

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

**Bugbee School****West Hartford School District**

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Location: 1943 Asylum Ave.  
West Hartford,  
Connecticut

Website: [www.whps.org/school/bugbee/index.htm](http://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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 458  
5-Year Enrollment Change: 19.3%

**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	5.0	18.0	41.3
K-12 Students Who Are Not Fluent in English	13	2.9	7.5	8.1
Students with Disabilities	22	4.8	9.4	11.2
Students Identified as Gifted and/or Talented	21	4.6	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	96.8	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	361	95.0	95.8	95.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	999

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	21.0	19.6	18.9
Grade 2	22.3	19.3	19.8
Grade 5	22.7	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	419	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	75	99
Social Studies	74	90
Technology Education	0	3
World Languages	36	15

### World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10% 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	2.9	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	87.1	79.2

### 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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.6	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.7	93.5
# of Print Volumes Per Student*	36.2	37.3	29.7
# of Print Periodical Subscriptions	14	17	10

\*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**

<b>Full-Time Equivalent Count of School Staff</b>		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.
General Education: Teachers and Instructors	26.80	
Paraprofessional Instructional Assistants	5.50	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	2.00	
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	0.70	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	8.00	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.5	13.0	13.7
% with Master's Degree or Above	85.3	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.9	8.2	9.1
% Assigned to Same School the Previous Year	91.2	84.4	84.3

**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 bi-monthly to keep families apprised 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 share their own classroom newsletters to provide more information about key aspects of the learning process, of particular importance as we've refined our homework policy to be more streamlined and meaningful. Bugbee's web presence is also as a primary provider of information for our families, with 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 school wide celebrations on Memorial Day and curricular connections like Johnny Applesseed 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 (including nationally known authors!) to the school to make learning real and relevant for the children. Through their annual auction and other efforts, they have supported technology integration at Bugbee, and this past year, the renovation of our auditorium. Bugbee families have also been instrumental in bringing in our STEM club, the LEGO FLL club, and our Mad Science program – amazing, science-focused enrichment opportunities for our students.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	46	10.0
Black	14	3.1
Hispanic	16	3.5
Pacific Islander	0	0.0
White	374	81.7
Two or more races	7	1.5
Total Minority	84	18.3

**Percent of Minority Professional Staff:** 7.5%

**Open Choice:**

13 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 :**

8.6% 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 13.

### 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, becoming active, involved members of our community. Through Responsive Classroom, Second Step and other programs, teachers develop classroom communities promoting the inclusion of every child in positive ways and assist in their social/emotional growth. The Bugbee PTO matches new families with a partner through a Host Family program, communicating with our Choice families about all school events. Additionally, two school years ago we opened an incredible Bugbee Pre-K classroom, drawing students from multiple, diverse West Hartford neighborhoods – both here adjacent to Bugbee, but also the Smith and Charter Oak zones, neighborhoods that have historically been more economically and racially diverse. Those students are encouraged to stay at Bugbee as they progress through their schooling, and we are very pleased that over half of eligible children are doing just that! Our curriculum 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 that make up the fabric of their classrooms. International celebrations provide culminating activities for units of study. Cross-grade Book Buddies (including the Pre-K class) 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, PK-5, 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	78.8	70.7	52.0	92.4
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	86.4	71.7	56.9	97.8
Writing	94.3	75.8	60.0	99.4
Mathematics	87.8	73.1	61.4	92.3
Grade 4 Reading	85.9	75.4	62.6	89.4
Writing	92.4	73.9	63.0	98.7
Mathematics	86.2	73.0	65.1	85.3
Grade 5 Reading	92.4	79.4	66.9	97.4
Writing	92.5	81.0	65.6	95.6
Mathematics	94.0	81.2	69.2	94.3
Science	89.6	76.3	62.3	94.8
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.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.2	97.6	96.5

**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 2011-12 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 2011-12 school year.

**Truancy**

During the 2011-12 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, 2011-12		
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	1	1

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

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### SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this school.

Bugbee is a high achieving school with over 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 Plan for Continuous Improvement. This high performance was recognized by both the State Department of Education, naming Bugbee a “School of Distinction,” and by the U.S. Department of Education, who awarded Bugbee the National Blue Ribbon School Award for 2013! Areas of focus for the year included continuing to enhance our Professional Learning Communities as we began the incorporation of our new Common Core State Standards, using data thoughtfully to guide instruction, and integrating resources like our half-time Reading Specialist into intervention plans. 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 impacted learners and their progress monitored regularly. On-going progress monitoring techniques such as the district’s AIMSWEB program and our Student Success Team reflects our district’s and school’s commitment to Scientific Research-Based Interventions. Parent engagement is 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 the creation of our Growing Green Schools initiative and a student and family-created Garden Club. We also continued our “Bugbee Recess University” during the cold winter months. 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.

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### SUPPLEMENTAL SCHOOL INFORMATION

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

There are many highlights over the course of a school-year at Bugbee – visits by renowned authors like Jerry Pallotta and Patricia Polacco, our monthly whole-school celebrations called the “Monthly Buzz,” our fifth grade’s weeklong trip to Nature’s Classroom being just some of them. This past year, one day that may well have shone the brightest is a new Bugbee tradition, known as “International Night”! Bugbee has historically been seen as a somewhat homogenous school, less reflective of the greater diversity of our town and region. We wanted to work together as a staff and family community to showcase the fact that our school and families indeed are representative of the amazing cultural diversity that makes up West Hartford, and together with several faculty co-chairs, celebrated an evening where over 30 countries across the globe that are connected to Bugbee families were represented! Including our 460 students and their families and friends, nearly 1,000 visitors attended International Night, sampling food, cultural traditions, ways of life, and family history all associated with our very own community. It was an incredible example of our town, families, and students all working together to celebrate diversity, and showcase our school. Local and state media including local dignitaries all attended, setting the tone for a wonderful end of the school year, and beginning a wonderful new Bugbee tradition!

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