

STRATEGIC SCHOOL PROFILE 2010-11

Bethel School District

GARY M. CHESLEY, Superintendent

Location: 1 School Street
Bethel,
Connecticut

Telephone: (203) 794-8723

Website: 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	Per Capita Income in 2000: \$28,927
Town Population in 2000: 18,067	Percent of Adults without a High School Diploma in 2000*: 11.6%
1990-2000 Population Growth: 3%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.8%
Number of Public Schools: 5	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	98.8	91.8	87.1
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	973	987
Middle School	1,004	1,025	1,017
High School	1,011	1,004	1,009

*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	21.5

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.

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-3 Edition

Anna H. Rockwell School**Bethel School District**

ANTHONY B. KIRMIL, Principal
Telephone: (203) 794-8688

Location: 400 Whittlesey Drive
Bethel,
Connecticut

Website: www.bethel.k12.ct.us/rockwell/r1.htm

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 384
5-Year Enrollment Change: -13.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	44	11.5	12.0	38.3
K-12 Students Who Are Not Fluent in English	19	4.9	3.9	7.7
Students with Disabilities	40	10.4	12.4	10.8
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	73.5	76.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	271	90.0	92.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	981	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	13.8	18.1	18.4
Grade 2	18.5	18.4	19.9

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 2	School	State
Art	30	30
Computer Education	21	15
English Language Arts	548	491
Health	21	18
Library Media Skills	30	19
Mathematics	181	199
Music	30	31
Physical Education	30	37
Science	50	72
Social Studies	40	68
World Languages	0	8

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	4.9	3.9	7.5
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	87.5	85.7	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.4	3.3	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	50.1	39.8	29.5
# of Print Periodical Subscriptions	10	9	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	26.40	
	Paraprofessional Instructional Assistants	4.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	6.00	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.50	
Counselors, Social Workers, and School Psychologists		1.90	
School Nurses		1.20	
Other Staff Providing Non-Instructional Services and Support		8.60	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.6	13.0	13.7
% with Master's Degree or Above	87.1	86.9	80.8
Attendance,2009-10: Average # of Days Absent Due to Illness or Personal Time	8.7	8.2	8.7
% Assigned to Same School the Previous Year	96.8	93.2	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Rockwell School continues to provide many opportunities for parents and families to become involved in the education of our students. Parents have a representative on our Site Based Management Committee and Mother and Father Dinner meetings are held with the Principal to exchange ideas. Teachers communicate with parents via homework agenda books, weekly newsletters that outline the upcoming events and objectives, phone contacts, personal meetings, formal conferences, progress reports, cable TV programming and email. The PTO has an extensive presence on our web site this year. A weekly school-wide newsletter keeps parents informed of important events and tips for parents are given on a wide variety of topics. Evening meetings that focus on reading strategies, CMT information, parenting skill development, etc. are held on a regular basis. We strive to improve our communication with parents who are not fluent in English and offer English and homework completion classes for students and parents in the evenings. Our PTO is an integral part of the school and they provide classroom volunteers, cultural events, field trips and a wide variety of fun-filled family activities. They sponsor Science Nights, Book Fairs and the parent community is extremely supportive of the programs that are provided at our school. A large number of parents spend time volunteering in classrooms and they provide a valuable service to the staff and the students. Fund raising activities raise money to fund requests from the staff and administration.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	26	6.8
Black	3	0.8
Hispanic	60	15.6
Pacific Islander	0	0.0
White	285	74.2
Two or more races	10	2.6
Total Minority	99	25.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

5.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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.

In an effort to reduce racial and ethnic isolation, we are enhancing those efforts by initiating and offering a wide variety of programs: To address the needs of our minority population, our PTO sponsored 3 cultural experiences for our students during the school year. We focused on presenting three of the cultural programs to highlight Hispanic, African and Indian and cultures. These presentations presented outstanding examples of language, art, music, dance, story-telling and literature from these cultures. Our entire school also participated in a Cinco De Mayo celebration and we continue to organize our own Martin Luther King assembly and activities. The third grade students annually perform in a Multi-Cultural Holiday show that offers a snapshot into the many ways that people around the world celebrate the holidays. We continue to purchase literature books for all grade levels that have a cultural learning experience embedded in the story. Our Computer Lab reinforces research on biographies, cultural differences and customs. All of the classroom staff members continue to present lessons that highlight society's differences and they utilize the students and their parents to conduct presentations on their home country's customs, background information, traditions, food, music, etc. Kindness and Respect are major themes throughout our school, as is the concept of diversity and accepting other people's differences. Bullying of any kind is not tolerated and we encourage the concept of standing up for oneself and helping others in need. A parent support network is growing and an evening ELL class for parents is offered. We have implemented a mentor program this year for families who are new to Bethel. We actively embrace our diversity!

