STRATEGIC SCHOOL PROFILE 2006-07
Elementary School K-6 Edition

Bugbee School
West Hartford School District

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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   **TYPE OF SCHOOL**
Total Enrollment: 381   School Type: Traditional/Regular
5-Year Enrollment Change: 9.8%   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	2006-07	3.9	13.9	27.7
	2002-03	2.0	13.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	6.3	17.6	13.5
	2001-02	4.6	15.1	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	96.8	90.2	87.7
	2001-02	93.7	89.6	86.2
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	97.1	85.0	79.3
	2001-02	100.0	85.7	75.1

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)	7	1.8	9.9	6.9
Compensatory Education	44	11.5	13.1	23.6
Full or Extended Day Kindergarten	69	N/A	N/A	N/A
Gifted and Talented Program	17	4.5	3.8	1.8
Special Education	21	5.5	11.3	10.8
Prekindergarten	0	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	3	0.8
Asian American	28	7.3
Black	18	4.7
Hispanic	18	4.7
White	314	82.4

STUDENT RACE/ETHNICITY

Total Minority 2006-07   17.6%
Total Minority 2001-02   11.2%

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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 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 regards 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 instrumental music programs provide the forum for children to sing, dance and play music that reflects a wide variety of cultures. 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

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	988	988	985

*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	98.5	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.3	4.0	3.6
% of Computers that are High or Moderate Power	100.0	97.1	89.5
% of Computers with Internet Access, All Speeds	100.0	97.0	97.3
% of Computers with High Speed Internet Access	100.0	97.0	96.1
% of Internet Computers with Filtering Software	100.0	98.5	98.6

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued

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*	34.0	32.8	28.0
% of Print Volumes Purchased in the Last Three Years	12.3	12.2	12.2
# of Print Periodical Subscriptions	17	20.0	15.1
# of Non-Print Materials	186	275.9	406.8

*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

Average Class Size		School	District	State
Gr. K	2006-07	23.0	19.6	18.2
	2001-02	20.3	20.3	18.3
Gr. 2	2006-07	20.0	20.2	19.5
	2001-02	17.0	19.6	19.6
Gr. 5	2006-07	24.3	22.1	21.2
	2001-02	24.0	21.4	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	24.5	24.2
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	4.0	2.5

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	0.0	3.2	0.0
Professional Staff Experience and Training	**School**	**District K-6**	**State K-6**
Average Years of Experience in Connecticut and Other Locations	13.8	12.2	14.0
% with Master's Degree or Above	78.1	80.6	81.0

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	17	N/A
English Language Arts*	427	421	427	No
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills*	18	18	18	No
Mathematics*	202	200	195	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	74	92	No
Technology Education	0	0	1	N/A
World Languages*	36	41	11	No

*Interdisciplinary Approach

SCHOOL PROCESSES, continued

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 (2006)	No	No
Other	No	No

World Language Formal instruction (at least 1 hour per week) in a world language starts in grade 3 in this school. In Connecticut, 13.3% of K-6 schools have started world language instruction at this grade or earlier.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2005-06 School Year	0.3	0.2	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	3.1	6.4	8.7
% Certified Staff Assigned to Same School the Previous Year	90.6	80.5	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

The home/school connection is a signature piece of Bugbee School. Parents actively participate in the education of their children in a wide variety of ways and teachers maximize parents willingness to help. One of the primary ways we build this bond is to communicate through a school newsletter that is published by the school bi-weekly throughout the school year. The primary purpose of this publication is to keep parents abreast of school happenings and to provide them with ideas and strategies to use at home, e.g., how to read to your child. Articles from the school administrator, staff members and the Parent Teacher Organization fill its pages. Teachers also create their own classroom newsletters that provide parents with more detailed information about the curriculum being taught and ways parents can support their students in the learning process. Parent conferences, e-mail, phone calls and notes all assist the school in this valuable union of students, parents and teacher.

Over 150 parent volunteers provide direct assistance to the school. Many support students in the Media Center as they select books, conduct their research and use our latest technology and research methodology. In the classrooms, they assist teachers with special academic celebrations such as Africa Day and Eric Carle Day, work with small groups of children as they practice skills taught by the teacher, review work already completed and act as Room Parents. These and a multitude of other tasks provide the school with valuable and needed support.

