

**STRATEGIC SCHOOL PROFILE 2000-01**

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).  
 Data were provided by the local school district during the fall of 2000.

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**STUDENT ENROLLMENT**

School Grade Range                    K - 5  
 Total Enrollment                        325  
 5-Year Enrollment Change        -2.4%\*

**FACILITIES**

# of Permanent General Classrooms    15  
 # of Portable Classrooms                1  
 Year of Original Construction        1950

\*Between 1995 and 2000, was redistricted

**SCHOOL NEED**

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	4.2	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	4.6	15.3	13.8
	1998-99	6.6	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	94.7	89.8	86.3
	1995-96	90.5	87.0	85.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	98.4	88.5	74.7
	1995-96	87.0	78.8	69.1

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)	5	1.5	6.1	5.1
Compensatory Education	46	14.2	12.3	23.1
Extended Day Kindergarten	61	N/A	N/A	N/A
Gifted and Talented Program	14	4.3	4.9	2.3
Special Education	12	3.7	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	15	4.6
Black	6	1.8
Hispanic	14	4.3
White	289	88.9

**Total Minority 2000-01** 11.1%

**Total Minority 1995-96** 13.8%



### 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.

As part of our site-based plan developed by the School Improvement Council, we implemented a series of effective family outreach experiences. At a dinner, staff, parents, and children cooked and shared a potluck meal prepared to represent their culture. Children performed music and presented dances that reflected their culture. Throughout the year children and parents prepared and served food at shelters in Hartford. Staff, parents, and children attended a special evening workshop with guest speakers on social responsibility. As a culminating activity Thanksgiving materials were created and taken by staff and our families to those in need. On Saturdays, teachers volunteered to do reading activities and take reading materials to children in shelters. A student created book sharing was implemented with a school in Hartford.

The issue of awareness was addressed through curricular experiences. Third graders have participated in and performed for a U.S. Naturalization ceremony. Our second grade received a continuing grant for its efforts to widen its cultural horizons through a yearlong relationship with submarine personnel based in the Groton area. Grade one students acquired improved cultural understanding through an award-winning program in which they study art and music of different cultures. Grades four and five engaged in an in-depth study of contributions of African Americans, most notably Paul Robeson. Online interaction connects our students with Native Americans, Eskimos and students in more rural locales.

Conversations, journals, and pen pal letters evidence improved awareness and excitement for our efforts.

## 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	984	984	979

\*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	5.7	4.9	5.2
% of Computers that are High or Moderate Power	100.0	97.8	86.6
% of Computers with High Speed Internet Access	63.2	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

### LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

<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*	39.8	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	3.9	14.5	16.5
# of Print Periodical Subscriptions	8	23.1	18.6
# of Non-Print Materials	158	239.1	401.6

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2000-01	20.7	19.3	18.1
	1995-96	23.0	19.1	19.6
Grade 2	2000-01	19.0	19.7	19.5
	1995-96	21.0	19.8	20.6
Grade 5	2000-01	20.5	20.8	21.7
	1995-96	25.5	23.3	21.9

<b>School Staff Count Full-Time Equivalent</b>	<b>2000-2001</b>	<b>1999-2000</b>
# of Certified Staff		
Teachers	24.2	20.7
Administrators	1.2	1.2
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.7	N/A
Other Professionals	1.0	N/A
# of Non-Certified Instructional	3.0	2.0

<b>Professional Staff Race/Ethnicity</b>	<b>2000-01</b>	<b>1999-2000</b>	<b>1995-96</b>
% Minority	0.0	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	13.3	11.7	13.2
% with Master's Degree or Above	77.4	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	32.3	35.5	25.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	426	415	424	No
Family and Consumer Science	0	0	1	N/A
Health	23	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	184	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	2	N/A
World Languages*	36	41	10	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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	Yes	Yes
Summer School (2000)	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 1999-2000 School Year	0.0	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	4.7	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year*	90.3	85.3	80.9

\*In 2000, was redistricted

## 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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	72	74	56.9
Writing	75	75	57.5
Mathematics	81	81	60.2
All Three Tests	54.2	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	100.0	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




**Connecticut Mastery Test Index, Third Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

<b>Connecticut Mastery Test Index, Third Generation</b>	<b>School</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	85.8	83.4	69.2
Writing	88.7	87.9	76.5
Mathematics	92.2	90.7	78.1
Grade 6 Reading	96.5	86.3	73.0
Writing	94.7	87.5	79.3
Mathematics	97.4	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests			
 Grade 4	43.1	44.2	31.6
Grade 6	N/A	N/A	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2000	98.5	96.5	96.1

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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*

District developed assessments and state testing evidence improved student performance in reading, writing, and math. Reading comprehension continued growth from the fall of 1994 to the present. It is evident students have strengthened their ability to construct meaning and apply strategies while reading with significantly increased regularity. The fall 2000 CMT scores are at an all time high with an impressive number of students achieving mastery both in DRP and reading comprehension. Sustained growth is noted in writing. The average holistic score has continued to increase. Achievement in math is remarkable on statewide tests. 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*

There has been significant growth in the area of writing. However, efforts will continue to be focused on ensuring students successfully apply strategies and engage in higher level thinking while interacting with reading text. Continued professional development will provide teachers with information and opportunities for observations relating to best practices. Establishing twice-monthly meetings during common planning time and providing after school hours workshops focusing on effective 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 implement evening workshops in the areas of writing and reading. Implementation of a Homework Center and Summer Academy for identified students is in place.

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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.

Proud of its curriculum and programs that emphasize academic achievement and enhance critical thinking skills, Bugbee employs Howard Gardner's model of thinking, Multiple Intelligences, 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. An Artist-in-Residence program fosters creativity and problem solving.

Parent partnerships and community outreach are an integral part of the school. A School Improvement Council unites parents and staff. 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 and home backpack projects. A partnership with the submarines, USS Miami and USS Hartford provides science and community service experiences. A GENERATIONS program engages senior citizen volunteers. Our on-site "Project Adventure" ropes course involves The Bridge. Bugbee Cares affords student service opportunities. Family fitness programs include before school activities for students and weekend events for families. Westmoor Park, 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. Submarine base at Groton.

Our students and staff receive statewide recognition. We are a second time winner, including a cash award, for the Governor's Summer Reading Challenge. Three 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. Bugbee served as a lab site for the Hartt School of Music through our music teacher, an adjunct professor.

Strategic School Profiles may be viewed on the internet at <a href="http://www.csde.state.ct.us/public/der/datacentral">www.csde.state.ct.us/public/der/datacentral</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school/district website see [www.whps.org](http://www.whps.org)

