

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

Braeburn School
West Hartford School District

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Location: 45 Braeburn Road
 West Hartford,
 Connecticut

Website: www.whps.org/school/braeburn/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
 School Grade Range: K- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 440
 5-Year Enrollment Change: 15.8%

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	36	8.2	14.5	33.1
K-12 Students Who Are Not Fluent in English	22	5.0	10.2	7.3
Students with Disabilities	34	7.7	11.2	10.8
Students Identified as Gifted and/or Talented	23	5.2	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	64	97.0	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	337	89.9	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	22.0	19.7	18.1
Grade 2	19.0	20.7	19.3
Grade 5	20.3	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 3 in this school. Statewide, 14.5% 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	5.0	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	97.1	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	3.2	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*	27.0	33.6	27.7
# of Print Periodical Subscriptions	20	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	27.20
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	6.00
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	1.30
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	9.9	11.4	13.2
% with Master's Degree or Above	75.7	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.3	6.3	8.7
% Assigned to Same School the Previous Year	64.9	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.

At Braeburn School, we are committed to encouraging and supporting each family's involvement in their child's education. Teachers begin the year by making introductory phone calls to parents prior to the opening of school to establish a connection with each family and gather information from parents about each individual child's needs. Teachers maintain contact with parents and families regularly throughout the year via classroom newsletters, weekly e-mail messages, communication logs and other means. While opportunities for parent-teacher conferences always exist, teachers formally review the progress of each child twice during the school year by meeting with parents during our scheduled conference weeks. Through the use of interactive homework assignments and weekly homework folders, teachers strive to inform parents about the curriculum and engage parents in their children's learning at home.

Our bi-weekly school newsletter keeps families informed of ongoing school initiatives and invites their participation in school-related events. We offer a variety of workshops for parents that support the academic and social-emotional aspects of the curriculum. Last year parents attended workshops relating to emergent literacy, reading at home, helping children organize for success, discipline strategies, and Internet safety. A growing collection of parent resources is available for loan to parents in our school media center.

The Braeburn parent community is a significant asset to our school. Our active parent organization works closely with the staff to sponsor a variety of activities for families that support our school. These include family fun nights, a reading challenge, bingo and game nights, performances by special artists, and significant fund raising efforts. In addition, they successfully recruit an extensive cadre of parent volunteers who provide regular support to classrooms and the special areas during the school day and for special events throughout the school year. This year, Braeburn parents assisted us greatly in initiating the development of an outdoor learning area in the woods adjacent to our school. We regularly seek and respond to feedback from parents using surveys and other means, and rely on this feedback to improve our work with the students and foster a welcoming school atmosphere.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	29	6.6
Black	25	5.7
Hispanic	45	10.2
White	341	77.5
Total Minority	99	22.5

Percent of Minority Professional Staff: 0.0%

Open Choice: 20 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: 10.7% 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 19.

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.

Braeburn School participates in the Capitol Region Education Council (CREC) Open Choice Program, accepting children from the city of Hartford into every grade. Braeburn staff members participate in 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 with the aim of increasing each family's affiliation with the school and facilitating opportunities for their involvement in a variety of aspects of the school life.

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 third grade, students study Spanish through our WLES program. Parent sponsored activities, such as our international potluck dinner, celebrate the diversity within our community. We emphasize Character Education initiatives in every classroom using programs such as Second Step, the Responsive Classroom model and Discipline with Love and Logic in order to establish a strong sense of community and generate attitudes of respect among students. Cross-grade level buddy classrooms foster strong connections between and among students at different grades. A variety of student-initiated service projects and our Braeburn Care Team enable our students and their families to provide outreach to and support the needs of the greater community. As a staff we continue to increase our own understanding of cultural and economic diversity by participating in staff development workshops, study groups and monthly collaborative work related to this topic.

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	36.3	40.9	33.8	58.5
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	78.4	65.1	52.0	92.2
Writing	89.2	76.0	63.4	97.4
Mathematics	84.0	71.9	60.0	90.9
Grade 4 Reading	86.6	70.7	55.9	97.0
Writing	78.0	71.0	62.9	75.8
Mathematics	75.9	71.7	60.3	74.9
Grade 5 Reading	71.7	71.6	62.2	64.3
Writing	75.0	75.2	64.5	66.4
Mathematics	75.0	78.6	65.9	65.6
Science	63.3	62.5	54.9	61.9
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	95.9	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, 5 students were responsible for these incidents. These students represent 1.2% 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	5	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	8	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

We use the ongoing collection and analysis of student performance data as the basis for determining the effectiveness of our instruction and identifying building needs. Our progress toward the achievement of our building goals is reviewed by the staff periodically throughout the school year and priorities are set each year as the summative progress of our students is reviewed.

In addition to our continued implementation of revised district wide programs in science and social studies, our focus over the past year has been to strengthen our delivery of math instruction for students at all levels, with a specific emphasis on effectively differentiating math instruction for students in every grade. This included creating common pre-and post tests, designing math stations and implementing differentiated small group math instruction in each classroom. In addition, staff participated in professional development related to this area used Excel software to track and analyze performance data and measure the impact of their instruction. As a result of our efforts, an average of approximately 79% of our students reached mastery in mathematics on district and state assessments.

We continue to focus on the performance of students within the subgroups of our population. Grade level teams work collaboratively to design and organize instruction that targets students in the proficient band in order to move more of these students toward goal in each performance area. Our staff continues to explore and use a variety of assistive technology and other related software to better facilitate instruction and productivity for students with special learning needs. As home to the district's Learning Center Program for students with severe emotional or behavioral needs, we again conducted a review of our service delivery model and made recommendations for minor revisions to the protocols and procedures of this program in order to better respond to the social, emotional and academic needs of the participating students and maximize their inclusion in the regular classroom setting. We continue to focus our school improvement efforts on specific areas of academic achievement, as determined by the performance of our students, as well as character education initiatives that contribute to the cultivation of a strong climate of respect within the school community.

SUPPLEMENTAL SCHOOL INFORMATION

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

In addition to demonstrating high academic performance, the students at Braeburn School excel in athletics and 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. Last year, three of our students performed in the National Children's Choir. Several of our fifth graders earned ribbons and set records in the district's town wide track and field events. Our active Student Council is comprised of elected student representatives from the third, fourth and fifth grades. These students demonstrate strong leadership and citizenship, and make positive contributions to our school community while modeling the principles of democracy for their peers. Throughout the year, they planned and implemented a variety of fund-raising and charitable events to benefit local organizations, families in need, and the community at large.

Through successful grant-writing efforts, individual staff members at Braeburn have acquired the necessary funding to implement a variety of unique and enriching programs for our students. These included a multi-day visit by author Suzy Kline who conducted grade level presentations and writing workshops for students, a series of classroom enrichment experiences for kindergarteners, the acquisition of a Dance Dance Revolution system to promote health, fitness and sensory integration needs, and a variety of other academic enrichment projects. Our staff members continue to seek new and innovative ways to incorporate technology into their daily instruction. SMART Boards are available to every teacher and are used widely throughout the school. The Braeburn community is one in which members are passionate about their school. Individuals take pride in their involvement here and maintain high standards for performance, academically and socially.

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