

STRATEGIC SCHOOL PROFILE 2002-03

Elementary School K-6 Edition

Bugbee School
West Hartford School District

JUNE M WEBBER, 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 - 5
 Total January Enrollment 342
 5-Year Oct. Enrollment Change 11.5%

**FACILITIES, 2001-02**

of Permanent General Classrooms 15
 # of Portable Classrooms 2
 Year of Original Construction 1950

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	2.0	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	4.7	15.5	13.4
	1998-99	6.6	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	84.7	88.7	86.7
	1997-98	87.0	85.2	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	98.3	85.3	75.9
	1997-98	94.3	73.5	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)	9	2.6	7.0	5.4
Compensatory Education	47	13.8	13.2	25.1
Full or Extended Day Kindergarten	60	N/A	N/A	N/A
Gifted and Talented Program	12	3.5	3.5	2.3
Special Education	18	5.3	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.6
Asian American	20	5.8
Black	4	1.2
Hispanic	11	3.2
White	305	89.2
Other	0	0.0

Total Minority 2002-03 10.8%

Total Minority 1997-98 15.7%



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.

Bugbee has begun participation in Project Choice, a program that enrolls Hartford students in surrounding suburban schools. As part of our site-based plan developed by the School Improvement Council, we implement a series of effective family outreach experiences. At a dinner staff, parents and children cook and share a potluck meal prepared to represent their culture. Children perform music and present dances that reflect their culture. An outreach activity is implemented specifically to support families whose language is other than English. Throughout the year children and parents prepare and serve food at shelters in Hartford. Staff, parents, and children attend a special evening workshop with guest speakers on social responsibility. The culminating activity is that Thanksgiving materials are created that were taken by staff and our families to those in need. A student school supplies sharing is implemented with schools in Hartford.

Developing awareness is addressed through curricular experiences. The Bugbee choir performed for the West Hartford Martin Luther King Recognition. Our second grade received a grant for its efforts to widen its cultural horizons through an ongoing relationship with submarine personnel based in the Groton area. Grade one students acquire improved cultural understanding through an award-winning program in which they study art and music of different cultures. Grades two, four and five engage in an in-depth study of the contributions of African Americans. Grade three engages in a study of Native Americans. On-line interaction connects our students with Native Americans and students in more rural locales.

Conversation, journals, and pen pal letters demonstrated an improved awareness of others as a result of our endeavors.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	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	100.0	100.0	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	5.5	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	82.3	94.9	85.2
% of Computers with High Speed Internet Access	82.3	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	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*	41.4	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	5.0	12.6	16.1
# of Print Periodical Subscriptions	19	24.9	17.3
# of Non-Print Materials	72	255.4	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	19.7	19.2	18.3
	1997-98	17.5	19.6	19.0
Grade 2	2002-03	21.0	19.3	19.5
	1997-98	21.0	18.9	20.5
Grade 5	2002-03	22.0	21.0	21.6
	1997-98	23.0	22.4	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	24.5	22.8
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.4	0.4
Other Professionals	1.5	1.5
# of Non-Certified Instructional	3.0	3.0

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	11.7	11.1	12.9
% with Master's Degree or Above	57.6	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	30.3	35.2	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	0	1	17	N/A
English Language Arts	426	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	23	30	26	No
Library Media Skills	18	18	18	No
Mathematics	202	201	186	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science	78	79	96	No
Social Studies	75	73	96	No
Technology Education	0	0	1	N/A
World Languages	36	41	11	No

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 4 in this school. In Connecticut, 13.4% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2002)	Yes	Yes
Other	Yes	Yes



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	0.0	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	4.6	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	90.9	89.2	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	72	94.7	74.3	55.9
Writing	75	93.0	76.1	61.5
Mathematics	81	93.0	80.9	60.4
All Three Tests	54.2	87.7	64.2	42.1
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	100.0	100.0	97.2	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	53.6	45.4	32.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	98.5	97.6	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.

Student Performance

District developed assessments and state testing evidence continuous improved student performance in reading, writing, and math. Reading comprehension shows notable growth from 1994 to the present. Clearly students have strengthened their ability to construct meaning and apply strategies while reading with significantly increased regularity. The fall 2002 CMT scores are at an all time high with a truly impressive number of students, 95%, achieving mastery both in DRP and reading comprehension. Exceptional growth is noted in writing with 93% of the students at or above mastery. The average holistic score continues to improve. Our 93% at or above achievement in math is remarkable. The numbers of students entering honors math classes at the middle school has increased. These student accomplishments can be clearly attributed to realigned math and writing objectives with assessments, refined teaching strategies, and increased instructional time. Howard Gardner's model of Multiple Intelligence is a framework teachers use to deliver instruction in a variety of ways to meet the needs of all learners.

Areas of Need and Plans for Improvement

All classroom teachers are provided common texts for required professional reading. Each team will pilot new math materials.

Efforts continue to focus on ensuring students effectively apply strategies and engage in higher level thinking while interacting with reading text. Our professional development will provide cutting edge information and opportunities for observations relating to best practices. Twice monthly meetings during common planning time and after school hours workshops focusing on improved instructional approaches will continue. Ongoing collection and analysis of data related to student performance will be accomplished through a team approach. To provide for increased parent involvement, teachers will provide evening workshops and informational meetings. Implementation of a homework center and Summer Academy for identified students is in place.

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.

Proud of its curriculum and programs that emphasize academic achievement and enhance critical thinking skills, Bugbee employs Howard Gardner's model of thinking, Multiple Intelligence, as the school theme. Every grade level produces school wide performances. Bushnell Discovery Concerts and Literature Programs develop arts appreciation. Our first grade students study famous artists, composers, and Shakespeare. Multi-age, hands-on workshops occur using the Bugbee woods. Our Artist-in-Residence program fosters creativity and problem solving. Responsible behavior is fostered through the use of Responsive Classroom and Don't Laugh at Me programs.

Parent partnerships and community outreach are an integral part of the school. Our READ ACROSS AMERICA program motivates students and families to read. Parents engage in evening workshops designed by teachers and the PTO. Parent volunteers support our writers' workshop. A partnership with the submarine USS Miami provides science and community service experiences. Our on-site "Project Adventure" ropes course involves The Bridge. Bugbee Cares affords students service opportunities. Family fitness programs include before school activities for students and weekend events for families. Westmoor Park, the Noah Webster House, the Old State House, Science Center of Connecticut, and St. Joseph College support field studies in the Bugbee woods and off-site. Our children perform at combined concerts with Hall High School and at the U.S. Naval base at Groton.

Our students and staff receive statewide recognition. We are a second time winner, including a cash award, of the Governor's Summer Reading Challenge. Staff members are CELEBRATION OF EXCELLENCE winners. We created a state award-winning arts appreciation program, NOTES & STROKES. A West Hartford Foundation grant helps underwrite our Artist-in-Residence program.

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 www.whps.org

