

STRATEGIC SCHOOL PROFILE 2009-10**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: 91.1%

*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, 2009 3,042
5-Year Enrollment Change -6.6%

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	409	13.4	13.4	32.6
K-12 Students Who Are Not Fluent in English	95	3.2	2.3	5.4
Students Identified as Gifted and/or Talented*	98	3.2	4.8	4.1
PK-12 Students Receiving Special Education Services in District	339	11.1	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	140	82.4	85.6	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	92	21.5	15.5	13.6

*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	205	6.7
Black	68	2.3
Hispanic	323	10.6
White	2,443	80.3
Total Minority	599	19.7

Percent of Minority Professional Staff: 1.1%

Non-English Home Language:

9.2% 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. An in-migration of families from foreign nations and from neighboring communities has led 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. 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 to have all children read at grade level. The Developmental Guidance curriculum was revised to strengthen lessons dealing with conflict and acceptance of differences. PTO-sponsored cultural programs have doubled and have focused on the ethnic groups that have migrated to our community. Literature focusing on Chinese, Russian, Japanese, Brazilian, and African traditions was added to all classrooms. Holiday celebrations explain Kwanzaa, Hanukkah, Yom Kippur, and the Chinese New Year to all students. At the intermediate and middle school levels, storytellers lead in-depth studies of a variety of cultures. Units of study examine the career and contributions of Martin Luther King while also examining the principles of the civil rights movement. 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 Diversity Club and a very large service component directly attack any evidence of racial or economic isolation that might remain in our community. We have provided multi-tiered, intensive reading interventions at these grades with the goal to have all children read at grade level. Extensive work has been done to address cyber-bullying and on-line behavior. Rachel's Challenge presentations aimed at breaking down the isolation experienced by some members of a diverse student body. Decision-making at the high school includes the student body. The Principal's Advisory Council, Peer Leaders, and "Best Buds" all function as inclusionary components of the school. As the socio-economic makeup of the community has changed, the Bethel Public Schools have each undertaken a concerted effort to infuse every student into the positive learning culture that exists in our schools. We believe that an increasingly diverse faculty and administration 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	74.0	57.0	73.6	
Writing	72.2	58.3	72.4	
Mathematics	83.1	62.4	86.5	
Grade 4 Reading	74.5	59.9	67.3	
Writing	79.7	63.6	75.6	
Mathematics	82.6	67.0	75.5	
Grade 5 Reading	81.5	61.8	80.6	
Writing	89.0	68.2	93.4	
Mathematics	87.9	72.4	78.9	
Science	84.4	59.4	88.6	
Grade 6 Reading	86.4	74.9	65.0	
Writing	79.1	65.9	67.1	
Mathematics	89.2	70.7	82.2	
Grade 7 Reading	86.8	77.4	55.8	
Writing	73.1	61.2	59.1	
Mathematics	77.7	68.5	53.9	
Grade 8 Reading	83.0	73.3	58.6	
Writing	75.9	62.6	63.7	
Mathematics	78.3	67.3	59.2	
Science	78.4	62.8	65.6	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	62.9	45.9	72.0	
Writing Across the Disciplines	83.0	59.6	85.7	
Mathematics	62.0	48.7	61.4	
Science	53.0	45.3	54.5	

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
	51.1	50.7	48.7

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.6	68.5	
Average Score	Mathematics	509	508	47.3
	Critical Reading	508	503	46.5
	Writing	517	506	50.4

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, Class of 2009	98.3	91.3	82.3
2008-09 Annual Dropout Rate for Grade 9 through 12	0.2	3.0	94.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	84.5
% Employed (Civilian Employment and in Armed Services)	4.4	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	207.38
Paraprofessional Instructional Assistants	21.00
Special Education	
Teachers and Instructors	33.50
Paraprofessional Instructional Assistants	31.60
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.10
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	17.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	133.60

