

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

**Booth Hill School
Shelton School District**Kathleen Sheehy, Principal
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Connecticut

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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, 2012: 322
5-Year Enrollment Change: -34.8%*
*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	25	7.8	19.9	41.3
K-12 Students Who Are Not Fluent in English	19	5.9	6.3	8.1
Students with Disabilities	27	8.4	12.7	11.2
Students Identified as Gifted and/or Talented	0	0.0	1.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	51	94.4	83.8	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	258	96.3	97.1	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	994	999

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.

Average Class Size	School	District	State
Kindergarten	18.0	18.9	18.9
Grade 2	22.7	20.4	19.8
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	32
Computer Education **	18	16
English Language Arts	484	485
Health **	18	17
Library Media Skills **	9	20
Mathematics	181	200
Music	36	32
Physical Education	36	39
Science **	88	74
Social Studies **	88	69
World Languages	0	10

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	5.9	6.3	8.1
% 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	74.1	63.7	79.2

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	2.2	2.2	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	35.3	27.6	29.7
# of Print Periodical Subscriptions	11	12	10

*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	17.00	
Paraprofessional Instructional Assistants	2.00	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	4.00	
Library/Media Specialists and/or Assistants	0.50	
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	0.95	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	7.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.9	13.0	13.7
% with Master's Degree or Above	85.0	87.2	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.2	7.0	9.1
% Assigned to Same School the Previous Year	100.0	83.8	84.2

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. Parents can log into the parent portal of Infinite Campus and view screens relevant to their child. This year, this access was expanded to promote parents viewing the grade book which provides specific information about their child's academic performance. 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. Fourth grade parents assist with mentoring students who run the school store. 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. 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 Writers' Workshop. This parent visit gives us the opportunity to demonstrate the instruction, and help the parents understand the editing and revision process. We are very specific in targeting parent learning, as well as student learning during this session. Additional home school connections occur through PTO social events, the annual academic Share-Fair, Math Night, Let's Do Lunch, The Annual Read-A-Thon, Parent-Child Book Clubs, Student Author Celebrations, Spirit Assemblies, Concerts, and Plays. Parent participation is integral to the school improvement planning.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	20	6.2
Black	2	0.6
Hispanic	20	6.2
Pacific Islander	0	0.0
White	275	85.4
Two or more races	5	1.6
Total Minority	47	14.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

9.3% 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 16.

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. Spirit Assemblies staged twice a year, provide opportunities to showcase individual student talents. This year twenty-four students showcased their talent of bilingualism by presenting to the student audience in their family's first language. 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, winter coat donations, sock collections, holiday giving through Adopt-an-Angel, Toys for Tots, and gently-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	56.6	49.5	52.0	60.3
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	67.8	72.3	56.9	66.5
Writing	80.6	77.1	60.0	87.3
Mathematics	88.5	75.9	61.4	93.9
Grade 4 Reading	74.7	73.6	62.6	70.0
Writing	76.0	73.3	63.0	71.7
Mathematics	81.3	74.1	65.1	75.8
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	98.4	97.0	96.5

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. In the 2011-12 school year, 3 students were responsible for these incidents. These students represent 0.8% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
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	5	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 and a parent. This past year, teachers focused on the area of writing in the creative arena, as well as non-fiction and response to literature. The use of Story Grammar Marker became a strategy for improving both organization and elaboration. Teachers continue to work on the creation and implementation of common formative assessments in this area through the use of specific rubrics. Parents received feedback on their child's performance by logging on to the on-line Grade Book as well as reviewing student work. The school, in conjunction with the district, continues to work on alignment of instruction to the CCSS. Teachers post daily standards that apply to their objectives and document progress on the Standards-Aligned Report Cards. Grade level teams set specific academic goals, track student progress and share graphic data with school and parent communities through newsletters and hallway displays. To incorporate more parental involvement in reading, the school embarked on ONE SCHOOL-ONE BOOK for the month of March. Reading together and discussing the same novel over the course of four weeks created a level of engagement that we had not known before. School Climate is always an active goal. Booth Hill School staff is dedicated to our families and to each other which results in a warm and nurturing environment. Parents were surveyed for the third year in a row regarding their impressions of service, care, and communication. The results were similar to years past – over 90% of parents replied that their interactions with staff at Booth Hill School are in the exemplary range.

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. Our students have proudly won awards in the district SEDC art contest, Youth Speaks Out, and the Fire Prevention Poster Contest. Our new hip-hop group adds some jazz to our assemblies and we have enjoyed the vocal talents of student soloists. 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 bulbs in the front of the school, conducting a number of charity drives, providing additional recess toys, and school spirit days. The school comes together to help others through their work on the St. Jude Mathathon, Pennies for Patients, Jump Rope for Heart, and the Juvenile Diabetes Research Foundation Walk for Diabetes. Our school nurse, Rita Franchini, was named DRF nurse of the year. Lastly, the PTO has created a menu of after school activities such as Chess, Legos, Technology, Yoga, and Dance to bring additional opportunities to our students. The message of our school song, "We Can Make a Difference" guides our mission and pervades all we do.
