

STRATEGIC SCHOOL PROFILE 2008-09

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 Education

School Grade Range: K- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 502

5-Year Enrollment Change: 6.1%

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	23	4.6	13.4	34.2
K-12 Students Who Are Not Fluent in English	17	3.4	3.4	7.0
Students with Disabilities	47	9.4	10.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	60	89.6	85.7	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	406	93.8	89.9	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	988

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	16.8	19.0	18.3
Grade 2	20.7	20.6	19.3
Grade 5	20.5	19.6	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education	18	17
English Language Arts ¹	455	427
Family and Consumer Science	0	1
Health ¹	27	22
Library Media Skills	9	18
Mathematics	181	198
Music	36	32
Physical Education	36	40
Science ¹	103	98
Social Studies ¹	93	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary 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	3.4	3.4	7.0
% 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	91.5	86.0	80.3

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	3.8	3.9	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	21.5	22.9	28.2
# of Print Periodical Subscriptions	16	13	13

*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	25.27
Paraprofessional Instructional Assistants	12.18
Special Education: Teachers and Instructors	2.61
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and/or 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	7.37

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	16.5	14.7	13.3
% with Master's Degree or Above	96.8	83.5	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.3	8.6	8.6
% Assigned to Same School the Previous Year	87.1	87.4	83.3

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 this school.

In order to achieve the highest level of student achievement, the parents and staff of Booth Hill School have forged a strong partnership. Parents are kept informed through monthly newsletters from the principal, individual teachers, and the PTA, website postings by the school and the specific teachers, and the use of our automated telephone calling system. Each and every parent has the opportunity to be an active part of our school day. Parents volunteer daily in the primary grades by running learning centers, playing math games, and working with young readers. Junior Achievement continues to be coordinated and taught in grades 1 - 6 by parents and members of the business community. 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 to come into their child's class to participate in a reading lesson demonstrating specific strategies. This past year, our focus was on non-fiction reading strategies. Additional home school connections occur through PTA social events, the annual academic Share-Fair, Let's Do Lunch., Student Author Celebrations, Spirit Assemblies, Concerts, and Plays. Parent representation is also an important element of our Tools for Schools program.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	26	5.2
Black	3	0.6
Hispanic	12	2.4
White	459	91.4
Total Minority	43	8.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 9.0% 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 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.

The staff and students at Booth Hill School understand that peaceful citizenship in our modern world requires an understanding and an appreciation of diversity. Our strong Character Education program emphasizes the positive attributes of each person's interactions rooted in the care and consideration of others. With monthly themes, messages from both student leaders and teachers, and student recognition events, we seek to build cooperative, responsible citizens who truly understand the concept of building good character and relating to others based on those attributes. The Developmental Guidance Curriculum brought to each class by the School Counselor integrates these concepts. To help students gain a deeper knowledge and empathy for people from different backgrounds, the reading and social studies curricula come into play. Stories and historical accounts become learning events through role-playing, debates, and reflective writings. The Media Center is a strong component of this aspect of education through book selections and specific lessons. In addition, the PTA brings speakers and performers to our stage to cultivate understandings of other cultures. Parents share background differences in classroom presentations and students from other countries play an active role in educating their peers.

A strong sense of community caring is present and consistently reinforced as students routinely collect goods or funds for those less fortunate. These initiatives include food drives, sneaker collections, Holiday giving through Adopt an Angel, collections for TRIO and FAN, and used book drives.

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	37.9	37.4	33.6	59.4
Grade 6	48.0	43.6	35.3	77.4

*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	68.2	66.0	54.6	72.0
Writing	82.1	74.2	62.5	86.8
Mathematics	78.5	68.4	62.8	75.2
Grade 4 Reading	66.2	68.6	60.7	57.5
Writing	92.3	75.0	64.2	98.8
Mathematics	73.8	70.4	63.6	65.4
Grade 5 Reading	79.0	70.2	66.0	72.7
Writing	86.6	75.4	66.5	89.6
Mathematics	79.3	68.7	68.8	70.2
Science	63.4	56.9	58.1	58.3
Grade 6 Reading	90.0	82.4	68.9	90.4
Writing	81.1	74.2	62.2	85.1
Mathematics	88.0	79.7	68.8	81.1

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.

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	97.2	96.6	96.2

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. 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, 2007-08		
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.

In our constant quest to improve student performance, a dedicated group of teachers lead the charge by participating on the School Improvement Team. Reviewing our testing results from the previous year, the staff can celebrate consistently strong achievement in writing with all grade levels in the 80%+ range and significant gains in Making Reader/Text Connections. On the other hand, the SIT has seen a need to bolster reading performance particularly in the lower grades. Our goal this past year has been in the area of reading comprehension with a specific focus on non-fiction text. Each grade level improved significantly from last year's percentage of students at goal. Our Special Education Team has worked very hard along with the District Inclusion Specialist to enhance student performance. Review of the grade 4 and 5 cohort indicated the percentage of students making goal in five of 6 subject areas typically rose 20 to 40 percentage points. Also, within the 88% of all sixth graders who achieved goal in math, 60% were at the advanced level. Our initiatives for the upcoming year include increased use of technology for academic interventions, continued focus work on specific strategies for improved reading instruction, targeting CMT strands developmentally in the primary grades, and a tri-school effort to devise differentiated math centers.

SUPPLEMENTAL SCHOOL INFORMATION

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

In addition to the strong emphasis on academics, students at Booth Hill are encouraged to display their talents in the arts. Students participate in the band program beginning in grade 5. Our students have proudly won awards in the district art contests, Fire Prevention Poster Contest, and "Youth Speaks Out" competition. Four of our students placed in the PTA State Reflections Contest. Our concerts, plays, and spirit assemblies are a venue for students to share their musical and theatrical talents. We applaud student extra-curricular achievements in athletics, citizenship, and the arts as part of our morning message. Student interactions and behavior have been enhanced through the Positive Behavior Support program. Our Student Council continues to be a source of charity and spirit rousing activities for the school. Their activities have included promoting the recycling program, planting trees in the front of the school, conducting a number of charity drives, voting on a school mascot and song, and organizing the ever-favorite "Crazy Hat Day."
