

STRATEGIC SCHOOL PROFILE 2008-09

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 Education

School Grade Range: K- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 454

5-Year Enrollment Change: 13.2%

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	47	10.4	16.1	34.2
K-12 Students Who Are Not Fluent in English	23	5.1	10.3	7.0
Students with Disabilities	36	7.9	11.5	10.9
Students Identified as Gifted and/or Talented	31	6.8	4.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	98.4	90.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	361	92.1	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	20.0	19.2	19.3
Grade 5	28.0	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	418	427
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	25	18
Mathematics	201	198
Music	36	32
Physical Education	54	40
Science	76	98
Social Studies	75	91
Technology Education	0	2
World Languages	36	12

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	5.1	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	91.7	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	3.2	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*	26.2	33.4	28.2
# of Print Periodical Subscriptions	20	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	28.00
Paraprofessional Instructional Assistants	3.50
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	6.00
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	1.30
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.10

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	8.2	11.6	13.3
% with Master's Degree or Above	72.2	79.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.3	7.0	8.6
% Assigned to Same School the Previous Year	77.8	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.

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, mathematics, discipline strategies, Internet safety, and supporting children through the social aspects of school. 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 include family fun nights, a reading challenge, bingo and game nights, performances by special artists, and an adult social. 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 plan special evening events throughout the school year. This year, Braeburn parents assisted us in continuing to develop 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	1	0.2
Asian American	37	8.1
Black	31	6.8
Hispanic	42	9.3
White	343	75.6
Total Minority	111	24.4

Percent of Minority Professional Staff: 2.4%

Open Choice: 18 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: 9.0% 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 kindergarten, 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	41.0	38.5	33.6	64.9
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	74.4	64.7	54.6	83.1
Writing	91.0	74.4	62.5	97.7
Mathematics	83.3	73.2	62.8	85.1
Grade 4 Reading	79.7	74.9	60.7	82.3
Writing	85.0	77.5	64.2	91.3
Mathematics	82.3	77.1	63.6	80.8
Grade 5 Reading	80.0	77.7	66.0	75.3
Writing	76.7	75.8	66.5	66.2
Mathematics	80.0	80.5	68.8	72.3
Science	64.0	67.6	58.1	59.2
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	95.4	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, 3 students were responsible for these incidents. These students represent 0.7% 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	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	3	0

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

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. This past year, in addition to the development of our school improvement plan, goals related to high academic achievement, effective instruction and a positive social climate guided our collective work. Staff members worked with grade level colleagues to identify priority standards, create common pre and post-assessments, plan differentiated instruction, review student progress, and understand and implement research-based teaching strategies. Staff continued to participate in professional development experiences related to these areas and used Excel software to analyze performance data and measure the impact of their instruction. As a result of our efforts, approximately 81% of our students reached mastery on district and state assessments in reading, writing, and math. 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 scoring 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 are continuing our review of service delivery methods and making 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 successful inclusion in the regular classroom setting. We survey parents routinely and continue to focus our school improvement efforts on maintaining strong academic achievement, implementing character education initiatives that contribute to the cultivation of a strong climate of respect within the school community, and on other initiatives that provide the continued enhancement of our overall program.

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 or 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, six of our students performed in the National Children's Choir in Washington, D.C. 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 service projects 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 Tracy Kane who facilitated the building of fairy houses by all students in the woods adjacent to our school, the acquisition of a set of Play-aways for our media center, and a phonemic awareness program for our at-risk readers. SMART Boards are installed in every classroom and technology is widely accessible throughout the school. This year, our parent organization launched an extensive series of after school classes for our students to extend and enrich the students' learning beyond the school day. The Braeburn community is one in which its members are truly passionate about their school and maintain high standards for the students' performance, academically and socially.
