

**STRATEGIC SCHOOL PROFILE 2006-07**

Elementary School K-6 Edition

**Braeburn School**  
**West Hartford School District**

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

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**STUDENT ENROLLMENT**

Total Enrollment: 421

5-Year Enrollment Change: 10.8%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 5

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**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	8.8	13.9	27.7
	2002-03	6.8	13.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	11.6	17.6	13.5
	2001-02	13.9	15.1	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	91.1	90.2	87.7
	2001-02	88.2	89.6	86.2
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	97.3	85.0	79.3
	2001-02	94.0	85.7	75.1

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	25	5.9	9.9	6.9
Compensatory Education	41	9.7	13.1	23.6
Full or Extended Day Kindergarten	73	N/A	N/A	N/A
Gifted and Talented Program	20	4.8	3.8	1.8
Special Education	32	7.6	11.3	10.8
Prekindergarten	0	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	5.9
Black	25	5.9
Hispanic	43	10.2
White	328	77.9

## STUDENT RACE/ETHNICITY

<b>Total Minority 2006-07</b>	22.1%
<b>Total Minority 2001-02</b>	19.5%

### 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 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 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. Character Education initiatives are emphasized 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 conducted throughout the year enable our students 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 planning and participating in staff development workshops, study groups and monthly collaborative work related to this topic.

### SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	988	988	985

\*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	98.5	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.5	4.0	3.6
% of Computers that are High or Moderate Power	100.0	97.1	89.5
% of Computers with Internet Access, All Speeds	100.0	97.0	97.3
% of Computers with High Speed Internet Access	100.0	97.0	96.1
% of Internet Computers with Filtering Software	100.0	98.5	98.6

This school does not have a functional satellite link.

## SCHOOL RESOURCES, continued

### 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*	28.9	32.8	28.0
% of Print Volumes Purchased in the Last Three Years	24.7	12.2	12.2
# of Print Periodical Subscriptions	20	20.0	15.1
# of Non-Print Materials	152	275.9	406.8

\*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	2006-07	18.0	19.6	18.2
	2001-02	22.3	20.3	18.3
Gr. 2	2006-07	22.7	20.2	19.5
	2001-02	21.0	19.6	19.6
Gr. 5	2006-07	21.7	22.1	21.2
	2001-02	16.7	21.4	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	32.9	29.7
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	1.3
Other Professionals	0.5	1.5
# of Non-Certified Instructional	11.5	11.0

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	0.0	0.0	2.7
Professional Staff Experience and Training	School	District K-6	State K-6
Average Years of Experience in Connecticut and Other Locations	12.0	12.2	14.0
% with Master's Degree or Above	73.8	80.6	81.0

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	17	N/A
English Language Arts*	427	421	427	No
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills	18	18	18	No
Mathematics	202	200	195	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	74	92	No
Technology Education	0	0	1	N/A
World Languages*	36	41	11	No

\*Interdisciplinary Approach

## SCHOOL PROCESSES, continued



<b>Types of Remedial Instructional Services Provided to Students Lacking Basic Skills</b>	<b>Available in Mathematics</b>	<b>Available in Language Arts</b>
Pull-Out Instruction	No	Yes
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2006)	No	No
Other	No	No

**World Language** Formal instruction (at least 1 hour per week) in a world language starts in grade 3 in this school. In Connecticut, 13.3% of K-6 schools have started world language instruction at this grade or earlier.

<b>Student and Teacher Statistics</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% of Students Retained in Grade after 2005-06 School Year	0.5	0.2	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	5.4	6.4	8.7
% Certified Staff Assigned to Same School the Previous Year	83.3	80.5	83.3

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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The following narrative 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, 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 family participation in school-related events. We offer a variety of workshops for parents that support the academic and social-emotional aspect of the curriculum. Last year parents attended workshops relating to emergent literacy, supporting reading at home, standards-based mathematics, parenting and discipline strategies, and Internet safety. A growing collection of parent resources is available for loan to parents in our school media center.

The parents of Braeburn students are 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 school. These include family fun nights, a reading challenge, bingo and game nights, and performances by special artists. In addition, the PTO successfully recruits 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. We seek and respond to feedback from parents regularly through surveys and other means and use this feedback as a means of improving our work with the students and fostering a welcoming school atmosphere.

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## STUDENT PERFORMANCE

**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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	81.6	67.5	52.3	1.6	92.6
Writing	81.6	72.6	60.8	0.0	93.9
Mathematics	78.9	71.5	59.4	0.0	96.0
Grade 4 Reading	74.2	65.9	57.0	0.0	95.2
Writing	71.2	76.9	65.1	0.0	96.8
Mathematics	74.2	73.1	62.3	0.0	100.0
Grade 5 Reading	91.8	75.9	61.4	2.6	98.7
Writing	93.4	77.8	64.6	2.3	98.5
Mathematics	95.1	78.8	66.0	4.5	95.8
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



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](http://www.ctreports).

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 K-6	State K-6
% on October 1, 2006	95.7	97.4	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	46.3	40.0	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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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. In addition to our continued implementation of revised district wide programs in math and science, our focus over the past year has been to strengthen our delivery of reading instruction for students at all levels, with a specific emphasis on delivering systematic guided reading instruction in every grade. This included creating opportunities to incorporate literacy activities into the arts as well as other special areas. Our success with these efforts is evident by our students' performance on recent district and state assessments on which approximately 82.5% of our students reached mastery. Our progress toward the achievement of our building goals is reviewed by the staff as a whole periodically throughout the school year and new priorities are set each spring as the summative progress of our students is reviewed.

Our district's recent implementation of a software system to manage the development and modification of Individualized Education Plans for our students with disabilities has resulted in more efficient coordination of services and effective program management for those students who qualify for specialized instruction in one or more areas. 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 needs. Our comprehensive review last spring of the district's Learning Center Program for students with severe emotional or behavioral needs that is housed at Braeburn resulted in our making 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 will contribute to the cultivation of a strong climate of respect within the school community.

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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.

In addition to demonstrating high academic performance, the students at Braeburn School 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. Last year, six of our students were selected to perform in the National Children's Choir. 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 week-long visit by a puppeteer artist-in-residence who conducted daily workshops for students, workshop sessions for staff, and school wide performance. Our staff members continue to seek new and innovative ways to incorporate technology into their daily instruction. As a result of fund-raising efforts by parents in our community, we were able to purchase and install ten interactive whiteboards in classrooms last year.

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.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school/district website, see [www.whps.org/school/braeburn/index.htm](http://www.whps.org/school/braeburn/index.htm)



Filename: ELEMA440.DOC  
Directory: J:\Cloud\SSP Internet 2006-07  
Template: C:\Documents and Settings\cloudr\Application  
Data\Microsoft\Templates\Normal.dot  
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Author: csde  
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Comments:  
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Last Saved By: csde  
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