

**STRATEGIC SCHOOL PROFILE 2001-02**

Elementary School K-6 Edition

**Booth Hill School  
Shelton School District**SANDRA M MAHONY, Principal  
School Type: Traditional/Regular

Telephone: 203-929-5625

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).  
Data were provided by the local school district during the fall of 2001.

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**STUDENT ENROLLMENT**

School Grade Range PK- 6  
Total Enrollment 429  
5-Year Enrollment Change -7.3%\*

**FACILITIES**

# of Permanent General Classrooms 20  
# of Portable Classrooms 0  
Year of Original Construction 1969

\*Between 1996 and 2001, was redistricted, grades changed

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**SCHOOL NEED**

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	3.1	11.2	25.7
	2000-01	0.7	6.7	26.4
% of K-12 Students with Non-English Home Language	2001-02	4.9	6.3	14.1
	1998-99	3.9	6.3	13.1
% of Students who Attended This School the Previous Year	2001-02	92.2	92.0	86.2
	1996-97	92.5	90.5	85.4
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	98.1	84.5	75.1
	1996-97	96.8	85.5	69.4

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)	0	0.0	1.7	5.3
Compensatory Education	105	24.5	19.5	24.1
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	8	1.9	2.2	2.2
Special Education	33	7.7	7.7	11.1
Prekindergarten	2	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	12	2.8
Black	6	1.4
Hispanic	11	2.6
White	399	93.0

**Total Minority 2001-02** 7.0%

**Total Minority 1996-97** 3.2%



### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

#### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

An ongoing goal is to provide the students and staff at Booth Hill School with the opportunity to interact with students and staff of other schools with a diverse population. During the 2001-2002 school year, students and teachers in kindergarten and grade 3 experienced such opportunities.

Our kindergarten students and their teachers participated in a Sister Schools Grant Program with students and teachers in Ansonia. Throughout the school year the classes shared visits at their schools and the public libraries in both Ansonia and Shelton. The project culminated with each student receiving their library card. Booth Hill School's Grade 3 students and their teachers participated in the Bridge to Success Cooperative Learning Program. This program provided them with the opportunity to meet and work with students and teachers from Bridgeport. A major strength of the Bridge to Success Program was that throughout the year there were ongoing communications between the "sister" classes. This enabled the students to be more familiar with each other's interests when they met at their respective schools and at the nursery. While interacting with peers from diverse backgrounds, the students learned about Native American culture and protecting the environment. The activities for this program also reinforced skills and curriculum knowledge in math and social studies.

The implementation of the Development 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.

Many of our curriculum themes and activities continue to provide our students with opportunities to enhance their appreciation and understanding of their cultures and their customs. Many of the cultural arts programs that were provided by the Booth Hill School PTA focused on a variety of cultures. Through our food drives, Adopt-An-Angel program and Toys for Tots collection, 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 daily lives.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Total Hours of Instruction Per Year	998	998	982

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

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	8.7	7.7	57.1
Voice	0.0	0.0	62.2
Internet Access	47.8	44.2	88.4
Multi-Room Network (LAN)	0.0	19.9	55.8

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	6.8	9.0	4.8
% of Computers that are High or Moderate Power	52.4	57.6	91.6
% of Computers with Internet Access, All Speeds	17.5	21.4	77.1
% of Computers with High Speed Internet Access	0.0	8.7	71.2
% of Internet Computers with Filtering Software	100.0	100.0	80.1

This school does not have a functional satellite link.

### LIBRARY MATERIALS

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

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	28.0	22.0	22.9
% of Print Volumes Purchased in the Last Three Years	5.0	7.4	17.2
# of Print Periodical Subscriptions	18	15.5	18.2
# of Non-Print Materials	275	303.5	406.3

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2001-02	13.5	17.2	18.3
	1996-97	20.7	21.0	19.2
Grade 2	2001-02	23.7	20.0	19.6
	1996-97	25.7	20.1	20.5
Grade 5	2001-02	21.3	21.4	21.5
	1996-97	19.7	22.3	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2001-02</b>	<b>2000-01</b>
# of Certified Staff		
Teachers	25.2	25.2
Administrators	1.0	1.0
Library/Media Staff	0.4	0.5
Counselors, Social Workers, and School Psychologists	1.7	1.4
Other Professionals	2.1	2.3
# of Non-Certified Instructional	10.2	11.2

