

STRATEGIC SCHOOL PROFILE 2010-11**Bethel School District**

GARY M. CHESLEY, Superintendent

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Bethel,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 18,067

1990-2000 Population Growth: 3%

Number of Public Schools: 5

Per Capita Income in 2000: \$28,927

Percent of Adults without a High School Diploma in 2000*: 11.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.8%

District Enrollment as % of Estimated. Student Population: 91.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010	2,938
5-Year Enrollment Change	-9.8%

DISTRICT GRADE RANGE

Grade Range	PK - 12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	407	13.9	13.8	34.1
K-12 Students Who Are Not Fluent in English	72	2.5	2.3	5.6
Students Identified as Gifted and/or Talented*	95	3.2	4.8	4.0
PK-12 Students Receiving Special Education Services in District	320	10.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	125	76.7	85.1	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	87	17.4	17.2	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	191	6.5
Black	63	2.1
Hispanic	342	11.6
Pacific Islander	1	0.0
White	2,304	78.4
Two or more races	34	1.2
Total Minority	634	21.6

Percent of Minority Professional Staff: 0.7%

Non-English Home Language:

8.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 24.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The racial, ethnic, and economic makeup of the Bethel community has evolved rather significantly in recent years. During the economic downturn, we have seen decreasing enrollment and many more young families living in one home. In-migration of families from foreign nations and from neighboring urban communities has led to a continuous review of school programs and academic services to ensure valid inclusion of all students into the school system. An evening class for non-English speaking parents coupled with tutoring for children has proven to be effective in reducing the isolation of immigrants. We have provided multi-tiered, intensive reading and mathematics interventions at the primary grades with the goal to have all children read and do math fluently by the end of grade three. As part of our Safe School Climate Initiative, we have integrated developmental guidance services with a new social-emotional curriculum. Cultural programs have focused on the ethnic groups that have migrated to our community. Within language arts/social studies classes, literature focusing on Chinese, Russian, Japanese, Brazilian, and African traditions was added to all classrooms. Holiday celebrations explain Kwanzaa, Hanukah, Yom Kippur, and the Chinese New Year to all students. Storytellers lead in-depth studies of a variety of cultures. Social studies units examine the career and contributions of the diverse contributors to our culture. The "Bridges" program has earned state and regional awards and recognition as a model effort to make the inclusion of all students into the educational program a reality. Diversity Clubs and a commitment to community service help students address community social issues in positive ways. Extensive work has been done to address cyber-bullying and on-line behavior that includes digital citizenship curriculum development and stringent anti-bullying policies and procedures. The inclusion of students in decision-making at their schools is readily apparent, and a variety of programs serve as inclusionary activities for all students. As the socio-economic makeup of the community has changed, the Bethel Public Schools have undertaken concerted efforts create and maintain positive, safe learning environments in our schools. The faculty and administration are deeply committed to the elimination of student racial and ethnic isolation, exclusion, or harassment, and they are developing our Safe School Plan for Board approval in November 2011.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	80.0	58.4	89.4
Writing	83.2	61.1	91.9
Mathematics	87.3	63.0	93.8
Grade 4 Reading	74.9	62.5	63.2
Writing	79.2	65.5	66.5
Mathematics	83.7	67.0	78.0
Grade 5 Reading	77.0	61.4	69.9
Writing	89.3	66.8	95.7
Mathematics	86.6	72.5	70.6
Science	83.4	59.9	85.9
Grade 6 Reading	92.5	76.0	84.5
Writing	87.2	65.2	93.5
Mathematics	92.2	71.3	91.1
Grade 7 Reading	89.6	77.8	70.7
Writing	72.8	58.9	62.7
Mathematics	86.2	68.4	78.2
Grade 8 Reading	87.1	74.7	65.6
Writing	79.9	64.8	66.2
Mathematics	81.0	66.6	62.4
Science	76.6	63.1	54.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	58.1	44.7	65.9
Writing Across the Disciplines	76.3	61.2	66.2
Mathematics	66.4	49.5	70.7
Science	57.6	47.0	56.4

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	52.6	51.0	49.2

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.0	70.6	
Average Score	Mathematics	520	510	58.0
	Critical Reading	522	505	64.1
	Writing	516	510	51.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	91.8	81.8	70.2
2009-10 Annual Dropout Rate for Grade 9 through 12	0.2	2.8	85.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.2	84.8
% Employed (Civilian Employment and in Armed Services)	3.9	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	203.79
Paraprofessional Instructional Assistants	22.00
Special Education	
Teachers and Instructors	34.04
Paraprofessional Instructional Assistants	32.00
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.30
School Level	10.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	16.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	135.60

