

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-6 Edition

**Braeburn School
West Hartford School District**

NATALIE SIMPSON, Principal

Telephone: (860) 561-2200

 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 412

5-Year Enrollment Change: 12.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

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	2005-06	10.0	13.5	27.6
	2002-03	6.8	13.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	10.7	17.5	13.3
	2000-01	10.7	15.3	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	90.4	89.5	86.8
	2000-01	90.8	89.8	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	100.0	84.0	79.2
	2000-01	98.6	88.5	74.7

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)	15	3.6	9.5	6.7
Compensatory Education	40	9.7	12.2	24.1
Full or Extended Day Kindergarten	67	N/A	N/A	N/A
Gifted and Talented Program	16	3.9	3.9	1.9
Special Education	36	8.7	11.0	11.2
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	20	4.9
Black	30	7.3
Hispanic	35	8.5
White	327	79.4

Total Minority 2005-06 20.6%

Total Minority 2000-01 16.9%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Braeburn School has established a mission statement that recognizes and responds to each child's uniqueness and fosters compassion for others and an awareness of the world. Since 2001, Braeburn School has participated in the Capitol Region Education Council (CREC) Open Choice Program, accepting children from Hartford into every grade. As part of our commitment to this program, Braeburn staff members participate in orientation and professional development opportunities offered by CREC and develop outreach programs for the Open Choice students and their families. An orientation program is offered for families new to our school. Our parent organization collaborates with teachers and staff to recruit host families to work closely with families in the Open Choice Program, to increase their affiliation with Braeburn School and facilitate opportunities for their involvement in a variety of aspects of the school life.

Braeburn has had a long-standing sister school relationship with the American School for the Deaf (ASD). Through this reciprocal arrangement, we are able to place hearing impaired students in our classrooms as they prepare to transition back to their home school upon dismissal from the services at ASD.

Opportunities exist for all students to increase their understanding and appreciation of the diversity of individuals and cultures through specific curriculum-based units, research projects, community-sponsored cultural performances, assemblies and enrichment opportunities. Our students study the cultures of Mexico, Africa, Japan, and the Caribbean during their first four years in school. Beginning in fourth grade, students study Spanish through our WLES program. Parent sponsored activities, such as our international potluck dinner, celebrate the diversity within our community. Character Education initiatives are emphasized in every classroom using programs such as Second Step, the Responsive Classroom model or Discipline with Love and Logic. Cross-grade initiatives such as reading buddies foster strong connections between and among our students.

As a staff we have increased our own understanding of racial, ethnic and economic diversity through ongoing, focused staff development opportunities and monthly collaborative work.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	988

*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	100.0	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.8	4.1	3.9
% of Computers that are High or Moderate Power	88.4	95.0	80.8
% of Computers with Internet Access, All Speeds	100.0	100.0	96.5
% of Computers with High Speed Internet Access	100.0	100.0	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

This school does not have a functional satellite link.

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*	31.4	32.4	27.2
% of Print Volumes Purchased in the Last Three Years	2.0	11.5	13.6
# of Print Periodical Subscriptions	24	21.5	15.1
# of Non-Print Materials	28	247.7	408.8

*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	2005-06	22.3	20.2	18.3
	2000-01	18.5	19.3	18.1
Gr. 2	2005-06	18.3	19.5	19.7
	2000-01	22.3	19.7	19.5
Gr. 5	2005-06	25.0	22.4	21.2
	2000-01	19.3	20.8	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	29.7	30.7
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	2.3
Other Professionals	1.5	0.5
# of Non-Certified Instructional	11.0	10.0

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.8	10.9	12.8
% with Master's Degree or Above	63.2	70.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	47.4	34.4	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	32	No
Computer Education	0	2	17	N/A
English Language Arts*	413	420	425	No
Family and Consumer Science	0	0	1	N/A
Health	30	30	23	No
Library Media Skills*	18	18	19	Yes
Mathematics	200	200	192	No
Music	36	36	34	No
Physical Education	54	54	41	No
Science*	75	79	96	No
Social Studies*	75	73	96	No
Technology Education	0	0	1	N/A
World Languages	36	41	11	No

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 4 in this school. In Connecticut, 13.4% of K-6 schools have started world language instruction at this grade or earlier.

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	Yes
After School Program	No	No
Summer School (2005)	Yes	Yes
Other	No	No



Interactive Distance Learning

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2004-05 School Year	0.0	0.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	5.4	6.7	8.4
% Certified Staff Assigned to Same School the Previous Year	84.2	80.1	84.5


STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	68.9	60.5	54.4	2.0	94.3
Writing	78.7	68.4	61.0	2.4	100.0
Mathematics	67.2	66.8	56.3	4.1	100.0
Grade 4 Reading	84.6	71.5	57.8	2.8	96.4
Writing	84.6	68.6	62.8	2.8	96.1
Mathematics	76.9	68.9	58.8	3.4	96.4
Grade 5 Reading	85.1	75.9	60.9	0.0	97.1
Writing	83.8	76.1	65.0	5.6	98.3
Mathematics	82.4	73.2	60.7	0.0	100.0
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



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	32.8	37.3	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	99.5	98.0	96.5

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Student Performance

Braeburn students continue to demonstrate high performance in all academic areas. Recent CMT results indicate that 79.3% of our students in grades 3,4 and 5 met or exceeded the state goal in reading, writing and math. The performance of our students on district assessments remains equally strong. We continue to use work samples, informal assessment and rubrics to identify strengths and weaknesses and measure student progress in each of these areas.

Student Accomplishments

Not only do our students demonstrate high academic performance, but they also excel in both the visual and performing arts. Nearly all fourth and fifth grade students elect to participate in band, orchestra and choir. Many are chosen to perform in the district's elite Inter-Elementary performing groups or have their art work included in our prestigious town wide exhibits. Three of our students were selected to perform in the National Children's Choir. Our active Student Council is comprised of elected student representatives from third, fourth and fifth grade. These students demonstrate leadership, model citizenship, experience the principles of democracy, and make positive contributions to our school community, and the community at large, through funding raising initiatives and a variety of service learning projects.

Plans for Improvement

We continue to focus our school improvement efforts on the areas of academic achievement and character development. Our goals focused on writing and cultivating a climate of respect. Areas of focus included nonfiction writing, implementation of writing rubrics across the grade levels, and increased effectiveness teaching diverse and at-risk learners.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Braeburn School is unique and ever-growing as a neighborhood school. We are enriched by the diversity afforded us by our partnerships with the Hartford schools and the American School for the Deaf. In addition, we house the district's Learning Center program for students with severe social, emotional, or behavioral needs.

The parent community is actively involved in our school. Our parent/teacher organization, named the Parents and Teachers of Braeburn (PTB), work hard to provide family activities and enrichment programs for our community.

The PTB also works closely with our Student Council to sponsor community projects and outreach programs.

Before and after school activities are enthusiastically sponsored and supported by both parents and teachers. All are child-centered and well-attended.

Braeburn is committed to the values of respect and responsibility. Staff members utilize elements of the Responsive Classroom model to foster respect and build a sense of community within the classroom. Student Council members work closely with members of the PTB to reinforce Braeburn's Code of Conduct during each evening event. In general, the community is one in which members are passionate about their school. Every individual takes his or her work seriously and maintains high standards for both performance and behavior.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school/district website, see www.whps.org/school/braeburn/index.htm

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