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	14.4	13.8
% with Master's Degree or Above	77.2	77.1	77.8

Average Class Size	District	DRG	State
Grade K	14.3	17.2	18.5
Grade 2	17.2	18.9	19.7
Grade 5	21.9	20.9	21.1
Grade 7	20.5	20.3	20.8
High School	17.1	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	970	985	992
Middle School	1,004	1,025	1,018
High School	1,019	1,000	1,006

*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*	3.9	3.5	3.2
Middle School	2.5	2.8	2.5
High School	2.5	2.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$22,671	\$7,377	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$570	\$185	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$2,756	\$897	\$474	\$389	\$459
Student Support Services	\$2,882	\$938	\$863	\$800	\$859
Administration and Support Services	\$4,212	\$1,371	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$4,112	\$1,338	\$1,469	\$1,377	\$1,462
Transportation	\$2,309	\$736	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$1,505	N/A	N/A	N/A	N/A
Other	\$450	\$147	\$163	\$169	\$162
Total	\$41,467	\$13,463	\$13,458	\$12,685	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,802	\$1,888	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,888,181	21.4	20.9	20.7

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	67.8	30.5	1.6	0.1
Excluding School Construction	75.0	23.1	1.8	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	334
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

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	27	0.9	1.1	1.0
Learning Disability	143	4.7	3.4	3.9
Intellectual Disability	9	0.3	0.4	0.5
Emotional Disturbance	18	0.6	0.9	1.0
Speech Impairment	61	2.0	2.4	2.2
Other Health Impairment*	40	1.3	2.2	2.1
Other Disabilities**	36	1.2	0.9	0.9
Total	334	11.1	11.4	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 2008-09 with a Standard Diploma	95.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.9	4.1

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	40.7	31.6	81.1	67.5
	Writing	31.9	19.6	78.1	63.3
	Mathematics	36.9	32.9	83.2	68.1
	Science	36.2	23.7	81.3	61.1
CAPT	Reading Across the Disciplines	16.7	13.8	62.9	45.9
	Writing Across the Disciplines	40.9	16.8	83.0	59.6
	Mathematics	15.0	16.7	62.0	48.7
	Science	13.6	13.0	53.0	45.3

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	13.6
	% With Accommodations	86.4
CAPT	% Without Accommodations	24.0
	% With Accommodations	76.0
% Assessed Using Skills Checklist		11.0

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	29	8.7

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	246	73.7	76.7	73.4
40.1 to 79.0 Percent of Time	48	14.4	13.8	15.3
0.0 to 40.0 Percent of Time	40	12.0	9.5	11.3

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. This commitment starts with pre-school screening for incoming kindergarteners that has served to strengthen the academic foundation for our youngest children. Most of our incoming kindergarteners attend summer school prior to their admission into the system. Our goal is that every child will read at grade level by the conclusion of 1st grade. Vertical teaming among grade level teachers and schools, together with professional learning communities of teachers, ensures articulation among all faculties that has strengthened student performance at all grade levels. At the elementary level, standardized test scores have improved dramatically. Connecticut Mastery results indicate that Bethel’s performance ranks at or near the top of its District Reference Group. Elementary math scores are some of the best in the State. Technology across the grade levels is constantly being updated for students to use as a learning tool. At the middle and high school levels, our students have proven to be most successful in extra-curricular competitions ranging from mock trial to science, and quiz bowl events. Students at the High School and Middle School continue to present research projects at the annual regional Science Horizons Fair. Advanced Placement scores have been exemplary with 76 % of test takers earning college credit. The Bethel School’s music program has been recognized as one of the “100 Best in the Nation” and for good reason. The choral, band, and string programs are an outgrowth of an exemplary general music program at the elementary level with many opportunities to perform throughout the year. Students at this level were recognized at the State level for their music and art accomplishments. 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. The dropout rate was 0.9%. Bethel Public Schools has an nationally recognized partnership with Western Connecticut State University.
