

STRATEGIC SCHOOL PROFILE 2004-05

Elementary School K-6 Edition

Bugbee School
West Hartford School District

JUNE M WEBBER, Principal

Telephone: (860) 233-1234

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 351

5-Year Enrollment Change: 24.5%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K-5

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	2004-2005	2.8	12.0	28.1
	2002-2003	2.0	13.0	28.8
% of K-12 Students with Non-English Home Language	2004-2005	6.0	16.2	13.1
	1999-2000	3.2	14.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	94.6	90.6	87.4
	1999-2000	88.0	88.5	85.1
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	98.2	81.5	77.0
	1999-2000	100.0	84.6	73.1

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)	9	2.6	8.3	5.9
Compensatory Education	41	11.7	12.4	23.5
Full or Extended Day Kindergarten	55	N/A	N/A	N/A
Gifted and Talented Program	13	3.7	3.8	1.9
Special Education	18	5.1	11.1	11.3
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.9
Asian American	28	8.0
Black	9	2.6
Hispanic	18	5.1
White	293	83.5

Total Minority 2004-2005 16.5%

Total Minority 1999-2000 10.3%



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 students in surrounding suburban schools. We implement a series of effective family outreach experiences. These students receive additional support through an early literacy facilitator. 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. We implemented book and school supply drives with schools in Hartford.

Developing awareness is addressed through curricular experiences. 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.

A review of conversation, journals and pen pal letters demonstrate that our students have 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	991	991	989

*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	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.4	4.4	4.0
% of Computers that are High or Moderate Power	82.5	84.9	73.8
% of Computers with Internet Access, All Speeds	100.0	100.0	92.3
% of Computers with High Speed Internet Access	100.0	100.0	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

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*	31.6	31.8	26.1
% of Print Volumes Purchased in the Last Three Years	14.0	11.2	14.9
# of Print Periodical Subscriptions	19	24.8	15.9
# of Non-Print Materials	155	291.6	412.5

*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
Gr. K	2004-2005	18.3	19.3	18.5
	1999-2000	20.5	18.5	18.5
Gr. 2	2004-2005	21.0	20.2	19.5
	1999-2000	20.0	19.5	19.8
Gr. 5	2004-2005	20.7	21.0	21.3
	1999-2000	23.0	21.4	21.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	24.1	23.2
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.4	0.4
Other Professionals	1.3	1.8
# of Non-Certified Instructional	2.5	3.0

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% 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	12.0	11.2	12.9
% with Master's Degree or Above	54.8	71.7	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	32.3	35.5	29.6

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	18	N/A
English Language Arts*	433	422	423	No
Family and Consumer Science	0	0	1	N/A
Health	23	30	24	No
Library Media Skills*	18	18	19	No
Mathematics	202	200	189	No
Music	36	36	33	No
Physical Education	54	54	41	No
Science	78	79	97	No
Social Studies*	75	73	95	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, 16.2% 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	Yes	Yes
Summer School (2004)	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 2003-04 School Year	0.0	0.8	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	3.7	6.3	8.2
% Certified Staff Assigned to Same School the Previous Year	87.1	80.0	82.1


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 Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	80.7	67.9	52.8
Writing	78.9	76.7	63.3
Mathematics	75.4	75.2	56.8
All Three Tests	63.2	57.4	41.2
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	98.8	99.0



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	33.3	41.6	33.3
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2004	97.4	97.4	96.4

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 2004 CMT scores remain high with a vast majority of students, nearly 80%, achieving goal mastery both in DRP and reading comprehension. Continued effort is noted in writing with nearly 80% of the students at or above goal. The average holistic score remains strong. Our nearly 80% at or above goal in math is notable. The numbers of students entering honors math classes at the middle school remain high. 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 teachers are provided common texts on child growth and development and best practices or required professional reading. Kindergarten, grades one and two began using new math materials based on national standards.

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. Grade levels produce 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. We have a partnership with local business through Junior Achievement. Bugbee Cares provides 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.

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. West Hartford Foundation grants help underwrite our Artist-in-Residence program, science and book clubs.

<p>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.</p>

<p>For the school/district website, see www.whps.org/school/bugbee/index.htm</p>

Filename: ELEMA450.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\File3
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 155-04
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:07 PM
Change Number: 1
Last Saved On: 12/12/2005 3:07 PM
Last Saved By: CSDE
Total Editing Time: 0 Minutes
Last Printed On: 1/9/2006 2:15 PM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,103 (approx.)
Number of Characters: 11,715 (approx.)