

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Bugbee School
West Hartford School District**MARGARET BEECHER, Principal
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular
School Grade Range: K- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 384
5-Year Enrollment Change: 12.3%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	23	6.0	14.5	33.1
K-12 Students Who Are Not Fluent in English	10	2.6	10.2	7.3
Students with Disabilities	18	4.7	11.2	10.8
Students Identified as Gifted and/or Talented	22	5.7	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	97.1	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	315	99.4	90.8	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.5	19.7	18.1
Grade 2	22.7	20.7	19.3
Grade 5	20.7	22.7	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts*	425	425
Family and Consumer Science	0	1
Health	32	23
Library Media Skills*	18	18
Mathematics*	201	199
Music	36	33
Physical Education	54	40
Science*	76	97
Social Studies*	75	92
Technology Education	0	1
World Languages	36	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.5% of elementary and middle schools that serve Grade K start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.1	10.1	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.9	75.0	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.6	3.5	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	99.2	91.7
# of Print Volumes Per Student*	41.5	33.6	27.7
# of Print Periodical Subscriptions	23	22	16

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	0.70
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	0.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.80

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.5	11.4	13.2
% with Master's Degree or Above	77.8	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	4.6	6.3	8.7
% Assigned to Same School the Previous Year	77.8	68.2	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

A strong 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 bi-monthly through a school newsletter, the Bugbee Buzz. The purpose of this publication is to keep parents abreast of what is being addressed in all curricular areas, grade level happenings and ideas and strategies to use at home, e.g., improving reading comprehension, tips for memorization. Articles from the school administrator and staff members and the Parent Teacher Organization fill its pages. Teachers also create their own classroom newsletters and provide parents with more detailed information about the curriculum being taught and ways parents can support students in the learning process. Bugbee's website has become an increasingly popular means of communicating with our entire school family and allows parents to access the Bugbee Buzz and classroom newsletters on-line. A plethora of additional information and suggestions for parents to use in supporting their students at home is also included on this website.

Over 150 parent volunteers provide direct assistance to the school. In the classrooms, they assist teachers with special academic culminating activities such as Japan Day and Eric Carle Day, work with small groups of children under the direction of the teacher in order to reinforce skills previously taught, review work already completed and act as Room Parents for each grade level. Many others support students in the Media Center as they locate, select and sign-out books, conduct research and use our latest technology.

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 of all students. They provide the school with additional technology that allows students to have access to laptops and SmartBoards, support the annual schoolwide Reading Incentive Program, implement an extended day program that includes classes of high-interest to the students, enrich student learning by bringing speakers and programs to the school and provide a plethora of other highly motivating activities.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.8
Asian American	27	7.0
Black	18	4.7
Hispanic	19	4.9
White	317	82.6
Total Minority	67	17.4

Percent of Minority Professional Staff: 6.3%

Open Choice: 15 students attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 5.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

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. Fifteen students in Kindergarten through fourth grade are enrolled at Bugbee. All of these children and their families are welcomed to our school and become active, involved members of our school community through the efforts of both staff and parents. Through the Responsive Classrooms Program and other initiatives, the teachers develop classroom communities that actively include every child in the classroom in positive and productive ways. Teachers communicate frequently with the parents and guardians, involving them in school activities in order to make them partners in their children's learning. 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 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 about their similarities and differences and those that exist in our own classrooms. 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 continual outreach of the entire Bugbee community reflects its understanding and concern for the needs that exist within our city and those that surround the school. School supplies, books, clothing, food baskets and toys during the holidays are donated and distributed throughout the year to those in need.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	34.7	40.9	33.8	55.3
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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 Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	76.7	65.1	52.0	90.0
Writing	86.7	76.0	63.4	94.1
Mathematics	80.0	71.9	60.0	82.2
Grade 4 Reading	82.7	70.7	55.9	92.5
Writing	86.5	71.0	62.9	93.2
Mathematics	84.6	71.7	60.3	89.7
Grade 5 Reading	90.3	71.6	62.2	97.9
Writing	93.5	75.2	64.5	97.8
Mathematics	90.3	78.6	65.9	92.5
Science	88.7	62.5	54.9	97.6
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

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 Elementary Sch.	State Elementary Sch.
% Present on October 1	98.7	97.3	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 4 students were responsible for these incidents. These students represent 1% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	3

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Bugbee is a high performing school with 85% of its students at mastery or advanced as measured by the Connecticut Mastery Test. This success can be attributed in part to the implementation of the goals, objectives and action plans developed in conjunction with the School Improvement Plan. Voluntary action teams that include both parents and teachers as well as many members of the entire school community have supported the school's plan that is focused on clearly defined priority standards, a rigorous curriculum, systematic and explicit instruction and schoolwide enrichment teaching and learning. Our comprehensive academic program is skillfully combined with enrichment experiences that are woven into the fabric of the school and adds exciting dimensions to all units of study and also extends beyond the confines of the curriculum and school day.

The primary academic focus is on addressing the needs of every child in every classroom. Based on the analysis of student data, specific programs and strategies including curriculum differentiation are implemented. Flexible grouping and tiered assignments as well as specific programs that are designed to address all students needs such as Reader's and Writer's Workshop are used to maximize all students' learning. Classroom and the special education staff collaborate on a regular basis and develop a plan for each child in need of additional support.

Technology continues to play a significant role in the attainment of our goals and SmartBoards and a mobile computer lab brings technology into every classroom. Both teachers and students receive training in the latest programs and practices and integrate them into their curriculum and instruction. Through the work of the Schoolwide Enrichment Team, children are provided with authentic learning experiences when experts share their knowledge and expertise in specific curricular areas.

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's Positive Learning Community Committee is an outgrowth of the School Improvement Plan which includes numerous creative and successful programs that are designed and developed by this parent/teacher team. The Breakfast Club sends a greeting to all students at the beginning of each day. Students volunteer to welcome all students to school with interesting student written morning announcements. A newly developed Publishing Center assists students at all grade levels in the complex process of publishing their own writing or book. A schoolwide reading incentive program engages all children in a schoolwide challenge that results in hundreds of books being enjoyed by our young readers. Cross-grade, multi-aged Reading Buddies have opportunities to make friends and read to each other several times during the school year. Educationally exciting programs are offered at the end of the school day to interested students. Odyssey of the Mind, an International Creative Problem Solving Program, provides the perfect outlet for creative minds. This afterschool offering was also led by a teacher/parent team. A program entitled Discipline with Love and Logic is implemented in all of our classrooms. All teachers are trained and use these behavior strategies on a regular basis. Parent training is offered and the common language and singular purpose of this program unifies our efforts at school and at home. Bugbee also participates in West Hartford School's Mentor Program. Several of our students benefit each week from these unique partnerships.

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