

STRATEGIC SCHOOL PROFILE 2010-11

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, 2010: 432
5-Year Enrollment Change: 5.6%

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	44	10.2	17.0	38.3
K-12 Students Who Are Not Fluent in English	18	4.2	8.4	7.7
Students with Disabilities	29	6.7	9.8	10.8
Students Identified as Gifted and/or Talented	24	5.6	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	95.8	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	332	92.0	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	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	23.7	19.4	18.4
Grade 2	22.0	20.4	19.9
Grade 5	26.0	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	75	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% 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	4.2	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.7	84.0	81.3

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	3.0	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.1	92.9
# of Print Volumes Per Student*	30.1	37.7	29.5
# of Print Periodical Subscriptions	23	20	12

*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		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		23.50
	Paraprofessional Instructional Assistants		5.00
Special Education:	Teachers and Instructors		4.00
	Paraprofessional Instructional Assistants		5.00
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		7.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.8	12.0	13.7
% with Master's Degree or Above	80.6	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	5.9	7.3	8.7
% Assigned to Same School the Previous Year	83.9	88.1	83.9

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, phone calls 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, weekly homework folders, and classroom web pages, 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 families to participate in school-related events. We offer a series of workshops for parents during the course of the year to address both the academic and social-emotional needs of our students. Last year's topics included literacy, bullying prevention, discipline, homework strategies, and wellness. A growing collection of parent resources is available for loan to parents in our school media center. We regularly seek and respond to parent feedback using surveys and other means, and rely on this feedback to improve the work we do with the students. The Braeburn parent community is a significant asset to our school. Our active parent organization (the Braeburn PTB) works closely with the staff to sponsor a variety of activities for families that include social events, a school fair, a reading challenge, bingo and game nights, performances by special artists, and an adult social. In addition, they successfully recruit an extensive cadre of volunteers who provide regular support to classrooms and the special areas during the school day. Our parent volunteers organize and manage an extensive program of after-school enrichment classes for our students over the course of the school year. In addition, Braeburn parents are active leaders in the continued development of an outdoor learning area in the woods adjacent to our school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	5.8
Black	31	7.2
Hispanic	36	8.3
Pacific Islander	0	0.0
White	325	75.2
Two or more races	15	3.5
Total Minority	107	24.8

Percent of Minority Professional Staff: 2.7%

Open Choice:

16 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 18.

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. Our parent organization collaborates with teachers and staff to establish 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 extended day activities and other aspects of 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 potluck dinner, capitalize on 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 the efforts of 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 the ways cultural and economic diversity influence our students' achievement by participating in staff development workshops, study groups and 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	82.7	68.1	50.9	96.6
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	74.7	71.5	58.4	79.1
Writing	78.7	74.0	61.1	81.7
Mathematics	73.7	76.4	63.0	66.3
Grade 4 Reading	77.0	77.7	62.5	75.2
Writing	77.9	77.8	65.5	69.8
Mathematics	82.7	81.4	67.0	76.3
Grade 5 Reading	85.5	73.5	61.4	91.9
Writing	85.9	80.5	66.8	86.6
Mathematics	84.4	83.3	72.5	70.5
Science	73.1	68.2	59.9	69.2
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	97.7	97.6	94.8

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 2009-10 school year, 5 students were responsible for these incidents. These students represent 1% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	5	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	0
Total	14	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. Our collective work this past year was guided by our extensive School Development Plan, the goals of which focused on high academic achievement, data-driven decision making, and creating a healthy social climate throughout the school. Staff members worked weekly with their colleagues in grade level data teams to analyze student performance related to specific learning objectives, create common pre-and post-assessments, plan differentiated instruction, review student progress, and implement research-based teaching strategies. Staff continued to participate in professional development experiences related to these areas and analyzed performance data to measure the impact of their instruction. As a result of our efforts, approximately 80% of our students reached mastery on recent state and district assessments in reading, writing, and math. We continue to focus on the performance of students within the subgroups of our population. Our teams worked collaboratively to design and organize instruction that targeted students who scored 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 the host school for the district's town-wide program for students with severe emotional and behavioral needs, we provide inclusion experiences, co-teaching opportunities, and a resource room setting to support the social, emotional and academic needs of the participating students and maximize their participation in the mainstream environment. We survey parents for feedback and continue to focus our school improvement efforts on maintaining strong academic performance and implementing character education initiatives that contribute to the cultivation of a positive, respectful climate throughout 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 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. Several of our fifth graders earned ribbons and set records in the district's town-wide track and field events. We maintain an active Student Council that 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 families in need, local charities, and the community at large. Collectively they drafted a Code of Conduct that was shared with students throughout the school. Through successful grant-writing efforts and donations from our Parent-Teacher organization, we have acquired the necessary funding to implement a variety of unique and enriching programs for our students. These included a visit by author Julie Phillips and a multi-day residency with puppeteer Dan Butterworth. SMART Boards are installed in every classroom and technology is widely accessible throughout the school. Our parent organization offers an extensive series of after school classes for our students that extends and enriches 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.

Braeburn School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Braeburn School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)			Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	233	100.0	99.8	99.9	Yes	232	99.6	99.6	99.7	Yes	91.7	4.9	96.6	Yes	88.1	5.9	94.0	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	13	-	-	-	-	13	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	21	-	-	-	-	21	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	27	-	-	-	-	27	-	-	-	-	-	-	-	-	-	-	-	-
White	168	100.0	100.0	100.0	Yes	167	99.4	99.7	99.8	Yes	97.6	3.7	100.0	Yes	96.4	4.7	100.0	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	4	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	10	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	21	-	-	-	-	21	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	31	-	-	-	-	31	-	-	-	-	-	-	-	-	-	-	-	-

Additional Academic Indicator: Writing (70% At or Above Basic)

AYP Target Met?

Yes

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
Braeburn School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

