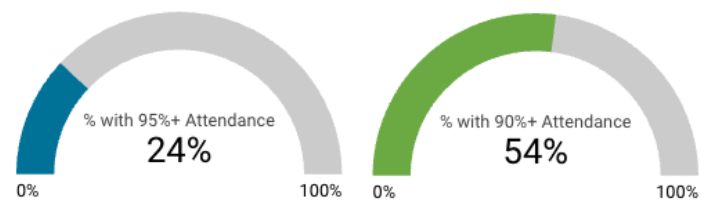
Number of Students	% of population	% of Suspensions	Suspension Proportionality
3,710	17.7%	19.9%	1.12

Discipline trends show incremental improvement in reducing exclusionary practices, underscoring continued focus on equitable school discipline and restorative practices.

Goal 5: Prepared for Success in Post-Secondary Education, Career, and Life

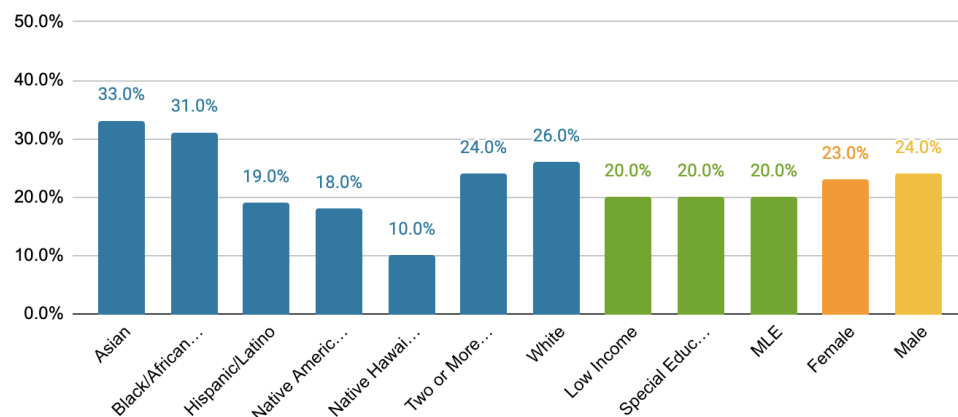
5A: Increased percentage of students with at least 95% attendance.

Summary In 2024-25, 24% of all students had 95% attendance or greater. 54% of all students were 90% or higher attendance (below 90% is considered chronically absent).

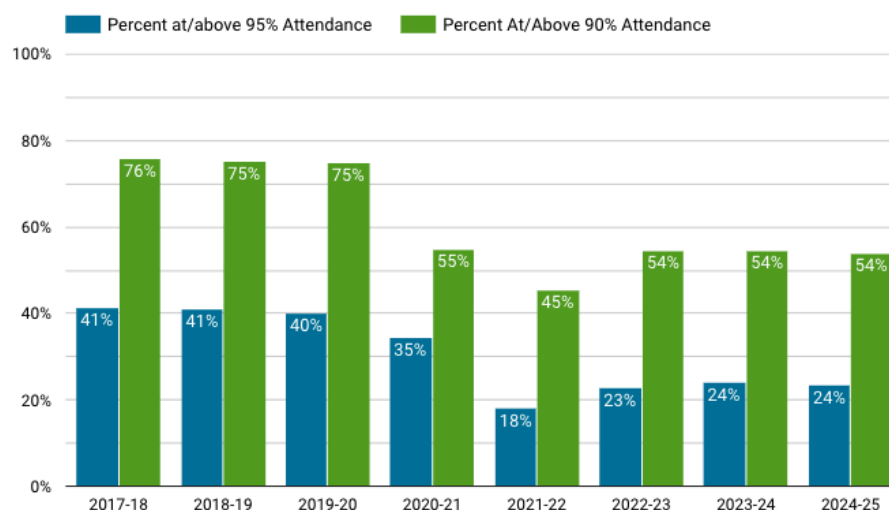


Equity Native Hawaiian/Pacific Islander students had a significantly lower percent of students reaching the 95% or better goal. Slightly lower percentages of Hispanic, Native American/Alaskan Native, Low Income, Special Education, and MLE met the 95% attendance goal.

