

STRATEGIC SCHOOL PROFILE 2002-03

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	448
5-Year Oct. Enrollment Change	-6.3%

**FACILITIES, 2001-02**

# 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	2002-03	3.3	11.1	28.8
% of K-12 Students with Non-English Home Language	2002-03	4.5	7.2	13.4
	1998-99	3.9	6.3	13.1
% of Students who Attended This School the Previous Year	2002-03	89.6	89.0	86.7
	1997-98	90.5	89.3	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	89.0	86.7	75.9
	1997-98	96.8	87.6	70.4

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)	3	0.7	2.3	5.4
Compensatory Education	115	25.7	22.9	25.1
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	3	0.7	1.9	2.3
Special Education	34	7.6	7.8	11.1
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.7
Asian American	18	4.0
Black	8	1.8
Hispanic	8	1.8
White	411	91.7
Other	0	0.0

Total Minority 2002-03 8.3%

Total Minority 1997-98 3.8%



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 2003-2004 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	986

*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	56.0
Voice	0.0	18.4	68.5
Internet Access	47.8	43.7	93.9
Multi-Room Network (LAN)	0.0	19.6	69.6

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	6.9	8.8	4.5
% of Computers that are High or Moderate Power	55.4	66.6	95.0
% of Computers with Internet Access, All Speeds	16.9	21.0	85.2
% of Computers with High Speed Internet Access	0.0	9.1	81.2
% of Internet Computers with Filtering Software	100.0	89.9	86.4

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*	29.1	22.9	24.0
% of Print Volumes Purchased in the Last Three Years	5.9	8.1	16.1
# of Print Periodical Subscriptions	17	14.8	17.3
# of Non-Print Materials	287	278.8	421.6

*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	2002-03	18.3	18.4	18.3
	1997-98	21.0	20.5	19.0
Grade 2	2002-03	15.3	19.0	19.5
	1997-98	24.0	21.8	20.5
Grade 5	2002-03	19.7	20.5	21.6
	1997-98	20.3	22.8	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	25.2	25.2
Administrators	1.0	1.0
Library/Media Staff	0.4	0.4
Counselors, Social Workers, and School Psychologists	1.5	1.7
Other Professionals	2.0	2.1
# of Non-Certified Instructional	9.7	10.2

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% 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	16.8	15.7	12.9
% with Master's Degree or Above	94.1	79.3	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	52.9	38.5	26.0

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	17	Yes
English Language Arts*	455	455	430	No
Family and Consumer Science	0	0	1	N/A
Health*	27	27	26	No
Library Media Skills	9	9	18	No
Mathematics	181	181	186	No
Music	36	36	32	No
Physical Education	36	36	40	No
Science*	105	105	96	No
Social Studies*	95	95	96	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, 15.6% 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 (2002)	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 2001-02 School Year	2.1	1.0	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	8.1	8.5	8.1
% Certified Staff Assigned to Same School the Previous Year	97.1	91.4	83.5


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 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	66	72.1	62.6	55.9
Writing	72	86.8	72.2	61.5
Mathematics	71	79.4	68.1	60.4
All Three Tests	54.8	66.2	50.5	42.1
Grade 6 Reading	73	66.2	73.2	64.1
Writing	83	58.8	75.4	60.8
Mathematics	75	66.2	75.4	61.0
All Three Tests	63.0	54.4	63.4	46.2
Participation Rate	100.0	100.0	99.0	96.5



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	72.7	48.1	32.6
	Grade 6	72.3	49.9	33.8

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	98.7	97.9	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 in the Connecticut Mastery Test as administered in the fall of 2002. 79% of our Grade 4 students met or surpassed the goal in math. This exceeded the district's percentage by 11 points and the state's percentage by 19 points. In reading 72% of our students met or surpassed the goal. This exceeded the district's percentage by 9 points and the state's percentage by 16 points. At 87%, writing was the area of greatest success for our Grade 4 students. This was 16 points in excess of the district percentage and 25 points above the state's percentage. Our Grade 6 scores did not reflect the progress we had hoped for. While our percentages remained above the state's in both reading and math, writing reflected a decline when compared to both the district and the state. An in-depth review of the previous performance of our grade six students provided us insight into our percentages. The percentage of students achieving the goal in each area was significantly impacted by the test results of students who were new to our school in grades 5 and 6. We are optimistic that we now have strategies in place which will result in an improvement in our scores in all areas.

We are pleased with our Grade 4 percentages and realize the need to further address our Grade 6 scores from this year. We will continue to examine our programs and strategies in an effort to foster student achievement in all areas. The ways in which we will do this are listed below.

- " The Everyday Math Program and MIC will continue to be evaluated since they are now fully implemented.
- " Students in Kindergarten, grades 1 and 2 will benefit from the Waterford Reading Program and the Early Success Reading Program.
- " Students in grades 3 and 4 will benefit from the Soar to Success Reading Program.
- " Students in grade 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 2002-2003 school year. Both students and staff received recognition for a number of outstanding achievements. Booth Hill 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 Save the Children Poster Contest. Seven of our teachers were recognized with I.D.E.A. and Healthy Valley grants.

The Everyday Math program was implemented in Grades one through four, and the social studies curriculum was re-organized to make it more progressive, meaningful and appropriate. Through the efforts of a parent coordinator and numerous volunteers our students in Grades 1 through 6 participated in Junior Achievement. The "Art to Remember" project, which was coordinated by our art 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 most significant of these was the \$7,300.00 which was raised for the American Heart Association through the Jump Rope for Heart, and \$2,256.00 which was raised for the Ronald McDonald House through our March Read-A-Thon. 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 2003-2004.

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.