

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Bugbee School
West Hartford School District

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Location: 1943 Asylum Avenue
 West Hartford,
 Connecticut

Website: www.whps.org/school/bugbee/index.htm

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 SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 364

5-Year Enrollment Change: 1.4%

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	17	4.7	16.1	34.2
K-12 Students Who Are Not Fluent in English	11	3.0	10.3	7.0
Students with Disabilities	25	6.9	11.5	10.9
Students Identified as Gifted and/or Talented	23	6.3	4.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	62	100.0	90.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	287	95.0	91.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	988

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	20.7	19.9	18.3
Grade 2	19.3	19.2	19.3
Grade 5	23.0	24.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education	0	17
English Language Arts ¹	418	427
Family and Consumer Science	0	1
Health	32	22
Library Media Skills ¹	25	18
Mathematics ¹	201	198
Music	36	32
Physical Education	54	40
Science ¹	76	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages	36	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.4% 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	3.0	10.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	75.0	80.3

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	3.3	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	44.1	33.4	28.2
# of Print Periodical Subscriptions	23	20	13

*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	24.10
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and/or 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	7.30

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	11.6	13.3
% with Master's Degree or Above	81.5	79.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.9	7.0	8.6
% Assigned to Same School the Previous Year	88.9	82.0	83.3

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 continues to be a signature piece of Bugbee School. Communication with the parent community is one of the primary ways we build this strong bond. Our school newsletter, the Bugbee Buzz, is published bi-monthly and its primary purpose is to keep parents abreast of what is being taught in the regular curriculum as well as the strategies and techniques that are being employed by the teachers. Articles from the school administrator, teachers and PTO as well as school district information fill its pages with school and grade level activities and happenings and specific strategies to support students' learning at home. Teachers also create their own classroom newsletters and provide more learning process. Bugbee's website has become an increasingly popular means of communicating with our parents and many parents use this as a means of accessing the Buzz. The Bugbee website continues to expand each year and includes a plethora of information such as grade level sites and links to all facets of our school programs.

Numerous opportunities are provided for parents to participate in the education of their children and teachers maximize parents' willingness to help. Over 200 parent volunteers provide direct assistance to the school. In the classrooms, some parents have been trained to work with small groups of children under the direction of the teacher in order to reinforce skills previously taught in all curricular areas and others support students in the Media Center as they locate and select books and conduct research. Parents also assist teachers with special academic activities such as the school wide celebration on Memorial Day. Bugbee's Parent Teacher Organization (PTO) is an active, committed and dynamic group of individuals. They play a key role in the communication process through their room parent program and by enhancing parent use of our website. They directly support all enrichment efforts by bringing speakers and programs to the school in order to make learning real and relevant for the children. Through their annual auction and other efforts, they have supported the addition of SmartBoards to every classroom and a laptop lab for the school. They have also developed and implemented an after school enrichment program, this program focuses on classes based on students' interests.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.8
Asian American	29	8.0
Black	14	3.8
Hispanic	17	4.7
White	301	82.7
Total Minority	63	17.3

Percent of Minority Professional Staff: 9.4%

Open Choice: 12 student(s) 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: 4.7% 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 7.

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 School participated in the Capitol Region Education Council (CREC) Open Choice Program, a program that enrolls Hartford Public School students in surrounding suburban schools. The children participating in this program and their families are welcomed to our school and become active, involved members of our school community through the efforts of both teachers and parents. Through the Responsive Classroom, Second Step and specifically designed programs teachers develop classroom communities that promote the inclusion of every child in positive and productive ways and assist in their social/emotional growth. The Parent Teacher Organization matches all new families with a parent partner 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 student progress.