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	82.3	80.0	58.4	92.6
Writing	82.8	83.2	61.1	89.1
Mathematics	88.9	87.3	63.0	93.2

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.2	95.9	94.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

We are a K-3 school and an analysis of the 3rd grade CT Mastery Test shows that our students consistently score above the national and state scores in the areas of math, reading and writing. Our school continues to make “Adequate Yearly Progress”. In reading, 82% of the students scored at or above goal with 93% at proficiency. In writing, 83% were at or above goal with 94% at proficiency. In math, 89% of the students scored at or above goal with 97% at proficiency. We will implement the GO Math program in K-3 this year. In reading, we use a combination of whole class instruction, read alouds, guided reading groups and individual student conferences for instruction. All classrooms have leveled libraries and reading support services are provided for identified “At Risk” students. In writing, the emphasis is on learning to organize thoughts using a story map, elaborating, editing, revising, conventions, developing fluency and providing details and summarizing. Students have been recognized at the State level for their Music and Art accomplishments. Student participation in school-wide Readathons is at 99% with over 8,800 books read for the Governor’s Summer Reading Program. Students are formally recognized for being kind and demonstrating improved effort and achievement in reading, writing and math and Special subject areas. Summer reinforcement packets in math and reading are distributed in June with a 98% return in September. Improvement plans include focused initiatives in the areas of reading, writing and math within SRBI programs. We continue developing Units of Study in all curriculum areas that align with the CT State Standards. Adjustments to the Science and Social Studies curriculums complement the State Frameworks. We have a comprehensive SRBI model of intervention and data monitoring in both Mathematics and Language Arts. We are an effective Professional Learning Community!

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Rockwell School is a student, parent and community oriented school that houses approximately 375 students in grades K-3. There is strong parent support for the school. Intensive programs provide support in reading and the results show that the skills of the majority of students in the support programs were enhanced. We have increased our ELL tutorial support services to meet the changing needs of our population. We use the DRA, DSA, Running Records, DRP and common grade level assessments and leveled books to monitor and track progress and identify concerns. Appropriate academic and behavioral SRBI interventions are in place for the students. Over 11,000 hours of volunteer time were provided by parents and community members at PTO sponsored functions and in classroom assistance. An outstanding cultural enrichment program that offers pertinent assemblies is in place and sponsored by the PTO. Student performance productions at all grade levels complement classroom instruction – Art Show, recorders/strings concerts, talent show and grade/curriculum based musical productions. Our school will implement a focused SRBI initiative this year. The “Rockwell Family” also encourages community service. Staff members are actively engaged in attending professional development activities. Summer Language Arts and Math reinforcement packets are used to maintain reading and math skills and an extensive Summer School program is in place.

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-3 Edition

Frank A. Berry School**Bethel School District**

KRISTEN L. BROOKS, Principal
Telephone: (203) 794-8680

Location: 200 Whittlesey Drive
Bethel,
Connecticut

Website: www.bethel.k12.ct.us/berry/b1.htm

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 460
5-Year Enrollment Change: -11.0%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	41	8.9	12.0	38.3
K-12 Students Who Are Not Fluent in English	24	6.5	3.9	7.7
Students with Disabilities	71	15.4	12.4	10.8
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	64	80.0	76.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	274	93.8	92.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	981	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	26.7	18.1	18.4
Grade 2	18.3	18.4	19.9

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 2	School	State
Art	30	30
Computer Education	21	15
English Language Arts	548	491
Health	21	18
Library Media Skills	30	19
Mathematics	181	199
Music	30	31
Physical Education	30	37
Science	50	72
Social Studies	40	68
World Languages	0	8

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	6.5	3.9	7.5
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	78.9	85.7	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.9	3.3	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	34.2	39.8	29.5
# of Print Periodical Subscriptions	8	9	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	26.40
	Paraprofessional Instructional Assistants	4.00
Special Education:	Teachers and Instructors	8.00
	Paraprofessional Instructional Assistants	10.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.50
Counselors, Social Workers, and School Psychologists		2.20
School Nurses		1.20
Other Staff Providing Non-Instructional Services and Support		11.60

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

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.6	13.0	13.7
% with Master's Degree or Above	94.4	86.9	80.8
Attendance,2009-10: Average # of Days Absent Due to Illness or Personal Time	8.5	8.2	8.7
% Assigned to Same School the Previous Year	91.7	93.2	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

