

STRATEGIC SCHOOL PROFILE 2010-11

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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 4**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 359
5-Year Enrollment Change: -25.7%*
*Between 2002 and 2007, was redistricted,
grades changed**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	30	8.4	16.1	38.3
K-12 Students Who Are Not Fluent in English	13	3.6	3.9	7.7
Students with Disabilities	31	8.6	10.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	1.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	93.8	86.1	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	274	93.2	92.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	992

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	21.7	21.1	18.4
Grade 2	25.7	22.1	19.9
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	30
Computer Education	18	15
English Language Arts **	484	491
Health **	18	18
Library Media Skills	9	19
Mathematics	181	199
Music	36	31
Physical Education	36	37
Science **	88	72
Social Studies **	88	68
World Languages	0	8

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.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.6	3.9	7.7
% 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	67.7	69.9	81.3

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	2.4	3.0	3.1
% of Computers with Internet Access	74.5	96.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	37.0	23.7	29.5
# of Print Periodical Subscriptions	14	11	12

*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		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.
General Education: Teachers and Instructors	16.70	
Paraprofessional Instructional Assistants	0.00	
Special Education: Teachers and Instructors	3.00	
Paraprofessional Instructional Assistants	3.00	
Library/Media Specialists and/or Assistants	0.40	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	0.85	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	5.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.6	15.0	13.7
% with Master's Degree or Above	81.8	84.4	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.3	6.8	8.7
% Assigned to Same School the Previous Year	68.2	46.5	83.9

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 website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

We believe that the partnership of school and home is critical for academic success. Booth Hill School strives to create an ongoing stream of communication, activities and projects to keep this bond strong and vital. Parents are kept informed through monthly newsletters from the principal, individual teachers, and the PTO. Technology aids our communication through the use of Website postings by the school and the individual teachers, an email distribution list, 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 - 4 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. Parents are welcomed as guest speakers in our classrooms, helping students see a professional's perspective in various fields of work. 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, the focus was on retelling in the primary grades and responses to non-fiction in the upper grades. Additional home school connections occur through PTO social events, the annual academic Share-Fair, Let's Do Lunch, The Annual Readathon, Parent-Child Book Clubs, Student Author Celebrations, Spirit Assemblies, Concerts, and Plays. Parents also participated in the strategic planning committees at the district level.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	23	6.4
Black	6	1.7
Hispanic	20	5.6
Pacific Islander	0	0.0
White	309	86.1
Two or more races	1	0.3
Total Minority	50	13.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

7.0% 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 13.

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 support the belief 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 exhibiting good character. 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 is carefully crafted. 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 PTO 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. Diversity Day employs simulation activities to give our students an opportunity to walk in the shoes of others with diverse backgrounds and abilities. 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 donations, sock collections, holiday giving through Adopt-an-Angel, 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	58.7	53.0	50.9	66.0
Grade 6	N/A	N/A	N/A	N/A

*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	65.9	63.7	58.4	61.3
Writing	70.2	68.5	61.1	64.9
Mathematics	71.1	65.4	63.0	62.2
Grade 4 Reading	80.0	73.5	62.5	79.0
Writing	84.3	77.5	65.5	83.8
Mathematics	80.3	71.4	67.0	71.2
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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.com.

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	95.8	95.4	95.0

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.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
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.

Our School Improvement Team includes a member of each grade level team as well as special areas and special education. This past year, we had three main areas of focus: Readers' Workshop, Effective Teaching Strategies, and Data Teams. The implementation of Readers' Workshop as a format for reading instruction was a major initiative. The teachers participated in workshops with district presenters, enjoyed embedded professional development in their classrooms with a consultant from LitLife, and came together as grade level teams to research and plan lessons. This is an on-going initiative as we continue to embellish the curriculum, add lessons, and create assessments. The increase in reading by the students and the high engagement in class are seen to be immediate benefits to this format. With specific professional development, teachers have continued to incorporate Marzano's nine highest yield strategies in their instruction. A specific school focus has been on the strategy of providing feedback. The students have many structured opportunities to focus on the development, progress, and attainment of their individual goals. Thirdly, we have restructured our data collection and developed a format for monthly data team meetings with the teacher and intervention specialists conferring on assessments, data, and recommendations for intervention strategies. School climate continues to be an arena that we pay specific attention to. The staff is dedicated to our families and to each other which creates a warm and nurturing environment. Parents were surveyed regarding their impressions of service, care, and communication. The results were overwhelmingly positive.

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A
