

STRATEGIC SCHOOL PROFILE 2006-07
Elementary School K-6 Edition

Booth Hill School
Shelton School District

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

STUDENT ENROLLMENT

Total Enrollment: 480

5-Year Enrollment Change: 11.9%



TYPE OF SCHOOL

School Type: Traditional/Regular

School Grade Range: K- 6

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2006-07	6.9	11.1	27.7
	2002-03	3.3	11.1	28.8
% of K-12 Students with Non-English Home Language	2006-07	8.1	10.3	13.5
	2001-02	4.9	6.3	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	93.0	92.7	87.7
	2001-02	92.2	92.0	86.2
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	95.2	87.1	79.3
	2001-02	98.1	84.5	75.1

Enrollment in Special Programs	Students in School	Percent in School	% in District K-6 Schools	% in State K-6 Schools
Bilingual Education and English as a Second Language Services (K-12)	9	1.9	2.7	6.9
Compensatory Education	96	20.0	22.6	23.6
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	0	0.0	0.0	1.8
Special Education	35	7.3	7.3	10.8
Prekindergarten	0	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	3	0.6
Asian American	19	4.0
Black	1	0.2
Hispanic	8	1.7
White	449	93.5

STUDENT RACE/ETHNICITY

Total Minority 2006-07	6.5%
Total Minority 2001-02	7.0%

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.

Many of our curriculum themes and activities continue to provide Booth Hill School students with opportunities to enhance their understanding of other cultures and their customs. The cultural arts programs which are provided by the Booth Hill School PTA focus on a variety of cultures and their traditions. Through our food drives, Adopt-An-Angel program, Toys for Tots collection and holiday gifts for Meals on Wheels clients our students have developed a much better understanding of the economic disparities that are very much a part of our society and the impact they have on our lives and the lives of those around us.

The implementation of the Developmental Counseling Curriculum is very effective in that it engages the students in bias reduction activities. The school counselor provides instruction that includes opportunities for story telling, journal writing and role playing to help the students to understand and appreciate cultural differences. Our Caring Kids and Booth Hill School Kids Caring for Kids programs enable the students to experience positive outcomes when their actions reflect the skills they have learned through the Developmental Counseling Curriculum.

Providing Booth Hill School students and staff with opportunities to interact with students and staff of other schools with a diverse population is an ongoing goal. During the 2007-2008 school year we will seek additional means through which we can continue to enhance the programs we now have and explore the implementation of new and different ones.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	1,001	1,001	985

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

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
Video	8.3	6.9	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	85.1	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.4	4.9	3.6
% of Computers that are High or Moderate Power	84.4	85.8	89.5
% of Computers with Internet Access, All Speeds	100.0	99.7	97.3
% of Computers with High Speed Internet Access	100.0	99.7	96.1
% of Internet Computers with Filtering Software	100.0	100.0	98.6

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued

LIBRARY MATERIALS

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

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	29.3	23.3	28.0
% of Print Volumes Purchased in the Last Three Years	1.1	9.3	12.2
# of Print Periodical Subscriptions	19	15.0	15.1
# of Non-Print Materials	350	289.7	406.8

*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.

STAFFING RESOURCES



Average Class Size		School	District	State
Gr. K	2006-07	15.8	18.8	18.2
	2001-02	13.5	17.2	18.3
Gr. 2	2006-07	23.3	20.8	19.5
	2001-02	23.7	20.0	19.6
Gr. 5	2006-07	21.3	22.6	21.2
	2001-02	21.3	21.4	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	26.1	26.1
Administrators	1.1	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	0.4
Counselors, Social Workers, and School Psychologists	1.0	1.5
Other Professionals	2.0	1.8
# of Non-Certified Instructional	12.3	10.2

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Years of Experience in Connecticut and Other Locations	18.2	16.1	14.0
% with Master's Degree or Above	97.4	84.8	81.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	18	15	17	Yes
English Language Arts*	455	455	427	No
Family and Consumer Science	0	0	1	N/A
Health*	27	27	23	No
Library Media Skills	9	12	18	Yes
Mathematics	181	181	195	No
Music	36	36	32	No
Physical Education	36	36	40	No
Science*	105	105	97	No
Social Studies*	95	97	92	No
Technology Education	0	0	1	N/A
World Languages	0	0	11	N/A