F. A. Berry School utilizes several communication vehicles to support students and parents. A weekly electronic newsletter is published by administration to communicate school programs and activities. This newsletter also encourages parents to be active participants in their child's education by volunteering in the building and also provides ways to support learning at home. Additionally, classroom teachers publish their own weekly newsletter informing parents of current and upcoming units of study. Newsletters provide parents with specific suggestions on how to reinforce learning. Our superintendent also disseminates an electronic newsletter highlighting district events, programming, and important information. Cable television shows are also produced throughout the school year delivering information on staff, curriculum, and programming. Our school's website supplies parents with various educational websites to visit to support learning. It also explains the school's programs and posts student work. Report cards are sent home each trimester and parent-teacher conferences are conducted twice a year. Both report cards and conferences serve as a vehicle to inform parents of their child's progress. Teachers and parents also use email, notes, meetings, and phone calls to communicate continuously throughout the year. Parents of English language learners are invited to come to evening workshops to build their oral language and literacy development. This, in turn, helps support their child's education as well. Parents are active members of our school community. Many assist in classrooms, the office, on fieldtrips, or coaching the Odyssey of the Mind program. We also have a strong PTO that is highly involved in the school. The PTO accesses programs for our students, coordinates fundraisers, and volunteers to help in our building.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	32	7.0
Black	12	2.6
Hispanic	41	8.9
Pacific Islander	1	0.2
White	364	79.1
Two or more races	8	1.7
Total Minority	96	20.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

7.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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.

Efforts to reduce racial, ethnic, and economic isolation are provided to students at Frank A. Berry School. Students all take part in a developmental guidance program. This program promotes an environment where students learn to understand, accept, and value differences that make the world a richer place to live. Our school counselor and social worker conducted class lessons on individuality, friendship, and conflict resolution. Students were asked questions, had opportunities for role playing, and discussed differences on how they would react to situations. Classrooms are well stocked with literature about different cultures and by authors from different ethnic backgrounds. Additionally, classrooms recognized students demonstrating outstanding character and those students were recognized during monthly assemblies. Our ELL program exposes students and staff to various cultures. Students and families are encouraged to share their backgrounds so that we may better meet their needs. A parent ELL evening program is offered to assist parents learning the English language and helping parents support their children's academic growth at home. The unified arts programs also create an environment where students can express their learning through different media. In art class, students studied various cultures and customs and made projects from different lands. Throughout the year, folk songs were presented from different countries from around the world in music class. The songs promoted pride in students' heritage and sharing of cultures. Additionally, our PTO sponsored cultural programs for our students. Technology also served as a vehicle for learning about different cultures as teachers and students could research particular topics, people, and questions important to them. Parents and community members also served as a wealth of knowledge presenting lessons on holidays and celebrations from around the world. Berry School makes strong efforts to teach our students to celebrate diversity and respect all people.

STUDENT PERFORMANCE AND BEHAVIOR

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.4	80.0	58.4	87.1
Writing	84.5	83.2	61.1	93.2
Mathematics	87.5	87.3	63.0	91.2

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.6	95.9	94.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 3 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	5	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The staff at Frank A. Berry School is committed to promoting the achievement of all students. CMT comparison data from the 2010-2011 school year from the previous year showed increased growth. Eighty eight percent of our students met goal in math which was comparable to last year. Reading scores indicated that 79% of our students met goal while 75% met goal last year. Writing scores also increased with 85% of our students meeting goal while 78% met goal last year. With the inception of Scientific Research- Based Interventions (SRBI), our staff took part in regular data team meetings where we reviewed student work and assessments, set goals for our students, outlined instructional strategies we would deliver, and progress monitored student learning. Interventions were provided to children before or during school to support learning needs. An extended day kindergarten program was created to provide early interventions for our most struggling students. Our specialists and support staff worked closely with our kindergarten intervention teacher to provide targeted, small group instruction for our most at-risk students. Data clearly showed that the achievement gap was closed for most of the children who attended. We offer a before school reading program to address the needs of our at-risk readers. Students were invited to come to this program based on several data points indicating the need for further instruction in this area. Technology interventions programs were utilized, in addition to the instruction, to better reach our students. The software programs document student strengths and areas of growth and help teachers better plan for student needs. Weekly professional learning communities also meet. Teachers work collaboratively to analyze student work, revise assessments and curriculum, and share ideas. During the 2010-2011 school year, our school launched RTI Studio, a data warehouse that stores all student information. Teachers and administration can access this information quickly and efficiently to analyze the data and plan for targeted instruction. The PTO serves as a vehicle for parents to share their thoughts and concerns of our school's programs and instruction. Open communication is encouraged and that dialogue is considered in changes that need to be made.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Frank A. Berry School had several achievements and highlights that should be recognized such as: Professional Learning Communities and data team meetings (where staff collaborates to focus on student learning), a Guidance Program (a program that addresses areas such as diversity, friendships, and dealing with emotions), Extended Day Kindergarten Program (created for students who need intensive intervention), Kindergarten Buddies Program (created for students needing extra support), Before School Reading and Math programs, programming and support for ESL students and families, an After School Homework Help program, acquiring SMART Boards for every first through third grade classroom, monthly assembly programs celebrating Students of the Month and Character Education, the annual Governor's Summer Reading Program, a "Wall of Remembrance" as a tribute to veterans, "Caring and Kindness Week" (encouraging and recognizing random acts of kindness), "Turn-off the TV Week" (suggested activities for students in lieu of watching TV), Earth Day recognition (the school community created projects and participated in an Earth Day assembly celebrating our planet), an annual art show displaying students' artwork and a performance by our third grade recorder ensemble, a growing strings program for third graders, a family science night planned and conducted by parents, participation in Jump Rope for Heart (raising money for the American Heart Association), and participation in Odyssey of the Mind (an international educational program that encourages problem solving and creative thinking). Berry School continues to promote collaborative programs that help foster student growth and achievement.

