

**STRATEGIC SCHOOL PROFILE 2001-02**

Elementary School K-6 Edition

**Bugbee School**  
**West Hartford School District**

JUNE M WEBBER, Principal  
 School Type: Traditional/Regular

Telephone: 860-233-1234

---

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 2001.

---

**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
 Total Enrollment                            347  
 5-Year Enrollment Change                4.8%

**FACILITIES**

# 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
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	4.5	12.3	25.7
	2000-01	4.2	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	4.6	15.1	14.1
	1998-99	6.6	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	93.7	89.6	86.2
	1996-97	83.8	84.6	85.4
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	100.0	85.7	75.1
	1996-97	91.5	77.7	69.4

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)	8	2.3	6.7	5.3
Compensatory Education	50	14.4	12.4	24.1
Full or Extended Day Kindergarten	61	N/A	N/A	N/A
Gifted and Talented Program	12	3.5	3.7	2.2
Special Education	18	5.2	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	22	6.3
Black	3	0.9
Hispanic	13	3.7
White	308	88.8

**Total Minority 2001-02** 11.2%

**Total Minority 1996-97** 16.0%



### 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 to represent their culture. Children performed music and presented 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 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 school supplies sharing was implemented with schools in Hartford.

The issue of awareness was 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 a yearlong 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 contributions of African Americans. Grade three engages in a study of Native Americans. 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	982

\*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	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	4.8	4.6	4.8
% of Computers that are High or Moderate Power	100.0	99.8	91.6
% of Computers with Internet Access, All Speeds	55.6	84.5	77.1
% of Computers with High Speed Internet Access	0.0	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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*	38.4	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	5.1	15.1	17.2
# of Print Periodical Subscriptions	15	23.6	18.2
# of Non-Print Materials	165	193.6	406.3

\*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	2001-02	20.3	20.3	18.3
	1996-97	23.5	20.2	19.2
Grade 2	2001-02	17.0	19.6	19.6
	1996-97	17.7	18.4	20.5
Grade 5	2001-02	24.0	21.4	21.5
	1996-97	21.3	21.5	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2001-02</b>	<b>2000-01</b>
# of Certified Staff		
Teachers	22.8	24.2
Administrators	1.0	1.2
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.4	0.7
Other Professionals	1.5	1.0
# of Non-Certified Instructional	3.0	3.0

<b>Professional Staff Race/Ethnicity</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1996-97</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	11.1	10.8	13.0
% with Master's Degree or Above	58.1	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	22.6	29.1	24.8

## 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	18	N/A
English Language Arts*	426	415	426	No
Family and Consumer Science	0	0	1	N/A
Health	23	30	26	No
Library Media Skills*	18	18	19	No
Mathematics	202	201	186	No
Music	36	38	32	No
Physical Education	54	54	40	No
Science	78	79	97	No
Social Studies*	75	73	97	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, 14.0% 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	Yes	Yes
Summer School (2001)	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 2000-01 School Year	0.0	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	2.6	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	58.1	60.4	83.0


## 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 2000-01</b>	<b>School 2001-02</b>	<b>District 2001-02</b>	<b>State 2001-02</b>
Grade 4 Reading	72	93	74	57.9
Writing	75	86	77	61.2
Mathematics	81	98	81	61.0
All Three Tests	54.2	81.8	63.3	42.8
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	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

<b>Physical Fitness % Passing All 4 Tests</b>	<b>School</b>	<b>District</b>	<b>State</b>
 Grade 4	41.5	40.1	32.1
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, 2001	97.4	96.8	95.9

---

## 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 show evidence of continuous improved student performance in reading, writing, and math. Reading comprehension continued growth from the fall of 1994 to the present. It is evident that students have strengthened their ability to construct meaning and apply strategies while reading with significantly increased regularity. The fall 2001 CMT scores are at an all-time high with an impressive number of students, 93%, achieving mastery both in DRP and reading comprehension. Sustained growth is noted in writing with 86% of the students at or above mastery. The average holistic score continues to increase. Our 98% 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 Intelligences is a framework teachers use to deliver instruction in a variety of ways to meet the needs of all learners.

### *Plans for Improvement*

There has been significant growth in the area of writing. However, all teachers have updated in-service in writing instruction. Efforts will continue to be focused on ensuring that 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 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 an evening workshop in writing. 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 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. 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. 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 writing backpack project. 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 student 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. Submarine 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 <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . 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](http://www.whps.org)

