

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Booth Hill School
Shelton School District**KATHLEEN SHEEHY, Principal
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district 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

School Grade Range: K- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 494

5-Year Enrollment Change: 10.3%

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	28	5.7	11.7	33.1
K-12 Students Who Are Not Fluent in English	11	2.2	2.8	7.3
Students with Disabilities	38	7.7	8.1	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.1	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	62	86.1	88.7	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	395	93.4	90.9	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	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	18.0	18.6	18.1
Grade 2	21.7	20.0	19.3
Grade 5	23.7	22.5	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	18	17
English Language Arts	455	425
Family and Consumer Science	0	1
Health	27	23
Library Media Skills	9	18
Mathematics	181	199
Music	36	33
Physical Education	36	40
Science	103	97
Social Studies	93	92
Technology Education	0	1
World Languages	0	10

*Interdisciplinary Approach

World Language

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

Lunch

An average of 25 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	2.2	2.5	7.1
% 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	84.2	82.5	79.1

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	3.8	3.9	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	100.0	91.7
# of Print Volumes Per Student*	19.6	22.8	27.7
# of Print Periodical Subscriptions	24	14	16

*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	25.11
Paraprofessional Instructional Assistants	9.50
Special Education: Teachers and Instructors	2.50
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.08
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.07
Counselors, Social Workers, and School Psychologists	1.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.66

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	18.2	15.6	13.2
% with Master's Degree or Above	96.7	83.2	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.8	9.2	8.7
% Assigned to Same School the Previous Year	86.7	78.3	72.5

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.

The parents and teachers at Booth Hill School have forged a strong partnership as we work together to achieve the highest possible level of student performance. All parents have many opportunities to be an active part of our school day. A large group of volunteers are actively involved in the classrooms daily in the primary grades, running learning centers, playing math games, and working with young readers. Junior Achievement continues to be coordinated and taught by parents and members of the business community for students in grades 1 through 6. Other parents support academic goals through their efforts at home, by following tips and directions supplied by teachers in weekly newsletters, websites, and special projects. During American Education Week, parents are invited in to class to view specific teaching strategies in action. This past year, the focus was on Reader/Text Connections. Also, school performances give parents a theatrical/musical view of our academic content. The PTA is extremely active, creating many opportunities for socializing in addition to enhancing our educational programs. Parent representation is also an essential element of our Tools for Schools program.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.6
Asian American	22	4.5
Black	1	0.2
Hispanic	11	2.2
White	457	92.5
Total Minority	37	7.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 8.1% 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 15.

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.

Citizenship in our modern world requires a great deal of knowledge and understanding of diversity. Booth Hill School seeks to achieve a high level of empathy in its students by providing many curricular studies of different cultures and backgrounds. These are too numerous to mention, but one example is fourth grade's reading experience with *The Family Under the Bridge* by Natalie Carlson, which deals with homelessness in Paris. As a school, BHS participated in Inclusive Schools Week this year by providing a week full of daily activities and experiences for students. A hands-on experiential approach gave students experiences in dealing with disabilities, understanding different cultures and traditions, and developing a sense of empathy for students who come to our schools and speak a different language.

Over the course of the past two years, five of our teachers have been involved in Project LUCID which links students of urban and suburban schools through telecommunication and planned field trips. One of our teachers sought to expand this concept and paired up with an urban classroom within the district, developing a one-to-one writing project and culminating in a field trip. In addition, students at Booth Hill are provided cultural experiences through PTA funded presentations and the children participate in a myriad of charity drives to reach out and give to others.

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	56.8	43.7	33.8	90.8
Grade 6	50.0	52.0	35.4	80.1

*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	57.1	60.9	52.0	56.8
Writing	87.3	76.6	63.4	95.5
Mathematics	63.5	63.2	60.0	53.1
Grade 4 Reading	73.8	60.0	55.9	78.9
Writing	79.7	65.7	62.9	79.4
Mathematics	76.5	60.3	60.3	76.3
Grade 5 Reading	78.1	71.9	62.2	79.1
Writing	83.6	76.8	64.5	83.7
Mathematics	83.8	71.5	65.9	79.6
Science	64.9	57.4	54.9	63.9
Grade 6 Reading	68.7	74.7	66.3	50.1
Writing	62.7	65.2	61.9	56.5
Mathematics	77.6	74.4	66.4	69.6

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	100.0	99.7	96.4

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 2006-07 school year, 1 student was responsible for these incidents. This student represents 0.2% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
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	1	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Booth Hill School has an active group of teachers who participate in our monthly School Improvement Team meetings.. Through the efforts of this group, the faculty developed a specific focus this past year in the area of Reader/Text Connections. Curriculum-based assessments have shown great progress as a result of new strategies and the CMT scores in this strand showed a 40% gain in third grade, a 37% cohort gain in fourth grade, and a continuance of the solid skill base in fifth grade. Writing scores were very strong with 87% of students at goal in grade 3 and 84% at grade 5. Teachers have become increasingly focused on performance data as they use INFORM to collect pre and post scores in math and graph improvements and areas needing further instruction. Using the data collected in reading, we have found that of students who were identified as at-risk and participated in Early Reading Success program as first and second graders, 62 – 66%, achieved goal in the CMT Reading in their respective grades last year. As we review our alignment of DRA scores with the CMT, we can clearly see a need to build reading accuracy and fluency as well as comprehension, especially in the primary grades. This past year, teachers in K-2 have added Earobics (a computer program to enhance phonemic awareness skills) to their repertoire of interventions. In mathematics, it appears that students in grade 5 continued to progress in math as the district changed over to Every Day Math. A specific focus for that grade level was math applications where mastery levels were achieved by 95% of the students. District initiatives increased formal teacher collaboration time used for planning and looking at student work by two hours per month.

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 Booth Hill School, as we focus on educating our students in the area of citizenship teachers and parents join together to provide experiences that promote understanding of and empathy for others. The Positive Behavioral Support program coupled with The Developmental Guidance Curriculum used in grades K-6 target his realm. Specific skills and dispositions are taught, modeled and reinforced throughout the building. This year, Booth Hill School instituted a Student Council in order to promote student leadership skills and continue to foster a community of caring. Students immediately set about creating a functioning recycling program, organized charity events, book swaps, and school spirit activities.

Maintaining a strong emphasis on the arts, Booth Hill participates in the district art festival and provides opportunities for student concerts. We have proudly hailed winners in local contests: Two students were recognized in the Shelton “Youth Speaks Out” contest and two others achieved recognition in the Fire Prevention Poster/Essay Contest. A second grader was honored for this artwork in the citywide Shelton Arts Contest. In addition, there were opportunities to showcase our talented pupils through a school-wide Talent Show and individual talent spots in our school performances.