Percent 95% Attend or Better by Student Group



Trend Post Covid, attendance rates dramatically decreased and have remained stable at a lower rate for the last three years.



Attendance remains below pre-pandemic norms showing a need for efforts to re-engage students and reduce chronic absenteeism.

Goal 5: Prepared for Success in Post-Secondary Education, Career, and Life

5C: Increased high school graduation rates for ALL students.

Summary

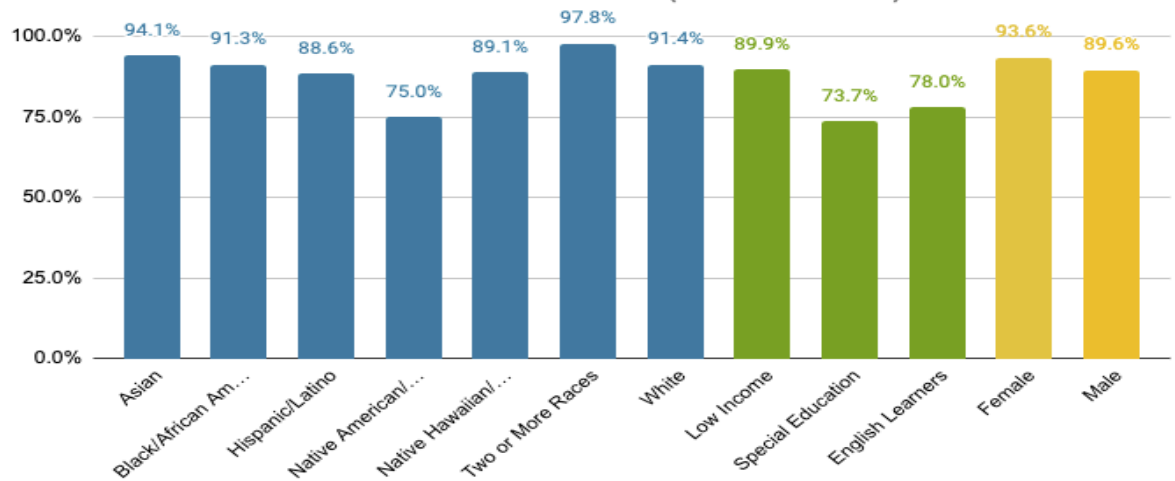
In 2025, Bethel School District had a record high 5-year graduation rate of 91.6%. The 7-year rate is lower due to the persisting lower graduation rate for the 2021 cohort.



Equity

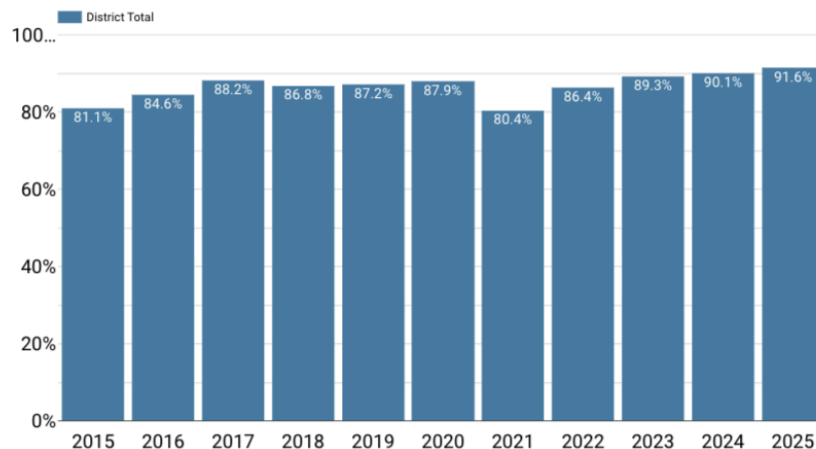
Student groups with significantly lower 4-year graduation rates in 2025 were special education students, English Learners, and Native American/Alaskan Native. Students with Two or More Races had the highest graduation rate.

