

STRATEGIC SCHOOL PROFILE 2010-11

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, 2010: 419
5-Year Enrollment Change: 19.4%

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	18	4.3	17.0	38.3
K-12 Students Who Are Not Fluent in English	6	1.4	8.4	7.7
Students with Disabilities	21	5.0	9.8	10.8
Students Identified as Gifted and/or Talented	30	7.2	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	59	92.2	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	333	93.8	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	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	21.3	19.4	18.4
Grade 2	21.0	20.4	19.9
Grade 5	22.7	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	75	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% of elementary and middle schools that serve Grade 3 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	1.4	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.2	84.0	81.3

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	2.4	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	98.3	99.1	92.9
# of Print Volumes Per Student*	40.8	37.7	29.5
# of Print Periodical Subscriptions	20	20	12

*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	2.70
Special Education:	Teachers and Instructors	1.00
	Paraprofessional Instructional Assistants	0.00
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		0.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		8.00

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	12.5	12.0	13.7
% with Master's Degree or Above	82.8	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	11.2	7.3	8.7
% Assigned to Same School the Previous Year	93.1	88.1	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school website is devoted to homepages.

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

Forging strong home/school connections is a signature component of Bugbee School. Communication with our families is one of the primary ways we build this strong bond. Our school newsletter, the Bugbee Buzz, is published semi-monthly: in a full format once per month and short reminders on the "off weeks." Its primary purpose is to keep families abreast of what is being taught in the regular curriculum as well as the strategies and techniques that are being employed by 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 to provide more information about key aspects of the learning process. Bugbee's web presence is increasingly seen as a primary provider of information for our families. The 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. We also communicate electronically through coordinated voice mails and e-mails via the ConnectED system. Numerous opportunities are provided for families to participate in the education of their children and teachers maximize families' willingness to help. Over 200 volunteers provide direct assistance to the school. Some families have been trained to work with small groups of children under the direction of the teacher to reinforce skills previously taught in all curricular areas. Others support students in the media center as they locate and select books and conduct research. Families also assist teachers with special academic activities such as the school-wide celebrations on Veteran's Day and 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. The PTO directly supports 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 technology integration into the school, including SMART Boards in every classroom (including Pre-K, resource room, art, and music), a laptop lab for the school, and document cameras for each grade level. The PTO has also supported and helped implement a mid-school-day enrichment program, focusing on the creation of classes based on student interests.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	25	6.0
Black	16	3.8
Hispanic	5	1.2
Pacific Islander	1	0.2
White	360	85.9
Two or more races	11	2.6
Total Minority	59	14.1

Percent of Minority Professional Staff: 8.8%

Open Choice:

15 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 :

3.8% 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 School participates in the CREC Open Choice Program that enrolls Hartford Public School students in surrounding suburban schools. Children and families participating in this program are welcomed to our school and become active, involved members of our community through the efforts of both teachers and families. Through Responsive Classroom, Second Step and other 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 Bugbee PTO matches all new families with a partner through a Host Family program. They communicate with the Choice families about all school events and connect with them throughout the school year. Bugbee also works closely with the Open Choice facilitators in regards to both placement and student progress. Additionally, planning took place this school year for a successful opening of a Bugbee Pre-K class this coming fall, drawing students from multiple, diverse West Hartford neighborhoods. Our curriculum also plays a key role in developing an understanding and appreciation of other cultures. Students learn about the similarities and differences of the countries they study and the children who make up the fabric of their classrooms. International celebrations provide culminating activities for units of study. Cross-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. School-wide meetings (Monthly Buzzes) bring all our students together to celebrate and recognize achievements. 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.

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	79.7	68.1	50.9	94.7
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	84.1	71.5	58.4	94.8
Writing	84.1	74.0	61.1	91.8
Mathematics	90.5	76.4	63.0	95.7
Grade 4 Reading	92.2	77.7	62.5	98.2
Writing	88.2	77.8	65.5	91.7
Mathematics	97.0	81.4	67.0	99.5
Grade 5 Reading	87.9	73.5	61.4	94.1
Writing	88.1	80.5	66.8	91.9
Mathematics	90.9	83.3	72.5	85.3
Science	85.1	68.2	59.9	88.9
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	97.6	94.8

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 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.4% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	1
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	5	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Bugbee is a high achieving school with nearly 90% of our students performing at mastery or advanced as measured by the Connecticut Mastery Test. This success can be attributed to the work of our teachers and staff as they implement the School Improvement Plan that is updated each school year. Our goal this year 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, with all of our students (100%) reaching the proficiency level. We continued to "shine a light" on the need to continue to push our highest achieving students while also ensuring success for a smaller cohort that needed additional focused teaching/support. In areas of reading, writing and mathematics, those needs were identified. Areas of focus for the year included refining Effective Teaching Strategies, strengthening our Professional Learning Communities, and making meaningful use of data to guide instruction. Strategies needed were identified; methods for monitoring and providing evidence of implementation and effectiveness determined; and additional skills, knowledge and support needed were identified. Individual student performance plans were created for the most challenged learners and their progress monitored regularly. Ongoing progress monitoring techniques such as the district's AIMSweb program and revisions to our student support system known as the Student Success Team reflect our district's and school's commitment to Scientific Research-Based Interventions. SRBI is designed to quickly identify and provide early supports and interventions as needed. Meaningful use of technology continued to play an important role. Parent engagement was promoted through our Positive Learning Team, a group focused on providing enrichment experiences for all our students. Our high performing students benefited from family involvement in areas like a study of Bugbee's 60th Birthday and a "Bugbee Recess University" during the cold, snowy months of winter. 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.

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 Student Council continued to bring the voice of the children into our school. Student representatives from all grade levels participated as they continued to develop and define Bugbee's student government. Student committees were formed based on their determination of school needs. These multi-aged groups created plans of action with the guidance of teacher advisors, and brought us events like a school-wide Fun Run to benefit the victims of last year's Haitian earthquake. Multiple grants provided enrichment opportunities, including an artist-in-residence who shared scientific knowledge with a focus on the environment. Nearly ten students participated in Odyssey of the Mind, an international creative problem-solving program, with our team joining another school from our district at the national championship in Maryland. "Bugbee Bees Don't Bully" and we proved it through a comprehensive anti-bullying campaign using the latest research indicating that all our students need to be trained to take on active roles in preventing mean behavior. Students participated in a variety of activities throughout the year including role-playing ways to "Take a Stand and Lend a Hand" and showing examples of respect through "Respect Month." 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. The school's Memorial Day Celebration may well be the most moving event of the school year, with a focus on students' reactions to the day, and visiting veterans speaking 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.

Bugbee School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Bugbee School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient												
	Mathematics			Reading			Mathematics (91% proficient needed)			Reading (89% proficient needed)									
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole School	198	100.0	100.0	100.0	Yes	198	98.5	99.2	99.5	Yes	96.5	3.9	100.0	Yes	95.4	4.7	100.0	Yes	
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	15	-	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	5	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-
White	164	100.0	100.0	100.0	Yes	164	98.8	99.4	99.6	Yes	99.4	2.8	100.0	Yes	97.5	4.3	100.0	Yes	
Native Hawaiian or Other Pacific Islander	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	4	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	16	-	-	-	-	16	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	10	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?			Yes					

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
Bugbee School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