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Ralph M. T. Johnson School**Bethel School District**

KATHLEEN GOMBOS, Principal
Telephone: (203) 794-8700

Location: 500 Whittlesey Drive
Bethel,
Connecticut

Website: www.bethel.k12.ct.us/johnson/j1.htm

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 4 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 452
5-Year Enrollment Change: -7.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	70	15.5	12.0	38.3
K-12 Students Who Are Not Fluent in English	4	0.9	3.9	7.7
Students with Disabilities	50	11.1	12.4	10.8
Students Identified as Gifted and/or Talented	16	3.5	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	206	95.4	92.8	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	983	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	21.7	21.7	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education	31	19
English Language Arts	402	426
Family and Consumer Science	0	1
Health	15	21
Library Media Skills	25	19
Mathematics	208	198
Music	31	33
Physical Education	31	41
Science	120	95
Social Studies	89	86
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	3.9	7.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.0	85.7	81.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.7	3.3	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	36.8	39.8	29.5
# of Print Periodical Subscriptions	8	9	12

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		28.92
	Paraprofessional Instructional Assistants		1.00
Special Education:	Teachers and Instructors		5.80
	Paraprofessional Instructional Assistants		5.00
Library/Media Specialists and/or Assistants			1.00
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.00
Counselors, Social Workers, and School Psychologists			1.90
School Nurses		1.20	
Other Staff Providing Non-Instructional Services and Support		8.20	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.4	13.0	13.7
% with Master's Degree or Above	80.6	86.9	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.4	8.2	8.7
% Assigned to Same School the Previous Year	91.7	93.2	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Johnson Elementary School is dedicated to involving the home and the community in the education of our students. We strongly encourage parents to take an active role in all aspects of their child's learning. Throughout the school year we invite parents to be part of our field trips, career day, guest reading program, Odyssey of the Mind, annual science fair, book fairs, class celebrations and school wide activities. We continually stress the importance of their support and develop innovative ways for that they can become involved in the community. Parents are invited to formal conferences twice a year and encouraged to communicate with teachers on a regular basis. Parents are encouraged to join the PTO and actively participate in the many activities they offer. Johnson School provides parents with a weekly bulletin every Friday. The website is kept current and contains critical information about events, curriculum and classroom news. Each team of teachers also maintains a web page. Throughout the year, parents are invited to tune in to the Bethel Education Television to watch programs on staff, curriculum topics, instructional strategies, and enrichment activities. Our ELL program makes it a priority to routinely reach out to parents who are not fluent in English.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	28	6.2
Black	10	2.2
Hispanic	60	13.3
Pacific Islander	0	0.0
White	346	76.5
Two or more races	8	1.8
Total Minority	106	23.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

9.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

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 students at Ralph M. Johnson Elementary School have the opportunity to participate in a number of learning experiences and creative activities to increase their awareness of the diversity of individuals, as well as other cultures. Integrated into our music, physical education and art programs are units of study that incorporate ethnic music and dance learning experiences. Non-fiction literature in our reading curriculum has been selected to reflect many multicultural themes that are reflected in whole class lessons, book club discussions and. read-aloud. Students are given the opportunity to use technology to communicate with peers from other countries, to learn about a different culture. The fifth grade students participate in a Capstone project that focuses on governments and cultures throughout the world. Our social emotional curriculum also includes an extensive unit on accepting others differences. The P.T.O. provides the funding for students to have opportunities to participate in several cultural arts programs during the school year. The students have the opportunity to experience culturally based programs such as story telling and authors visits to promote further understanding. We do have an ELL teacher who works with teachers to create lessons design to increase students' knowledge of the cultures of our own Johnson friends. Our fourth graders learned about the history of the United States through their study of government. They understand the regions of the United States and in fifth grade they learn about the regions of the world. Johnson students from diverse cultures share aspects of their cultural traditions with classmates. The staff strives to provide opportunities and experiences for all students that will foster understanding and appreciation for cultures different from their own.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	47.0	47.0	50.9	41.6
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	74.9	74.9	62.5	70.7
Writing	79.2	79.2	65.5	73.1
Mathematics	83.7	83.7	67.0	77.9
Grade 5 Reading	77.0	77.0	61.4	75.6
Writing	89.3	89.3	66.8	93.3
Mathematics	86.6	86.6	72.5	74.3
Science	83.4	83.4	59.9	86.6
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.4	95.9	94.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 3 students were responsible for these incidents. These students represent 0.7% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	3

