

STRATEGIC SCHOOL PROFILE 2005-06

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).

STUDENT ENROLLMENT

Total Enrollment: 473

5-Year Enrollment Change: 3.3%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 6

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	2005-06	5.5	11.4	27.6
	2002-03	3.3	11.1	28.8
% of K-12 Students with Non-English Home Language	2005-06	6.3	8.5	13.3
	2000-01	4.6	6.1	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	93.6	89.9	86.8
	2000-01	95.4	93.5	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	92.3	85.8	79.2
	2000-01	100.0	90.8	74.7

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)	7	1.5	2.6	6.7
Compensatory Education	96	20.3	20.7	24.1
Full or Extended Day Kindergarten	0	N/A	N/A	N/A
Gifted and Talented Program	0	0.0	0.0	1.9
Special Education	28	5.9	7.2	11.2
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	4	0.8
Asian American	19	4.0
Black	2	0.4
Hispanic	7	1.5
White	441	93.2

Total Minority 2005-06 6.8%

Total Minority 2000-01 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.

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 2006-2007 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	988

*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	8.3	7.0	63.0
Voice	100.0	82.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	64.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	10.8	10.6	3.9
% of Computers that are High or Moderate Power	59.1	63.3	80.8
% of Computers with Internet Access, All Speeds	100.0	93.4	96.5
% of Computers with High Speed Internet Access	100.0	93.4	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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*	29.0	23.6	27.2
% of Print Volumes Purchased in the Last Three Years	4.0	5.7	13.6
# of Print Periodical Subscriptions	19	13.7	15.1
# of Non-Print Materials	350	374.0	408.8

*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
Gr. K	2005-06	16.0	20.0	18.3
	2000-01	12.0	16.5	18.1
Gr. 2	2005-06	20.3	20.2	19.7
	2000-01	20.3	20.5	19.5
Gr. 5	2005-06	26.0	23.9	21.2
	2000-01	24.3	22.3	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	26.1	26.1
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	0.4	0.4
Counselors, Social Workers, and School Psychologists	1.5	1.5
Other Professionals	1.8	1.8
# of Non-Certified Instructional	10.2	10.3

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% 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	16.1	15.6	12.8
% with Master's Degree or Above	91.7	81.5	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	50.0	41.2	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art*	36	36	32	No
Computer Education*	18	18	17	Yes
English Language Arts	455	455	425	No
Family and Consumer Science	0	0	1	N/A
Health*	27	27	23	No
Library Media Skills	9	11	19	No
Mathematics	181	181	192	No
Music	36	36	34	No
Physical Education	36	36	41	No
Science*	105	105	96	No
Social Studies*	95	97	96	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, 18.6% 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 (2005)	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 2004-05 School Year	1.9	1.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	8.6	7.9	8.4
% Certified Staff Assigned to Same School the Previous Year	83.3	78.2	84.5


STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	69.6	59.1	54.4	2.0	94.3
Writing	73.9	74.1	61.0	2.4	100.0
Mathematics	84.1	61.7	56.3	4.1	100.0
Grade 4 Reading	59.3	63.6	57.8	2.8	96.4
Writing	88.1	70.0	62.8	2.8	96.1
Mathematics	67.8	66.7	58.8	3.4	96.4
Grade 5 Reading	75.0	69.3	60.9	0.0	97.1
Writing	84.6	78.8	65.0	5.6	98.3
Mathematics	76.9	69.8	60.7	0.0	100.0
Grade 6 Reading	79.5	74.6	63.6	2.4	97.3
Writing	76.9	71.8	62.2	0.0	94.4
Mathematics	79.5	73.1	58.6	0.0	95.1



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 % Passing All 4 Tests	School	District	State
 Grade 4	43.1	49.9	33.6
Grade 6	35.5	53.5	34.6

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	97.3	97.8	96.5

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.

The data of reference in the section refers to the previous year's data. 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 we need to focus on continued improvement, as follows 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 Success Reading 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.
- Ongoing curriculum revision in science and social studies will further enhance teaching and students' learning.
- 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.

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 2005-2006 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 grade 6 student reached the state level of competition in the Geography Bee, and a grade 5 student played on an ice hockey team which competed at the national level.

The curriculum was further enhanced by the systemwide cyclical process of curriculum revision. A new social studies text was piloted, the science curriculum was enhanced by the purchase of additional resource materials and an elementary health program was piloted in Grade 2. A revised and updated curriculum was implemented in both art and music. The Junior Achievement program, which was coordinated and taught by parents and members of the business community, was provided for students in grades 1 through 6.

The Booth Hill School community was very successful in its monetary support of the American Heart Association, American Red Cross for hurricane Katrina relief, Muscular Dystrophy Association, American Cancer Society and the Shelton High School Food Bank. We continue to be very proud of the generosity and community support which exists at Booth Hill School. We look forward to continued success in 2006-2007.

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 sheltonpublicschools.org