*Interdisciplinary Approach

SCHOOL PROCESSES, continued



Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	No	No
Summer School (2006)	Yes	Yes
Other	No	No

World Language Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 20.0% of K-6 schools offer world language instruction.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2005-06 School Year	1.0	1.0	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	9.7	8.4	8.7
% Certified Staff Assigned to Same School the Previous Year	82.1	79.4	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

The Booth Hill School community enjoyed many successes during the 2006-2007 school year. Booth Hill students excelled in the PTA Reflections Program, the Fire Prevention Poster Contest and a variety of artistic competitions which were sponsored by community organizations at various times throughout the year.

The curriculum was further enhanced by the ongoing systemwide cyclical process of curriculum revision. A new social studies text was adopted, the science curriculum was enhanced by the purchase of additional resource materials and an elementary health program was implemented in grades 2 and 4. Preparation was made to transition grades 5 and 6 to the Everyday Math Program in 2007-2008. The Junior Achievement Program, which was coordinated and taught by parents and members of the business community, was provided for students in grades 1 through 6.

The Booth Hill School community was very successful in its monetary support of the American Heart Association, the Leukemia and Lymphoma Society, Muscular Dystrophy Association, American Cancer Society and the Shelton High School Food Bank. We continue to be very proud of the generosity and community support which exists at Booth Hill School. We look forward to continued success in 2007-2008

STUDENT PERFORMANCE

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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	67.9	58.7	52.3	1.6	92.6
Writing	74.4	66.1	60.8	0.0	93.9
Mathematics	77.4	60.8	59.4	0.0	96.0
Grade 4 Reading	78.4	65.4	57.0	0.0	95.2
Writing	87.8	74.9	65.1	0.0	96.8
Mathematics	82.4	65.0	62.3	0.0	100.0
Grade 5 Reading	69.2	72.3	61.4	2.6	98.7
Writing	86.2	75.8	64.6	2.3	98.5
Mathematics	73.8	70.2	66.0	4.5	95.8
Grade 6 Reading	83.6	76.2	64.3	0.0	100.0
Writing	80.0	70.9	63.0	0.0	97.5
Mathematics	87.3	74.1	63.9	0.0	97.4



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 K-6	State K-6
% on October 1, 2006	96.3	96.7	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	43.7	45.3	33.5	0.0	86.6
Grade 6	41.8	49.5	35.5	0.0	93.8

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The results of the CMT taken in March 2007 provided substantial evidence of sustained improvement in the academic progress of students in grades 3 through 6 at Booth Hill School. The percentage of students achieving at/above goal at all grade levels exceeded the percentage at both the state and local level in all areas with only one exception. The percentage of the students achieving at/above proficient at all grade levels exceeded the percentage of both the state and local levels in all areas. A comparison of scores for students in grades 3, 4 and 5 in 2006 to those of students in grades 4, 5 and 6 in 2007 reflected increases in percentages or percentages very close to those achieved by groups of students whose membership was very similar to that of the previous year. For example, grade 3 in 2006 was compared to grade 4 in 2007 to substantiate this statement.

While we were pleased with our percentages, we realize that we need to focus our efforts on continued improvement. The ways in which we will do this are listed below.

- Strategies and techniques of implementation in all curriculum areas will continue to be adapted and adjusted to meet the needs of all students.
- Students in Kindergarten, grades 1 and 2 will continue to benefit from the enhanced and updated Waterford Reading Program and the Early Success Reading Program.
- Students in grades 5 and 6 will benefit from the transition to the Everyday Math Program.
- Two instructional tutors will provide remediation to all levels.
- Grade levels will continue to formally share teaching and learning strategies.
- Parent workshops will be provided to better acquaint parents with standards and expectations.
- Professional development programs will provide us with opportunities to closely analyze and plan strategies to decrease the loss of instructional time due to students' oppositional behaviors.

SUPPLEMENTAL SCHOOL INFORMATION

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

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To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school/district website, see sheltonpublicschools.org

