

STRATEGIC SCHOOL PROFILE 2005-06**Bethel School District****GARY M CHESLEY, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 17.4%
2000 Population: 18,067	Public School Enrollment as % of Total Student Population: 89.2%
1990-2000 Population Growth: 3.0%	Percent of Adults without a High School Diploma in 2000: 11.6%
2000 Per Capita Income: \$28,927	Adult Education Enrollment in 2004-05 School Year: 112
Number of Public Schools: 5	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 26
Number of Nonpublic Schools: 1	

 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.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	6.7	9.6	26.9
	2002-03	6.2	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	8.7	5.6	12.6
	2000-01	5.3	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	94.1	92.6	88.0
	2000-01	93.8	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	92.4	82.1	79.2
	2000-01	78.2	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	20.0	22.6	21.7
	2000-01	29.7	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment		Race/Ethnicity	
Grade Range	PK-12	Number	Percent
Total Enrollment	3,221	American Indian	5
5-Year Enrollment Change	0.8%	Asian American	215
Projected 2010 Enrollment		Black	61
Elementary	1,358	Hispanic	280
Middle School	772	White	2,660
High School	945	Total Minority 2005-06	561
Prekindergarten, Other	68	Total Minority 2000-01	418

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The racial, ethnic, and economic makeup of the Bethel community has evolved rather significantly during the past three 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 has been added for those 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 most effective in reducing the isolation of immigrants.


At the primary level, increased services for children and families for whom English is a second language have been provided. The Developmental Guidance curriculum has been 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 has been added to all classrooms. Holiday celebrations explain Kwanzaa, Hanukah, 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.

The high school is noted nationally for its exemplary "Renaissance" program which seeks to recognize achievement of all kinds, while 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. Student exchange programs with variety of East Coast and Canadian schools have opened eyes and guest speakers enhance a tone of racial and economic acceptance.

As the socio-economic makeup of the community has changed, the Bethel Public Schools has undertaken a concerted effort to infuse each of students into the positive learning culture that exists in each of 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.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size					
		District		DRG		State	
# of Certified Staff		Grade K	2005-06	16.5	18.1	18.3	
Teachers	237.6		2000-01	16.5	N/A	18.1	
Administrators	15.2	Grade 2	2005-06	19.1	19.2	19.7	
Department Chairs	0.7		2000-01	20.3	N/A	19.5	
Library/Media Staff	5.0	Grade 5	2005-06	20.4	21.4	21.2	
Other Professionals	25.2		2000-01	22.8	N/A	21.7	
% Minority 2005-06	0.7	Grade 7	2005-06	21.4	21.2	21.1	
% Minority 2000-01	0.4		2000-01	19.9	N/A	21.9	
# Non-Certified Instructional	59.0	High School	2005-06	18.6	20.9	20.3	
			2000-01	17.6	N/A	20.0	

Professional Staff Experience and Training		District		DRG		State	
Average Number of Years Experience in Connecticut		12.2		13.8		13.1	
% with Master's Degree or Above		77.3		78.0		78.5	
% Trained as Mentors, Assessors, or Cooperating Teachers		29.1		31.7		28.5	

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	980	984	986
Middle School	1,007	1,016	1,015
High School	1,009	996	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	3.9	3.7	3.4
Students Per Teacher	13.6	14.0	13.6
Teachers Per Administrator	14.9	15.3	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	45.5	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	74.4	54.4	10.3	91.3
	Writing	77.5	61.0	13.6	100.0
	Mathematics	81.0	56.3	13.6	90.0
Grade 4	Reading	71.3	57.8	17.5	89.7
	Writing	77.9	62.8	29.9	91.1
	Mathematics	79.2	58.8	22.4	92.3
Grade 5	Reading	75.8	60.9	19.5	92.0
	Writing	82.1	65.0	25.0	90.8
	Mathematics	82.8	60.7	18.2	89.9
Grade 6	Reading	73.1	63.6	26.6	92.8
	Writing	73.7	62.2	25.9	94.4
	Mathematics	79.1	58.6	12.5	95.1
Grade 7	Reading	73.6	66.7	26.9	95.0
	Writing	74.0	60.0	25.5	89.8
	Mathematics	73.8	57.0	19.2	93.0
Grade 8	Reading	81.4	66.7	13.3	93.6
	Writing	77.2	62.4	2.7	96.4
	Mathematics	72.8	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.




Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	63.8	46.5	0.0	83.1
Writing Across the Disciplines	72.1	52.4	0.0	86.3
Mathematics	60.1	46.3	0.0	82.3
Science	57.9	44.6	0.0	85.3



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	91.9	85.5	74.9
Mathematics: Average Score	521	515	512
Mathematics: % Scoring 600 or More	27.1	19.1	24.6
Verbal: Average Score	512	511	510
Verbal: % Scoring 600 or More	18.2	18.0	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	0.4	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.0	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.9	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	175	81.8	82.3
	2000	160	81.2	78.5
 Employed or in Military	2005	21	9.8	13.9
	2000	37	18.8	17.6
 Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$20,248	\$6,215	\$6,555	\$6,038	\$6,555
Instructional Supplies and Equipment	\$917	\$281	\$259	\$241	\$260
Improvement of Instruction and Educational Media Services	\$1,614	\$495	\$402	\$327	\$391
Student Support Services	\$2,121	\$651	\$656	\$628	\$656
Administration and Support Services	\$3,665	\$1,125	\$1,144	\$1,099	\$1,153
Plant Operation and Maintenance	\$3,441	\$1,056	\$1,120	\$1,033	\$1,113
Transportation	\$1,448	\$436	\$523	\$491	\$522
Costs for Students Tuitioned Out	\$1,045	N/A	N/A	N/A	N/A
Other	\$465	\$143	\$124	\$129	\$122
Total	\$34,962	\$10,761	\$11,031	\$10,264	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,990	\$918	\$1,473	\$1,296	\$1,467
Adult Education	\$23	N/A	N/A	N/A	N/A

Revenue Sources, % 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
With School Construction	75.6	22.4	2.0	0.0
Without School Construction	75.5	22.3	2.2	0.0

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$8,383	8.8	\$8,296	\$9,062	5.1
Salaries and Benefits	\$7,079	9.4	\$6,881	\$7,454	4.7
Supplies	\$572	10.0	\$459	\$513	12.7
Equipment	\$109	-1.8	\$131	\$133	16.7
High School					
Total	\$9,317	-0.9	\$9,293	\$9,640	3.5
Salaries and Benefits	\$7,729	-1.7	\$7,535	\$7,759	3.1
Supplies	\$608	-6.7	\$539	\$585	11.6
Equipment	\$126	41.6	\$173	\$152	14.3

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.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

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 students that has served to strengthen the academic foundation for our youngest children. 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 90%. Approximately 90% of the senior class took the SAT's. Those attending 4-year colleges performed well about state averages. The dropout rate was 0.9%. Bethel Public Schools has an exemplary summer school program which includes a Pre-Kindergarten Skills Program, an Extended Learning Program, HS Makeup courses, and ESL classes, as well as a rich variety of enrichment classes.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.bethel.k12.ct.us/

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