4-Year Graduation Rate (Class of 2025)



Trend

After a drop in 4-year graduation rates for the class of 2021, the 4-year graduation rate reached its highest levels at 91.6% for the class of 2025.



Small Graduation Rate gains over the last four years lead to a historic high in 4-year rate.

Goal 5: Prepared for Success in Post-Secondary Education, Career, and Life To be Updated in Spring 2026

5D: Increased percentage of students engaging in post-secondary education at technical, two-year, and 4-year schools.

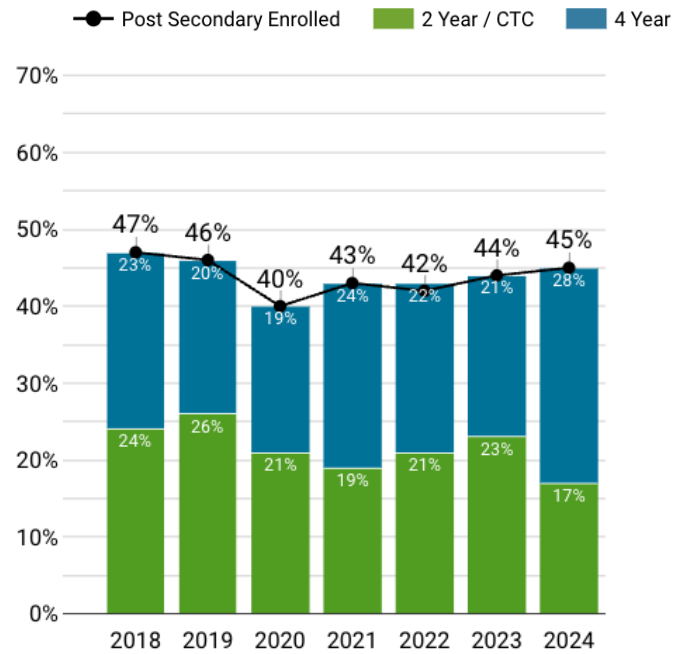
Summary & Trend

For the class of 2024 cohort, 45% of BSD graduates were enrolled in post secondary school. Of those, approximately more were enrolled in 4-year schools vs 2-year/Career Tech.

After a drop during Covid, the rate has been slowly increasing to near pre-Covid levels.

Remedial course taking is at an all-time low.

Persistence and retention for 2-year/Career Tech schools is getting lower over time.



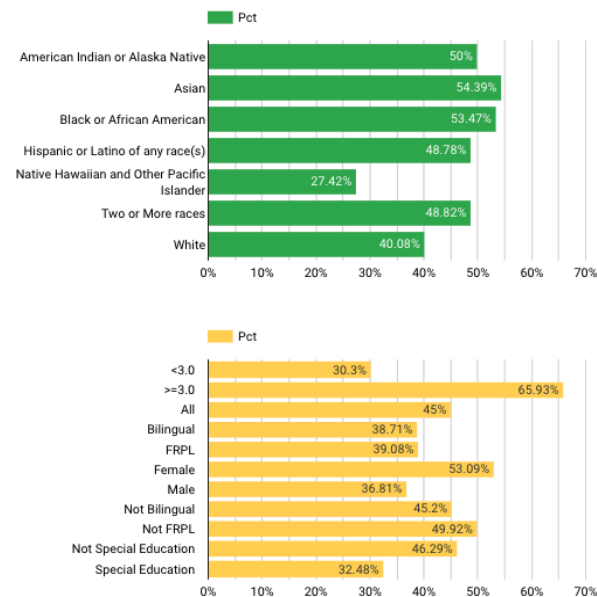
Equity

Highest postsecondary enrollment among Asian, Black/African American, and Two or More Races students.

Students with GPAs above 3.0, females, and non-FRL students were more likely to attend.

Lower rates among Native Hawaiian/Pacific Islander, males, bilingual, Special Education, and low-income students.

% Enrolled in Post-Secondary Education cohort 2024



Postsecondary enrollment shows some recovery, but below the state.

