

STRATEGIC SCHOOL PROFILE 2003-04

Elementary School K-6 Edition

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

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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

School Grade Range	K - 6
Total January Enrollment	473
5-Year Oct. Enrollment Change	-2.7%

**FACILITIES, 2002-03**

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

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	2003-04	5.7	11.3	29.2
	2002-03	3.3	11.1	28.8
% of K-12 Students with Non-English Home Language	2003-04	4.2	7.6	13.3
	1998-99	3.9	6.3	13.1
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	90.7	88.4	87.5
	1998-99	96.2	92.3	84.9
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2003-04	92.7	90.7	76.4
	1998-99	96.9	88.1	72.0

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)	4	0.8	2.6	6.2
Compensatory Education	92	19.5	23.4	26.6
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	5	1.1	1.7	1.9
Special Education	28	6.0	6.8	11.2
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.6
Asian American	17	3.6
Black	6	1.3
Hispanic	8	1.7
White	439	92.8
Other	0	0.0

Total Minority 2003-04 7.2%

Total Minority 1998-99 5.0%



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.

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.

Our most successful sister school project continues to be the Bridge to Success Cooperative Learning Program. This program provides Booth Hill School students in Grade 3 and their teachers with the opportunity to meet and work with students and teachers from Bridgeport. A major strength of the Bridge to Success Program is that throughout the year there are ongoing communications between the "sister" classes. This enables the students to be more familiar with each other's interests when they meet at their respective schools and at the nursery. While interacting with peers from diverse backgrounds, the students learn about Native American culture and protecting the environment. The activities for this program also reinforce skills and curriculum knowledge in math and social studies.

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 2004-2005 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	998	998	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	8.7	7.6	57.4
Voice	0.0	38.0	68.7
Internet Access	47.8	43.7	94.7
Multi-Room Network (LAN)	0.0	19.6	70.9

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	6.7	8.6	4.2
% of Computers that are High or Moderate Power	50.0	50.7	63.4
% of Computers with Internet Access, All Speeds	15.7	34.3	89.0
% of Computers with High Speed Internet Access	0.0	23.3	86.8
% of Internet Computers with Filtering Software	100.0	100.0	94.6

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.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	28.6	23.5	24.8
% of Print Volumes Purchased in the Last Three Years	1.2	8.5	15.5
# of Print Periodical Subscriptions	22	16.8	16.4
# of Non-Print Materials	318	321.2	395.2

*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
Grade K	2003-04	20.5	21.5	18.7
	1998-99	16.0	18.0	18.6
Grade 2	2003-04	18.7	19.3	19.8
	1998-99	22.3	19.9	20.1
Grade 5	2003-04	22.0	22.2	21.4
	1998-99	25.3	21.3	21.5

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	25.1	25.2
Administrators	1.0	1.0
Library/Media Staff	0.4	0.4
Counselors, Social Workers, and School Psychologists	1.3	1.5
Other Professionals	1.5	2.0
# of Non-Certified Instructional	10.1	9.7

Professional Staff Race/Ethnicity	2003-04	2002-03	1998-99
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	18.0	16.5	13.1
% with Master's Degree or Above	93.9	82.9	80.0
% Trained as Mentors, Assessors, or Cooperating Teachers	54.5	42.0	28.0

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	18	18	Yes
English Language Arts*	455	455	424	No
Family and Consumer Science	0	0	1	N/A
Health*	27	27	24	No
Library Media Skills	9	9	18	No
Mathematics	181	181	188	No
Music	36	36	33	No
Physical Education	36	36	40	No
Science*	105	105	97	No
Social Studies*	95	95	96	No
Technology Education	0	0	2	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, 16.2% 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 (2003)	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 2002-03 School Year	1.8	1.1	2.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	9.8	9.0	8.3
% Certified Staff Assigned to Same School the Previous Year	100.0	91.7	84.8


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. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2003-04	District 2003-04	State 2003-04
Grade 4 Reading	66	74.7	65.9	54.3
Writing	72	88.0	85.0	65.8
Mathematics	71	77.3	70.5	57.6
All Three Tests	54.8	64.0	55.3	42.3
Grade 6 Reading	73	76.2	73.6	61.9
Writing	83	79.4	75.7	62.2
Mathematics	75	77.8	76.7	62.0
All Three Tests	63.0	66.7	60.9	46.4
Participation Rate	100.0	100.0	99.1	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

Physical Fitness		School	District	State
% Passing All 4 Tests				
	Grade 4	67.1	48.7	32.1
	Grade 6	78.1	48.3	34.3

Student Attendance	School	District K-6	State K-6
% on October 1, 2003	97.4	97.0	97.1

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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.

Booth Hill School grade 4 students achieved very gratifying results on the Connecticut Mastery Tests as administered in the fall of 2003. 77% of our Grade 4 students met or surpassed the goal in math. This exceeded the district's percentage by 7 points and the state's percentage by 19 points. In reading 75% of our students met or surpassed the goal. This exceeded the district's percentage by 9 points and the state's percentage by 21 points. At 88%, writing was the area of greatest success for our Grade 4 students. This was 3 points in excess of the district percentage and 30 points above the state's percentage. The scores of our grade 6 students reflected percentages above the district and state in math, reading and writing. 78% of our grade 6 students achieved the goal in math. This was one percentage point above the district and 16 points in excess of the state percentage. In reading 76% achieved goal as compared to 74% in the district and 62% in the state. In writing 79% achieved goal as compared to 76 in the district and 62% in the state.

While we are 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 benefit from the Waterford Reading Program and the Early Reading Success Program.
- Students in grades 3 and 4 will benefit from the Soar to Success Reading Program.
- Students in grades 2 and 3 will receive the support of the Math Assistant.
- 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.

SUPPLEMENTAL SCHOOL INFORMATION

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.

The Booth Hill School community enjoyed many successes during the 2003-2004 school year. Booth Hill students excelled in the PTA Reflections Program, the Connecticut School Bus Safety Poster Contest and the Women's History Month Essay Contest. A short story written by a Grade 4 student was published in the Anthology of Short Stories by Young Americans. The Booth Hill School PTA recognized two staff members with the "Spirit of PTA" award.

The curriculum continued to be enhanced by the full implementation of the Everyday Math program and the continued re-organization of the social studies and science content. Through the efforts of a parent coordinator and numerous volunteers our students in Grades 1 through 6 participated in Junior Achievement. The production of a holiday CD which was co-ordinated by our Music teacher, provided our students with an exciting learning experience.

The Booth Hill School community was very generous to a number of worthy causes throughout the year. The most significant of these was the \$8099.00 which was raised for the American Heart Association through Jump Rope for Heart, and \$1180.00 which was raised for the Yale Children's Clinic. Throughout the year financial support was provided for the Shelton High School Food Bank and a number of special causes. We continue to be very proud of the generosity and community spirit which exists at Booth Hill School. We look forward to continued success in 2004-2005.

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

For the school/district website, see electronicvalley.org/shelton/k12/boothhill/index.htm