Bugbee's Parent Teacher Organization (PTO) is an active, committed and dynamic group of individuals. They work in tandem with our school mission and goals and focus on bringing the entire school community together in order to enhance the learning experiences for all of the children. This year they provided the resources necessary to add to the school's technology, brought educational programs to the school that aligned with the curriculum and a provided a plethora of other programs and activities.

A program entitled Discipline with Love and Logic was offered to our entire school community this year. All teachers were trained through our staff development program and use the strategies on a regular basis in the classroom. The same training was offered to students' parents and guardians and forty participated in seven evening training sessions. The school administrator/teacher team conducted the training and provided the link between home and school implementation of the program. Thus, a singular purpose and common language have unified our efforts.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	76.1	67.5	52.3	1.6	92.6
Writing	69.6	72.6	60.8	0.0	93.9
Mathematics	82.6	71.5	59.4	0.0	96.0
Grade 4 Reading	85.5	65.9	57.0	0.0	95.2
Writing	87.1	76.9	65.1	0.0	96.8
Mathematics	88.7	73.1	62.3	0.0	100.0
Grade 5 Reading	90.1	75.9	61.4	2.6	98.7
Writing	87.3	77.8	64.6	2.3	98.5
Mathematics	95.8	78.8	66.0	4.5	95.8
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

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District K-6	State K-6
% on October 1, 2006	96.1	97.4	96.3

Physical Fitness	School	District	State	Of All Schools in State	
% Passing All 4 Tests				Lowest %	Highest %
Grade 4	59.0	40.0	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

In the fall of the 2006-2007 school year, twenty-four teachers and parents participated in a School Improvement Planning Session. The group represented teachers from all grade levels and special areas. Parent representatives reflected the school's demographics and school population. As a result of their work, a new school mission was created and goals and objectives established. This information was shared with and approved by the entire school community.

Voluntary action teams of additional teachers and parents from our community were then created. These groups included the Academic Action Team, Schoolwide Enrichment Team, Technology Task Force and a Positive Learning Community Committee. Building upon successful programs and practices, each group began by analyzing the background and needs of their respective areas and, ultimately, developing a plan of action and a yearlong timeline.

These plans also included individuals who would be responsible for each action step. For the remainder of the year, the teams were most productive and contributed to the school in a wide variety of ways. A sampling of the results of their efforts included: the development of detailed differentiated curriculum/pacing maps, SmartBoards at each grade level, an extensive review of the most current programs related to character development and education and morning welcoming programs by and for students.

Addressing the academic and social/emotional needs of all of the children in the school is also a primary focus. Classroom, special education and special area teachers collaborate on a regular basis throughout the school year in order to design lessons and discuss strategies that address specific objectives in all curricular areas. This differentiation of instruction is implemented across all grade levels and classrooms in order to maximize learning for every child. Schoolwide programs, such as Responsive Classroom and Love and Logic, focus on the social development of the students. Special programs are also designed to meet specific student needs. For example, a small group of children met with the school psychologist for several weeks to discuss appropriate ways to interact with their peers. Thus, the focus of our efforts is educating the whole child through the involvement of the whole community.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Bugbee is a high performing school with 86% of its students at the goal or advanced level as measured by the Connecticut Mastery Test. This success can be attributed in part to the newly implemented programs, to improved instructional practices and to student assessment. Reader's and Writer's Workshops provide the framework for instruction in language arts and in mathematics the focus is on the understanding of concepts, metacognition and problem solving. A focus on curriculum differentiation has led to the development of detailed monthly differentiated instructional/materials planners that include the skills and strategies that will be taught and the materials to use when working with the whole class, small flexible groups and individual students. These teacher-developed curriculum maps also provide a pacing component that allows teachers to progress at a rate that is commensurate with students' needs.

Schoolwide enrichment teaching and learning is a primary goal of the 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. Children are provided with authentic learning experiences when experts share their knowledge and expertise in areas students are studying. The development of students' creative and critical thinking and problem-solving skills is a constant. Working together in collegial groups with a common purpose as well as the development of independent, self-directed learning are also encompassed in this focus on enrichment. Technology plays a significant role in the attainment of all of our goals. Both teachers and students receive training in the latest programs and practices related to technology and effectively integrate them in their curriculum and instruction. SmartBoards are now permanently mounted at every grade level and a laptop mobile computer lab now brings all of the advantages of technology to every classroom in the school.

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.
For the school/district website, see **www.whps.org/school/bugbee/index.htm**