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The staff at Johnson School is committed to educational excellence. One measure of our success is our students' performance on the Connecticut Mastery Tests. Johnson School serves only fourth and fifth grade students. This year Johnson School did well on the Connecticut Mastery tests at both grade levels. In reading grade 4, 75% of the students made goal. In reading grade 5, 77% of the students made goal. In mathematics grade 4, 84% of the students made goal and in grade 5, 87% of the students made goal. In writing grade 4, 79% of the students made goal and in grade 5, 89% made goal. In Science 83% of the students made goal. We continually analyze the data and look for ways to improve student achievement. We are also focusing on the integration of technology into instruction to improve student achievement. Johnson currently has a SMART board for every classroom. We encourage personal, as well as academic growth and students' accomplishments are frequently recognized at Johnson School. Students participate in "Johnson Pride" program. They are recognized for being responsible, respectful, ready and proud. Students are also recognized for achieving the high standards of the Presidential Academic Achievement Award and President's Community Service Awards, as well as recognizing excellence in music, art, technology, physical education, math and summer reading. Every classroom sponsors a community service project. The importance of continuous prof. develop. for staff is paramount. Staff is often given the opportunity to do peer observations to focus on improved practice. The system currently employs a comprehensive data system, which allows teachers and administrators to analyze several points of student data regarding achievement and growth, throughout the year. To elevate and sustain student achievement the staff is focusing on using individual student assessments diagnostically to plan for differentiated instruction. In addition we focus on the use of formative assessment, inquiry based learning, student self assessment and reflection as well as student dialogue. Teachers continuously assess students' progress and design instruction based on such an assessment. Students are regularly seen in small guided groups designed to meet individual needs. Johnson School is working together as a professional learning community to provide each and every student the highest quality learning opportunities in order to be successful and competitive in a global community.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

At Johnson Elementary School, we believe that all children can and will learn challenging material, given time, support and instruction. Our curriculums are updated frequently and reflect rigor and national standards. We are committed to the differentiation of instruction in all our lessons to meet the needs of each individual learner. We are also committed to the principles of SRBI, providing targeted instruction to individuals based on data assessment. Teachers meet regularly in PLCs to review assessment information and plan instruction. We have a Reading Specialist and Math LIT to coach our teachers on best practice reading instruction and to support our struggling students. We do have an intervention program designed to meet the needs of our struggling math and reading students. Our test scores reflect growth in all of these areas. All of our students participate yearly in an assured research experiences that are interdisciplinary, combining technology, media and the curriculum units of study. Johnson School provides a well-rounded program that provides all children opportunities to excel and refine his/her talents. Our programs include a performing band, orchestra and chorus. Students have the opportunity to take part in a science fair, variety show, Odyssey of the Mind, Green Team, community service and many after school enrichment and remediation programs. All students participate in our blue ribbon Art Show. In addition, our students are taught and expected to practice "Johnson Pride". That is always be respectful, responsible, ready and proud! We go to great lengths to communicate with parents and the community. On the website teachers post messages and homework daily. Informational programs are aired routinely on cable TV, through our very own JSTV. In addition, a weekly newsletter is published to keep parents current on all of the events and activities scheduled throughout the school year. We strive to be a school community where all of the children complete a rigorous academic program, in a stimulating, fun and caring environment.

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

Bethel Middle School**Bethel School District**

KEVIN J. SMITH, Principal
 DEREK D. MUHAREM, Asst. Principal
 PAMELA CHAPMAN, Asst. Principal
 Telephone: (203) 794-8663
 Website: www.bethel.k12.ct.us/bms/h1.htm

Location: 600 Whittlesey Drive
 Bethel,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 683
 5-Year Enrollment Change: -14.7%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	121	17.7	17.7	29.2
Students Who Are Not Fluent in English	16	2.3	2.3	3.5
Students with Disabilities	65	9.5	9.5	11.7
Students Identified as Gifted and/or Talented	23	3.4	3.4	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	434	94.1	94.1	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,004	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	23.0	23.0	20.6	Mathematics	65.3	65.3	34.4
				World Language	74.5	74.5	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	26	36
Computer Education	26	20
English Language Arts	258	242
Family and Consumer Science	0	10
Health	26	23
Library Media Skills	0	14
Mathematics	129	158
Music	65	32
Physical Education	65	55
Science	129	145
Social Studies	129	143
Technology Education	0	24
World Languages	129	83

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.8% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.3	2.3	3.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.2	86.2	77.7

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.5	2.5	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	25.4	25.4	21.3
# of Print Periodical Subscriptions	17	17	21

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	45.57
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	8.20
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.00
School Nurses	1.20
Other Staff Providing Non-Instructional Services and Support	16.20