<b>Professional Staff Race/Ethnicity</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1996-97</b>
% Minority	0.0	0.0	0.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Number of Years Experience in Connecticut	16.2	15.7	13.0
% with Master's Degree or Above	94.4	82.6	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	47.2	38.6	24.8

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education*	18	18	18	Yes
English Language Arts*	455	455	426	No
Family and Consumer Science	0	0	1	N/A
Health*	27	27	26	No
Library Media Skills	9	9	19	No
Mathematics	181	181	186	No
Music	36	36	32	No
Physical Education	36	36	40	No
Science*	105	105	97	No
Social Studies*	95	95	97	No
Technology Education	0	0	1	N/A
World Languages	0	0	11	N/A

\*Interdisciplinary Approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 15.9% of K-6 schools offer world language instruction.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	No	No
Summer School (2001)	No	No
Other	No	No



### 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 interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2000-01 School Year	1.6	1.0	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	8.3	7.3	7.7
% Certified Staff Assigned to Same School the Previous Year	94.4	90.4	83.0


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2001-02</b>	<b>District 2001-02</b>	<b>State 2001-02</b>
Grade 4 Reading	66	81	68	57.9
Writing	72	89	71	61.2
Mathematics	71	84	74	61.0
All Three Tests	54.8	71.9	54.5	42.8
Grade 6 Reading	73	87	72	63.6
Writing	83	76	69	60.0
Mathematics	75	86	75	61.0
All Three Tests	63.0	67.6	56.9	45.4
Participation Rate	100.0	100.0	98.7	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

<b>Physical Fitness</b>		<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests				
	Grade 4	78.6	35.1	32.1
	Grade 6	79.1	39.7	33.7

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2001	96.3	96.5	95.9

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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

**Evidence of Sustained Improvements in Student Accomplishments**

Booth Hill School students achieved very gratifying results in the Connecticut Mastery Test as administered in the fall of 2001. 84% of our Grade 4 students met or surpassed the goal in math. This exceeded the district's percentage by 10 points, the state's percentage by 23 points and our ERG's percentage by 17 points. In reading 81% of our students met or surpassed the goal. This exceeded the district's percentage by 13 points, 23 points in excess of the state average and 15 points above our ERG. At 89% writing was our area of greatest strength for our Grade 4 students. This was 18 points in excess of the district percentage, 28 points above the state and 22 points above the ERG. 86% of our Grade 6 students met or exceeded the goal in math. This exceeded the district average by 11 points, the state average by 25 points and the ERG by 18 points. In reading, their 87% was 15 points higher than the district, 23 higher than the state and 17 higher than the ERG. The grade 6 writing percentage was 76. This exceeded the district percentage by 7 points, the state by 16 and the ERG by 10 points.

We are pleased with these percentages and will continue to implement programs and strategies that enhance student achievement. The ways in which we will do this are listed below.

- New math programs will be implemented at all grade levels.
- Students in Grades 1 and 2 will benefit from the Early Success Reading Program.
- The Soar to Success Program will provide small group reading instruction for students in Grades 3 and 4.
- Students in Grade 3 will receive the support of the Math Assistant.
- Two Instructional Tutors will provide remediation to all levels.
- CMT achievements will continue to be celebrated by the entire school community.
- Grade levels will continue to formally share teaching and learning strategies.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

**Supplemental School Information**

The Booth Hill School community enjoyed many successes during the 2001-2002 school year. Both students and staff received recognition for a number of outstanding achievements. Booth Hill School students excelled in the PTA Reflections Program, the Connecticut School Bus Safety Poster Contest, the "Youth Speaks Out" poster and essay contest and in the Connecticut Women's History Month essay contest. Five of our teachers were recognized with an I.D.E.A. Grant and an ACES Grant.

Two math pilots were implemented in grades one through four. This resulted in the adoption of a new math program for these grade levels. The piloting process was very beneficial in that all of our students were challenged by more complex mathematical challenges throughout the school year. Our students in Kindergarten through grade 6 were involved in Junior Achievement, thanks to the support of a parent coordinator. The recording of a holiday CD, which was coordinated by our music teacher, provided our students with a new experience.

The Booth Hill School community was very generous to a number of worthy causes throughout the year. The American Red Cross received a donation of \$8137.00 for the New York Disaster Relief Fund. \$7500.00 was raised for the American Heart Association through the Jump Rope for Heart. Our March Read-A-Thon raised \$3000.00 for the Ronald McDonald House. We continue to be very proud of the accomplishments of our school community and look forward to continued success in 2002-2003.

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