

**STRATEGIC SCHOOL PROFILE 2005-06**

Elementary School K-6 Edition

**Bugbee School  
West Hartford School District**

MARGARET BEECHER, Principal

Telephone: (860) 233-1234

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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: 359

5-Year Enrollment Change: 10.5%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 5

**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	2005-06	1.9	13.5	27.6
	2002-03	2.0	13.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	6.1	17.5	13.3
	2000-01	4.6	15.3	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	91.9	89.5	86.8
	2000-01	94.7	89.8	86.3
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	96.8	84.0	79.2
	2000-01	98.4	88.5	74.7

<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)	10	2.8	9.5	6.7
Compensatory Education	25	7.0	12.2	24.1
Full or Extended Day Kindergarten	62	N/A	N/A	N/A
Gifted and Talented Program	11	3.1	3.9	1.9
Special Education	18	5.0	11.0	11.2
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.6
Asian American	25	7.0
Black	16	4.5
Hispanic	17	4.7
White	299	83.3

**Total Minority 2005-06** 16.7%

**Total Minority 2000-01** 11.1%



### 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 participates in Open Choice, a program that enrolls Hartford Public School students in surrounding suburban schools. These children and their families are welcomed to our school and become active, involved members of our community through the efforts of the both staff and parents. The staff provides frequent updates regarding student progress and involves parents whenever possible. The Parent Teacher Organization matches all new families with a parent mentor who becomes their liaison to the school. These individuals remind the Choice families of all coming events and communicate with them throughout the school year. The school also works closely with the Open Choice Program facilitators in regard to both placement and progress of the children.

Through the International Strand of our Social Studies Curriculum, students study other cultures and learn the differences in their traditions and values. Nonfiction reading materials, the internet and memorabilia bring the cultures to life and enhance student understanding. Our choral and instrumental music programs provide the forum for children to sing, dance and play music that reflects a wide variety of cultures. Through the arts program and the district's cultural arts program, children view and engage in art around the world. An award winning primary program called Notes and Strokes originated at Bugbee School and continues to be implemented in our first grades. As a result of these collective experiences, different cultures find their voice in our classrooms.

The outreach of the entire Bugbee community reflects its kindness, caring and understanding of the needs that exist within our city and those that surround the school. School supplies, books, coats and other clothing as well as food baskets and toys during the holidays are donated and distributed throughout the year to urban schools, needy families and the Connecticut Children's Medical Center.

## 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	991	991	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



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	100.0	100.0	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	4.4	4.1	3.9
% of Computers that are High or Moderate Power	100.0	95.0	80.8
% of Computers with Internet Access, All Speeds	100.0	100.0	96.5
% of Computers with High Speed Internet Access	100.0	100.0	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.

<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*	34.5	32.4	27.2
% of Print Volumes Purchased in the Last Three Years	12.9	11.5	13.6
# of Print Periodical Subscriptions	17	21.5	15.1
# of Non-Print Materials	155	247.7	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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Gr. K	2005-06	20.3	20.2	18.3
	2000-01	20.7	19.3	18.1
Gr. 2	2005-06	17.3	19.5	19.7
	2000-01	19.0	19.7	19.5
Gr. 5	2005-06	18.7	22.4	21.2
	2000-01	20.5	20.8	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2005-06</b>	<b>2004-05</b>
# of Certified Staff		
Teachers	24.2	24.1
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.4	0.4
Other Professionals	1.3	1.3
# of Non-Certified Instructional	2.5	2.5

