

**STRATEGIC SCHOOL PROFILE 2004-05**

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).
 

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**STUDENT ENROLLMENT**

Total Enrollment: 483

5-Year Enrollment Change: -2.4%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K-6

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	5.2	11.8	28.1
	2002-2003	3.3	11.1	28.8
% of K-12 Students with Non-English Home Language	2004-2005	5.0	8.2	13.1
	1999-2000	4.5	6.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	92.5	90.3	87.4
	1999-2000	93.4	92.5	85.1
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	88.6	87.3	77.0
	1999-2000	89.9	79.9	73.1

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	9	1.9	2.5	5.9
Compensatory Education	116	24.0	24.8	23.5
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	10	2.1	2.4	1.9
Special Education	21	4.3	6.1	11.3
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.6
Asian American	15	3.1
Black	6	1.2
Hispanic	10	2.1
White	449	93.0

**Total Minority 2004-2005** 7.0%

**Total Minority 1999-2000** 4.6%



### 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 perpetuated by 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. These classes also share visits between their schools. During these visits the students have the opportunity to learn first hand about many aspects of different cultures. 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 2005-2006 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

<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	989

\*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	4.3	6.8	59.0
Voice	0.0	69.8	69.0
Internet Access	91.3	98.8	95.9
Multi-Room Network (LAN)	91.3	64.8	72.0

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	10.1	9.9	4.0
% of Computers that are High or Moderate Power	83.3	59.6	73.8
% of Computers with Internet Access, All Speeds	60.4	80.5	92.3
% of Computers with High Speed Internet Access	60.4	80.5	90.5
% of Internet Computers with Filtering Software	100.0	99.2	98.0

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*	29.1	24.0	26.1
% of Print Volumes Purchased in the Last Three Years	5.2	9.4	14.9
# of Print Periodical Subscriptions	19	14.3	15.9
# of Non-Print Materials	333	358.5	412.5

\*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>
Gr. K	2004-2005	17.5	19.8	18.5
	1999-2000	17.3	17.7	18.5
Gr. 2	2004-2005	25.0	20.9	19.5
	1999-2000	20.3	19.2	19.8
Gr. 5	2004-2005	25.0	22.0	21.3
	1999-2000	28.0	22.8	21.8

<b>School Staff Count Full-Time Equivalent</b>	<b>2004-05</b>	<b>2003-04</b>
# of Certified Staff		
Teachers	26.1	25.1
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	0.4	0.4
Counselors, Social Workers, and School Psychologists	1.5	1.3
Other Professionals	1.8	1.5
# of Non-Certified Instructional	10.3	10.1

<b>Professional Staff Race/Ethnicity</b>	<b>2004-05</b>	<b>2003-04</b>	<b>1999-2000</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	17.1	15.9	12.9
% with Master's Degree or Above	88.9	81.3	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	55.6	41.8	29.6

## 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	423	No
Family and Consumer Science	0	0	1	N/A
Health	27	27	24	No
Library Media Skills	9	11	19	No
Mathematics	181	181	189	No
Music	36	36	33	No
Physical Education	36	36	41	No
Science*	105	105	97	No
Social Studies*	95	95	95	No
Technology Education	0	1	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, 19.2% of K-6 schools offer world language instruction.

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 (2004)	Yes	Yes
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 2003-04 School Year	1.7	1.0	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	9.9	9.1	8.2
% Certified Staff Assigned to Same School the Previous Year	86.1	83.6	82.1


## 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.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Generation % Meeting State Goal</b>	<b>School 2004-05</b>	<b>District 2004-05</b>	<b>State 2004-05</b>
Grade 4 Reading	63.6	60.8	52.8
Writing	83.6	76.4	63.3
Mathematics	77.8	69.2	56.8
All Three Tests	54.5	52.4	41.2
Grade 6 Reading	69.0	68.5	60.5
Writing	70.4	72.6	61.3
Mathematics	77.1	73.3	60.9
All Three Tests	56.3	56.7	45.3
Participation Rate	100.0	99.3	99.0



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.

<b>Physical Fitness</b>		<b>School</b>	<b>District</b>	<b>State</b>
<b>% Passing All 4 Tests</b>				
	Grade 4	63.5	42.2	33.3
	Grade 6	56.7	41.7	34.3

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
<b>% on October 1, 2004</b>	97.1	97.1	96.4

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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.

Booth Hill School grade 4 students achieved very gratifying results on the Connecticut Mastery Tests as administered in the fall of 2004. 78% of our grade 4 students met or surpassed the goal in math. This exceeded the district's percentage by 9 points and the state's percentage by 21 points. In reading 64% of our students met or surpassed the goal. This exceeded the district's percentage by 3 points and the state's percentage by 11 points. At 84%, writing was the area of greatest success for our Grade 4 students. This was 8 points in excess of the district percentage and 21 points above the state's percentage. The scores of our grade 6 students reflected percentages above or equal to the district in math and reading. Percentages in math, reading and writing exceeded those at the state level.

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 1-4 will benefit from further implementation of the 2005 Houghton Mifflin Reading 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.

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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.

The Booth Hill School community enjoyed many successes during the 2004-2005 school year. Booth Hill students excelled in the PTA Reflections Program, the Youth Speaks Out Coloring, Poster and Essay Contest and the Fire Prevention Essay Contest. A short story written by a Grade 4 student was published in the Anthology of Short Stories by Young Americans.

The curriculum was further enhanced by the implementation of the 2005 Houghton Mifflin Reading Program in Grades 1-4. Through the efforts of a parent coordinator and numerous volunteers our students in Grades 1 through 6 participated in Junior Achievement programs which were appropriate to their grade level.

The Booth Hill School community was very generous to a number of worthy causes throughout the year. The most significant of these was the \$8755.00 which was raised for the American Heart Association through Jump Rope for Heart, and \$700.00 which was raised for the Tsunami Relief Cause. 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 2005-2006.

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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For the school/district website, see [sheltonpublicschools.org](http://sheltonpublicschools.org)