The curriculum also plays a key role in developing an understanding and appreciation of other cultures. They learn about the similarities and differences of the countries they study and also of the children that make up the fabric of their classrooms. International celebrations provide culminating activities for their units of study. Cross level grade book buddies create strong connections among students from different grades. 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, book, clothing, food baskets and toys are donated during the holiday season and are 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	42.4	38.5	33.6	67.6
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	75.4	64.7	54.6	85.2
Writing	90.8	74.4	62.5	97.2
Mathematics	81.5	73.2	62.8	80.7
Grade 4 Reading	84.5	74.9	60.7	91.3
Writing	93.2	77.5	64.2	99.1
Mathematics	91.4	77.1	63.6	96.0
Grade 5 Reading	84.8	77.7	66.0	86.4
Writing	87.0	75.8	66.5	90.7
Mathematics	89.1	80.5	68.8	90.1
Science	89.1	67.6	58.1	97.2
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	96.7	94.8	96.2

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 2007-08 school year, 5 students were responsible for these incidents. These students represent 1.3% of the estimated number of students who attended this school at some point during the 2007-08 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, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	1	3
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	4	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Bugbee is a high performing school with 87% of its students at mastery or advanced as measured by the Connecticut Mastery Test. This success can be attributed to the implementation of the School Improvement Plan that was based on the District Improvement Plan and developed at the beginning of the school year. The primary goal of the Plan was to improve student performance on the CMT and/or district assessments by increasing the percentage of students moving from their current band or level to a higher band in one or more content areas. The objective established by the teacher teams was for 85% of the students to achieve mastery on the assessments at their respective grade levels. In the areas of reading, writing and mathematics, needs were identified and the areas of focus for the year included effective teaching strategies and establishing priority standards and making them work. Strategies needed were identified, the methods for monitoring and providing evidence of implementation and effectiveness determined and additional skills, knowledge and support that would be needed were identified. Individual student plans were created for the most challenged learners and their progress was monitored on a regular basis. Technology played a key role in the attainment of our goals and SmartBoards, a mobile laptop lab and an alpha smart lab increased staff and student skills.

Another goal was for all grade levels to implement components of the Schoolwide Enrichment Model. This allowed us to skillfully combine enrichment teaching and learning strategies with our existing comprehensive rigorous curriculum in order to enhance and extend student learning and thus provide academic challenges for all students. In conjunction with this goal, a team of teachers and parents worked together to locate and bring resources and resource people related and unrelated to the curriculum. Students also engaged in more independent studies, further developing their learning independence. Parent engagement increased since there were numerous opportunities for them to become involved in school programs and activities.

SUPPLEMENTAL SCHOOL INFORMATION

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

The creation of a student council quickly brought the voice of the children into the school. Student representatives from all grade levels participated as they developed the school's code of conduct, "The Bugbee Promise." Student committees were formed based on their determination of school needs. These multi-aged groups created plans of action with the guidance of five teachers who worked together to bring this new Council to life at Bugbee. One of the outcomes was an original school song that was sung at the school's closing ceremony. An artist-in-residence also included the voice of each child through their art during her week at the school. Two murals now adorn the walls of the school lobby and include the self-portrait of every student face and their wishes and dreams that spring from this creative work of art. Twenty-one students participated in Odyssey of the Mind, an International Creative Problem Solving Program, and all teams competed in the state competition. One team participated in the international competition in Idaho. They also performed their creative solutions to challenging problems for the school. A small cadre of dedicated coaches, a teacher and parents, made this experience possible for the children. The Bugbee Publishing Center is flourishing with more and more students publishing and sharing their writing. Cross-grade, multi-aged Reading Buddies have opportunities to make friends and read to each other several times during the school year. A Math Incentive Program was very popular. Children from all grade levels wrote problems related to the Bugbee building, such as "name all of the geometric shapes you can find in the school cafeteria." An after-school program sponsored by the PTO expanded this year to the delight of the children. The school's Memorial Day Celebration is the most moving event of the school year. (Visiting veterans' children as the soldiers speak of their experiences and reasons they are serving our country). All of these child-centered activities required students to become actively involved in their own learning as they hone their ability to think, to lead and to be independent.