<b>Professional Staff Race/Ethnicity</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2000-01</b>
% Minority	3.2	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	12.0	10.9	12.8
% with Master's Degree or Above	51.6	70.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	32.3	34.4	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	0	2	17	N/A
English Language Arts*	433	420	425	No
Family and Consumer Science	0	0	1	N/A
Health	23	30	23	No
Library Media Skills*	18	18	19	No
Mathematics	202	200	192	No
Music	36	36	34	No
Physical Education	54	54	41	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 Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	No	Yes
In-Class Tutorial	No	No
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	0.0	0.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	4.2	6.7	8.4
% Certified Staff Assigned to Same School the Previous Year	87.1	80.1	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	83.6	60.5	54.4	2.0	94.3
Writing	80.3	68.4	61.0	2.4	100.0
Mathematics	80.3	66.8	56.3	4.1	100.0
Grade 4 Reading	92.9	71.5	57.8	2.8	96.4
Writing	87.1	68.6	62.8	2.8	96.1
Mathematics	91.4	68.9	58.8	3.4	96.4
Grade 5 Reading	89.5	75.9	60.9	0.0	97.1
Writing	91.2	76.1	65.0	5.6	98.3
Mathematics	86.0	73.2	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



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	51.5	37.3	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	98.3	98.0	96.5

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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.

***Student Performance***

Bugbee Elementary School is a high performing school and positive assessment results for the past five years attest to the strength of its academic program. In addition, students demonstrated significant growth in student achievement from the 2004 fourth grade CMTs to the 2006 fifth grade CMTs. This group of students increased their performance approximately 10% in each of the basic skills of Reading, Writing and Mathematics. The 2006 third grade CMTs results showed an average of more than 80% at mastery across all three disciplines. The fourth and fifth grades also excelled with 90% of the students at mastery on the 2006 CMT in all of the areas tested. These student accomplishments can be attributed in part to newly implemented programs, improved instructional practices, curriculum differentiation and student assessment. Reader's and Writer's Workshop provide the framework for instruction in Language Arts and in Mathematics the focus is on the understanding of concepts and metacognition.

***Student Accomplishments***

Bugbee students are also most successful in the Arts. Our students participate in our district-wide Inter-Elementary School Band and Orchestra. Their exceptional artwork is displayed at our districts art show and hangs in our Education Center. Several students have been selected to participate in two accelerated programs entitled Math Quest and Art Quest. They also display their talents in our Annual Geography Bee.

***Needs and Improvement Plans***

In order to provide developmentally appropriate materials and skill development in conjunction with Reader's and Writer's Workshop, we developed detailed Yearly Planners and Monthly Differentiated Materials Planners that include the skills and strategies to be addressed and materials to be used when working with the whole class, small flexible groups and individual students. These teacher-developed curriculum maps also provide a pacing component that allowed teachers to progress at a rate that is commensurate with students' needs.

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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.

Enrichment teaching and learning is a signature piece of Bugbee Elementary School. Our rigorous academic program is skillfully combined with enrichment experiences that are woven into the fabric of the school and add exciting dimensions to all units of study and also extend beyond the confines of the curriculum and the school day. A Schoolwide Enrichment Team that includes both parents and teachers assesses the needs at all grade levels and assists in locating resources, experts in fields related and unrelated to their studies and possible sites for field studies. As a result of the team's effort and that of the staff, children are provided with authentic learning experiences and travel to places unknown, act in plays, benefit from artists-in-residence, create products that celebrate their unique talents, share their work with authentic audiences and actively participate in numerous other experiences. This year students' interests were surveyed and opportunities provided for them to pursue their self-selected topics in an after school program featuring the Renzulli Learning System. This dynamic internet-based program individualizes student learning by locating a wide variety of sites related to their studies and providing guidance in planning a study.

The parent community plays a key role in the enrichment process. They plan special events and culminating activities for specific units of study such as creating a jungle on the playground with the children. They also work in our Media Center and Computer Lab. Over 100 volunteers enrich the lives of our students each year. Thus, children learn and grow in an environment designed just for them!

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://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/school/bugbee/index.htm](http://www.whps.org/school/bugbee/index.htm)



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Directory: J:\SSPbox\SSP Internet 2005-06  
Template: C:\Documents and Settings\cloudr\Application  
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Title: 155-04  
Subject:  
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Keywords:  
Comments:  
Creation Date: 11/30/2006 3:20 PM  
Change Number: 1  
Last Saved On: 11/30/2006 3:20 PM  
Last Saved By: csde  
Total Editing Time: 0 Minutes  
Last Printed On: 12/1/2006 3:00 PM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,248 (approx.)  
Number of Characters: 12,121 (approx.)