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

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.4	13.0	14.2
% with Master's Degree or Above	74.5	74.5	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.0	8.0	10.1
% Assigned to Same School the Previous Year	89.1	89.1	87.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Bethel Middle School makes use of a variety of methods to keep parents informed of their children's progress and the happenings of the school. General information is available on the school web site and in the student agenda book and the principal sends weekly emails regarding current issues. In addition, there are regular vodcasts and podcasts created by both staff and students. Through individual cluster web sites parents can monitor homework assignments and cluster activities. Parents may also elect to participate in the superintendent's "parent mass email;" this allows them to receive critical information in the most expedient way. All administrators are active members of the PTO. The online parent portal provides access to real time student grades and attendance. This year, all students created profiles on Naviance and developed individual student success plans. Parents are able to access this information online. This program spans grade 6 through grade 12. Teachers regularly contact parents by phone and email. Each cluster has a phone and answering machine so that parents may leave messages. Staff members also make use of "Good News from School" postcards. In addition to PPTs, parent/student staffings are held whenever a need arises. There is an Open School night in the fall and conferences are scheduled twice a year. Prior to conferences, students assess their own academic performance and plan goals in preparation for student led conferences. Parents and community members are encouraged to visit the school regularly. In addition, they are invited to numerous events. Band, orchestra, and choral concerts are held twice a year. All grade levels participate in the Curriculum Expo and Science Fair. Finally, there are several parent/staff athletic events scheduled each year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	47	6.9
Black	11	1.6
Hispanic	81	11.9
Pacific Islander	0	0.0
White	541	79.2
Two or more races	3	0.4
Total Minority	142	20.8

Percent of Minority Professional Staff: 1.6%

Non-English Home Language:

10.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 19.

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.

Throughout the year Bethel Middle School presented assemblies for students and parents. As part of the anti-bullying initiative, parents were invited to attend an Anti-bullying workshop co-hosted by Bethel Middle School and the Bethel Police Dept. The Women's Center of Greater Danbury's programs were expanded to address gender specific issues in 6th and 8th grade. Students on all three grade levels participated in workshops on healthy relationships, conflict resolution, cyber safety and sexual harassment. The BMS's PBIS team organized numerous events and activities to promote positive behavior, tolerance, and healthy school climate. Emphasis was given to developing more inclusive practices. BMS also has an ELL program in which the ELL tutor goes into the classroom to assist students as they develop their English language skills. Students are encouraged to interact with others. They may serve as peer tutors, peer leaders, and peer mediators. In Helping Others and through some classes, they perform community service. Over 120 students participated in the Bridges program in which they worked with disabled peers throughout the school day. The students in the Learning Center take weekly trips to interact in the community. Additionally, Learning Center students run a "Doggy Delight" business in which they create and sell dog biscuits to community members. The "Transition to High School" program has been expanded to include tours, peer meetings, and student presentations of activity offerings. Middle school students were invited to participate in programs such as "Choirpalooza" and "Bandjam" with high school students. BMS again participated in "Project Bridge," a collaborative venture between Bethel Public Schools and WCSU. College students served as tutors at BMS, a small group of students worked in the WCSU Weather Center, and over 80 BMS students spent two days at WCSU during the summer participating in the "Camp College" program.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	64.5	64.5	51.2	76.4
Grade 8	57.1	57.1	50.8	64.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	92.5	92.5	76.0	89.4
Writing	87.6	87.2	65.2	93.6
Mathematics	92.6	92.2	71.3	92.1
Grade 7 Reading	89.6	89.6	77.8	77.3
Writing	72.8	72.8	58.9	73.0
Mathematics	86.2	86.2	68.4	82.2
Grade 8 Reading	87.0	87.1	74.7	74.9
Writing	80.2	79.9	64.8	75.7
Mathematics	80.9	81.0	66.6	71.9
Science	76.9	76.6	63.1	67.2

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.8	95.8	95.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 85 students were responsible for these incidents. These students represent 11.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	2
Personally Threatening Behavior	20	7
Theft	5	1
Physical/Verbal Confrontation	10	5
Fighting/Battery	12	6
Property Damage	3	3
Weapons	1	3
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	78	19
Total	133	46

