

STRATEGIC SCHOOL PROFILE 2011-12**Bethel School District**

GARY M. CHESLEY, Superintendent

Location: 1 School Street

Telephone: (203) 794-8601

Bethel,
ConnecticutWebsite: www.bethel.k12.ct.us

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, 2011 2,970
5-Year Enrollment Change -8.0%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	477	16.1	15.7	35.2
K-12 Students Who Are Not Fluent in English	80	2.8	2.4	5.6
Students Identified as Gifted and/or Talented*	75	2.5	4.4	4.0
PK-12 Students Receiving Special Education Services in District	313	10.5	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	173	86.5	85.0	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	87	19.8	14.5	13.0

*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	189	6.4
Black	68	2.3
Hispanic	376	12.7
Pacific Islander	2	0.1
White	2,280	76.8
Two or more races	52	1.8
Total Minority	690	23.2

Percent of Minority Professional Staff: 1.8%

Non-English Home Language:

8.9% 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 23.

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 significantly in recent years. An in-migration of families from foreign nations and from neighboring communities has lead to a continuous review of school programs and academic services to ensure valid inclusion of all students into the school system. Special programming was added for the parents of children who do not speak English upon their arrival in the community and attempts have been made to provide information in multiple languages. An evening class for non-English speaking parents coupled with tutoring for children has proven to be effective in reducing the isolation of immigrants. At the primary level, increased services for children and families for whom English is a second language has been provided. We have provided 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. PTO-sponsored cultural programs have focused on the ethnic groups that have migrated to our community. Holiday celebrations explain Kwanzaa, Hanukah, Yom Kippur, and the Chinese New Year to students. 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 across the system. At the intermediate, middle and high schools, the Women's Center of Greater Danbury has provided 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 and recognition as a model effort to make the inclusion of all students into the educational program 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 social, racial, ethnic or economic isolation that might remain in our community. Extensive work has been done to address cyber-bullying and on-line behavior. New policies and regulations, coupled with staff training and required digital citizenship courses for students aim to teach all community members responsible technology use. Presentations like "I am Dirt" and "Rachel's Challenge" seek to breakdown the isolation experienced by some members of our diverse student body. Decision-making at the high school includes the student body and the student government program at the middle school ensures students have significant opportunity to influence programming and culture. The Principal's Advisory Committee, Peer Leadership, and "Best Buds" all function as inclusionary components of the schools. We are committed to the elimination of isolation that is racially, ethnically, sexually, or economically based.

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	71.2	59.2	64.4
Writing	75.7	62.7	70.6
Mathematics	79.7	66.5	65.6
Grade 4 Reading	76.7	64.1	62.5
Writing	86.9	65.3	91.3
Mathematics	89.7	68.0	88.8
Grade 5 Reading	82.4	67.6	71.1
Writing	87.1	68.1	88.7
Mathematics	86.0	71.6	72.6
Science	84.8	63.9	80.4
Grade 6 Reading	81.4	74.1	51.2
Writing	80.1	67.4	69.3
Mathematics	82.4	69.3	63.3
Grade 7 Reading	93.5	79.8	83.6
Writing	82.1	65.6	75.2
Mathematics	86.2	68.1	81.3
Grade 8 Reading	88.8	76.8	68.6
Writing	81.6	68.3	63.8
Mathematics	87.2	67.2	79.2
Science	79.5	61.9	68.8

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	63.0	47.5	69.9
Writing Across the Disciplines	75.8	63.0	59.7
Mathematics	63.0	49.2	66.2
Science	52.1	47.1	47.0

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
	54.5	50.6	58.6

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.9	77.3	
Average Score	Mathematics	529	505	67.9
	Critical Reading	519	502	58.0
	Writing	520	506	59.5

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 2011	92.8	82.7	66.9
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	64.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.2	84.5
% Employed (Civilian Employment and in Armed Services)	4.6	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	198.91
Paraprofessional Instructional Assistants	16.00
Special Education	
Teachers and Instructors	34.98
Paraprofessional Instructional Assistants	37.00
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.45
School Level	11.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.12
Counselors, Social Workers, and School Psychologists	17.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	127.80

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	77.4	80.6	79.6

Average Class Size	District	DRG	State
Grade K	20.0	17.6	18.5
Grade 2	17.5	18.9	19.7
Grade 5	23.7	21.7	21.6
Grade 7	21.5	20.4	20.3
High School	19.0	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	985	993
Middle School	1,003	1,030	1,024
High School	1,011	1,008	1,024

*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*	3.2	2.9	2.8
Middle School	2.5	2.3	2.2
High School	2.6	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$24,277	\$8,263	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$595	\$203	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$2,812	\$957	\$487	\$385	\$482
Student Support Services	\$2,841	\$967	\$901	\$873	\$901
Administration and Support Services	\$3,990	\$1,358	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$3,637	\$1,238	\$1,471	\$1,420	\$1,463
Transportation	\$2,158	\$718	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$1,688	N/A	N/A	N/A	N/A
Other	\$525	\$179	\$165	\$162	\$165
Total	\$42,523	\$14,459	\$14,238	\$13,575	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,977	\$673	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,614,639	22.6	22.0	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	75.1	19.5	5.3	0.0
Excluding School Construction	75.3	19.1	5.6	0.0

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	31	1.1	1.3	1.2
Learning Disability	122	4.2	3.5	3.9
Intellectual Disability	6	0.2	0.4	0.4
Emotional Disturbance	20	0.7	0.9	1.0
Speech Impairment	48	1.6	2.2	2.1
Other Health Impairment*	44	1.5	2.3	2.2
Other Disabilities**	43	1.5	0.9	1.0
Total	314	10.8	11.4	11.7

*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 2010-11 with a Standard Diploma	60.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	42.7	36.0	82.5	70.4
	Writing	36.5	21.5	82.3	66.3
	Mathematics	43.5	31.8	85.2	68.4
	Science	34.0	23.0	82.1	62.9
CAPT	Reading Across the Disciplines	19.0	14.5	63.0	47.5
	Writing Across the Disciplines	30.4	18.2	75.8	63.0
	Mathematics	19.0	15.4	63.0	49.2
	Science	13.0	13.6	52.1	47.1

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	43.8
	% With Accommodations	56.2
CAPT	% Without Accommodations	38.5
	% With Accommodations	61.5
% Assessed Using Skills Checklist		9.2

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	26	8.3

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	74.6	72.1
40.1 to 79.0 Percent of Time	54	17.2	16.2	16.3
0.0 to 40.0 Percent of Time	30	9.6	9.2	11.7

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. 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. 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 robotics and audio visual production to mock trial and business. Students at the high school and middle school continue to present research projects at Science Horizons and the Connecticut State Science Fair. 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 one of the best in the state. 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.