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	14.6	13.9
% with Master's Degree or Above	78.2	79.0	79.0

Average Class Size	District	DRG	State
Grade K	18.1	17.5	18.4
Grade 2	18.4	19.2	19.9
Grade 5	21.7	21.7	21.2
Grade 7	23.0	20.7	20.6
High School	17.7	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	984	992
Middle School	1,004	1,025	1,017
High School	1,011	1,004	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.2	3.1
Middle School	2.5	2.5	2.4
High School	2.6	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$23,674	\$7,782	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$538	\$177	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$2,835	\$932	\$477	\$387	\$463
Student Support Services	\$2,793	\$918	\$875	\$828	\$872
Administration and Support Services	\$3,862	\$1,269	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$3,821	\$1,256	\$1,421	\$1,322	\$1,410
Transportation	\$2,175	\$698	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$1,563	N/A	N/A	N/A	N/A
Other	\$462	\$152	\$161	\$159	\$159
Total	\$41,722	\$13,706	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,441	\$802	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$9,449,867	22.6	21.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.6	20.8	5.6	0.1
Excluding School Construction	74.5	19.5	5.9	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The budget is viewed as a statement of our educational and leadership philosophy expressed in dollars. The budget is an opportunity for the Town, the 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?" The local school budgeting process also outlines specific outcomes that can later be measured by the community. School administrators examine all aspects of the educational and extra-curricular program and follow the process through the Superintendent's recommendation to the Board of Education and Town Meeting. Both the Superintendent and the 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 and Board of Finance, a Town meeting, and an annual referendum, all constituents focus close attention on each dollar expenditure.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 314
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 10.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	30	1.0	1.2	1.1
Learning Disability	128	4.4	3.4	3.9
Intellectual Disability	7	0.2	0.4	0.4
Emotional Disturbance	17	0.6	0.9	1.0
Speech Impairment	54	1.9	2.3	2.2
Other Health Impairment*	37	1.3	2.2	2.1
Other Disabilities**	41	1.4	0.9	0.9
Total	314	10.8	11.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	63.6	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment	Students with Disabilities		All Students	
	District	State	District	State
CMT Reading	44.3	33.0	83.6	68.6
Writing	31.6	19.3	81.7	63.7
Mathematics	45.1	33.4	86.1	68.2
Science	31.6	21.2	80.0	61.5
CAPT Reading Across the Disciplines	18.8	14.1	58.1	44.7
Writing Across the Disciplines	5.3	17.3	76.3	61.2
Mathematics	17.6	15.8	66.4	49.5
Science	15.8	13.1	57.6	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	28.9
	% With Accommodations	71.1
CAPT	% Without Accommodations	19.1
	% With Accommodations	81.0
% Assessed Using Skills Checklist		12.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	27	8.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	230	73.2	77.0	74.1
40.1 to 79.0 Percent of Time	48	15.3	13.9	14.9
0.0 to 40.0 Percent of Time	36	11.5	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The words, “Our primary purpose is to improve student achievement” appear at the entrance to each school. This mandate drives our Professional Learning Communities, which use multiple types of formative student learning data, tracked in our new data warehouse, to inform instruction K- through 12. From pre-school screening for incoming kindergarteners, summer school programming for in-coming kindergarten children, and the new full day kindergarten curriculum, we continue to strengthen the academic foundation for our youngest children. Vertical teams among grade level teachers and schools, together with Professional Learning Communities of teachers, ensure articulation among all faculties that continues to strengthen student performance. Connecticut Mastery Test results indicate that Bethel’s performance ranks at or near the top of its District Reference Group in every category. Technology integration across the grade levels is constantly updated, and the impact of digital tools and innovative technology policies inspire creative teaching and learning within classrooms. Students at the High School and Middle School are very successful in all of academic competitions. Advanced Placement scores have been exemplary and three new AP classes were added this year. The Bethel School’s music program has been recognized as one of the “100 Best in the Nation,” and the visual arts and music programs were just awarded “Best in Connecticut” status. Student participation in the Governor’s Summer Reading Program was over 98%. Since 1996, the total number of Bethel High School graduates pursuing post-secondary education has increased to almost 85%. Approximately 90% of the senior class took the SAT’s. Those attending 4-year colleges performed above state averages, and the drop-out rate is 0.9%. Bethel Public Schools has a nationally recognized partnership with Western Connecticut State University that has significantly reduced the need for our graduates to enroll in remedial courses in college.