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

BMS continues to refine the “Hands Up” program which serves as a universal screening for our SRBI initiative. The process of “Hands Up” names concerns, plans specific and measurable interventions, identifies trends, and recognizes progress. Through this process every student is discussed monthly. The data team reviews student data monthly, reports findings to staff, and steers the school improvement agenda. Curriculum work is ongoing. Bethel Middle School is transitioning to an integrated science curriculum and this year, more students than ever are participating in the accelerated mathematics program. The World Languages program has been expanded into 6th grade and these students also participate in rotating enrichment classes. 8th grade students participate in Business Enterprises, a class in which students design a business plan and compete for funding, and a cutting edge STEM program. Art II is offered to students who wish to extend their experience in art. The Framework for Teaching is used school wide for evaluation. Teachers have an active role in their evaluation and hold pre and post conferences in which they discuss student learning. Administrators and teachers participate in learning walks and professional conversations utilizing the framework. Several initiatives have been put in place to assist struggling learners. Both a math lab and a writing lab have been developed. Language! and Text Connections are offered to students who are reading below grade level. Homework Hall is run after school and staffed by certified teachers who provide homework assistance and individual instruction. Special Education teachers meet weekly to identify concerns and share strategies. Schedules were rearranged to allow for common planning time among SPED teachers and regular education teachers who co-teach classes. Pacing charts have been developed for core subjects and common assessments are administered in each discipline every three weeks as a means of identifying gaps in student learning and designing instructional interventions. Vertical teams work to align curriculum grades 6-12.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Bethel Middle School continues to strive for excellence as a professional learning community. Teachers work in highly focused, collaborative teams established for the purpose of improving student achievement. To this end, the focus is on learning rather than teaching. Established protocols are used to organize meetings, examine student work, and guide instructional decisions. Through the advisory program, multi-leveled groups of students meet with advisors twice a month. The focus of the advisory is establishing identity with the school and team building. The intramural program expands annually. Offerings are based on student interest and a large percentage of students participate in one or more activities. Programs are offered both before and after school to address student need. There is a major emphasis on integration of technology. BMS has introduced an innovative Phys-Tech program in which students use technology as a means of improving physical fitness. Smart Boards, Smart document cameras and Senteos are used in the classroom to enhance learning.

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Bethel High School**Bethel School District**

PATRICIA E. COSENTINO, Principal
 GARY M. LAWLOR, Asst. Principal
 CHRISTOPHER TROETTI, Asst. Principal
 Telephone: (203) 794-8600

Location: 300 Whittlesey Drive
 Bethel,
 Connecticut

Website: www.bethel.k12.ct.us/bhs/h1.htm

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 959
 5-Year Enrollment Change: -4.6%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	131	13.7	12.5	29.3
Students Who Are Not Fluent in English	9	0.9	1.0	3.6
Students Identified as Gifted and/or Talented	56	5.8	7.4	5.2
Students with Disabilities	94	9.8	10.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	87	17.4	17.2	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.1	19.0	18.8
Biology I	18.1	20.0	19.0
English, Grade 10	15.7	19.0	19.1
American History	19.1	20.8	20.1

Language Instruction:

Instruction was offered in the following language(s):
 French, Italian, Spanish

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,011	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	46.0	33.4

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	24.0	23.0	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	96.9	92.6
Chemistry	91.4	72.3
4 or More Credits in Mathematics	69.4	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	76.5	54.3
Credit for Level 3 or Higher in a World Language	72.5	60.7
2 or More Credits in Vocational Education	81.2	57.4
2 or More Credits in the Arts	53.3	40.5

Class of 2010

This school required more than the state minimum number of credits for graduation in social studies, science, the arts and/or vocational education, physical education, health, community service

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	25.6	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	60.6	76.8	74.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.6	2.6	2.2
% of Computers with Internet Access	100.0	99.8	99.5
% of Computers that are High or Moderate Power	100.0	99.9	98.2
# of Print Volumes Per Student*	20.2	16.9	16.5
# of Print Periodical Subscriptions	58	46	37

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	75.50
	Paraprofessional Instructional Assistants	3.00
Special Education:	Teachers and Instructors	9.04
	Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		3.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.20
Other Staff Providing Non-Instructional Services and Support		23.00

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

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	11.5	14.5	14.1
% with Master's Degree or Above	69.8	77.2	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.4	9.0	8.1
% Assigned to Same School the Previous Year	87.2	91.4	90.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Bethel High School recognizes and fosters the role of family. BHS utilizes technology to keep parents informed. BHS utilizes Powerschool, a student information system. The new software allows parents to view their child's progress and communicate with teachers more efficiently. Bethel High School maintains an up-to-date web page providing parents with events calendars as well as research tools and college admission information. The incorporation of Moodle, an open source program, permits teachers and students to communicate via the internet; the program allows educators to supplement their traditional courses with many features of virtual courses, including the submission of work and the ability to hold on-line discussions. Moodle also provides parents the ability to access their child's assignments. Most parents elect to participate in the superintendent's "parent mass email" in which they receive critical information in the most expedient fashion. Bethel High School has four parent conferences throughout the year providing parents the opportunity to discuss their child's progress with his/her teacher. Teachers also keep in contact with parents on a regular basis. Teachers contact parents via email or telephone and keep weekly office hours for both parents and students. Bethel High School publishes a monthly newsletter with articles from each department and tips and techniques for academic success. The principal broadcasts a television program on the local educational channel, makes a home visit at least once a month, and makes positive phone calls throughout the year based on teacher recommendations. Bethel High School maintains a College and Career Center. The College and Career Center is staffed by a full-time paraprofessional and is accessible to both students and parents. Naviance, a college and career program designed to provide students and parents with a plethora of information regarding college and career selection is also utilized in the College and Career Center.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	58	6.0
Black	27	2.8
Hispanic	100	10.4
Pacific Islander	0	0.0
White	768	80.1
Two or more races	5	0.5
Total Minority	191	19.9

Percent of Minority Professional Staff : 1.0

Non-English Home Language:

7.9 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 14

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.

Bethel High School presented the program “Rachel’s Challenge” to the entire student body and the community in the fall of 2010. The program’s mission is to “inspire, equip and empower every person to create a permanent positive culture change in their school, business and community by starting a chain reaction of kindness and compassion.” After the initial presentation, students debriefed in small groups and discussed the information that they had received. A small club, Friends of Rachel, was formed to keep the mission statement in the minds of Bethel High School students. Bethel High School’s community service learning program enables students to become active in and around their community, allowing them to work with culturally and economically diverse individuals. BHS has a number of extracurricular clubs/organizations which help to foster diversity throughout the school. The Friendship Club focuses on bringing students with special needs together with other students of differing academic and social backgrounds for a variety of activities. BHS continues to participate in the Unified Sports Program; this program pairs special needs students with non-disabled peers and allows them to compete as a team on the athletic field. The Renaissance Program is designed to recognize and reward all students for academic successes, as well as recognize students who demonstrate strong character. The NJROTC encompasses students of varying backgrounds, and provides numerous opportunities for students to participate in a variety of competitions and events with other students from around the state. Bethel High School participates in Project CLEAR, Preserving Our Histories of World War II and The Academy of Digital Arts and Sciences, all of which provide opportunities for inter-district collaboration with both urban and suburban school districts. Bethel High School is in its third year of implementing PBiS (Positive Behavior Supports) designed to recognize all students for positive behaviors.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	42.6	51	38.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	16	10.6
% of Grade 12 Students Tested	27.9	24.2
% of Exams Scored 3 or More*	78.7	72.5

*A score of three or higher is generally required for earning college credit.

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 scoreable 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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	58.3	44.7	74.3
Writing Across the Disciplines	76.6	61.2	72.9
Mathematics	66.7	49.5	79.7
Science	57.8	47.0	68.2

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

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

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	520	510	69.0
Critical Reading	522	505	73.4
Writing	516	510	64.1
% of Graduates Tested	78.0	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	92.4	91.8	66.8
2009-10 Annual Dropout Rate for Grade 9 through 12	0.2	2.8	87.6

Activities of Graduates	School	State
% Pursuing Higher Education	88.2	84.8
% Employed, Civilian and Military	3.9	9.1

Student Attendance	School	State High Schools
% Present on October 1	97.0	93.3

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 137 students were responsible for these incidents. These students represent 13.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 30 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	1
Personally Threatening Behavior	9	1
Theft	0	1
Physical/Verbal Confrontation	10	0
Fighting/Battery	9	2
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	9	1
School Policy Violations	156	97
Total	198	103

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Bethel High School is aggressively implementing Student Based Research Initiatives (SRBI) and Positive Behavior Supports (PBiS). In conjunction with both SRBI and PBiS, BHS has developed data teams in a variety of areas in an effort to improve achievement for all students. In the upcoming year, BHS will be utilizing RTI Studio, a data collection system, in order to examine student work and trends in order to improve student achievement. Bethel High School maintains a monthly cabinet meeting in which the administration, department heads and curriculum coordinators discuss short and long term goals for the school. The entire faculty participates in Professional Learning Communities (PLC). PLC's are designed for teachers to look at student work, and discuss instructional practices to improve student achievement. Bethel High School continues to work on "redesigning the senior year." Seniors are encouraged to partake in internships, to take at least one course at one of the local colleges, or take online courses through Virtual High School. Bethel High School will be implementing a Capstone project starting with the current freshmen class. Bethel High School has incorporated a "Freshmen Academy" to help students with the transition to high school. Three teachers from English and social studies and four teachers from science teach all of the incoming 9th graders. These teachers are provided with common planning time allowing them to collaborate throughout the year about the academic and social growth of each student. Bethel High School continues to improve its course offerings in order to provide students with a wide range of experiences. For the 2011-2012 school year, Bethel High School has added A.P. Psychology and A.P. Music Theory to its list of courses.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Bethel High School is an accredited by the New England Association of Schools and Colleges. Bethel High School completed its renovation project in the Spring of 2009. The renovation provided updated science laboratories, a new gymnasium, a new band room, a new choral room, a cafeteria to accommodate more students and a restructured counseling and career center as well as other updates to the original building. Bethel High School continues to make advances with regard to technology. The high school continues to incorporate more Smartboards and is making technology one of its major initiatives for the 2010-2011 school year. In the fall of 2011, BHS will have full wireless access for both students and staff. Furthermore, BHS will be encouraging students to Bring Your Own Technology; a policy designed to have students bring in and utilize the varied technologies that they possess smart (phones, iPads, laptops) to enhance their learning experience.
