

STRATEGIC SCHOOL PROFILE 2001-02

Elementary School K-6 Edition

Braeburn School
West Hartford School District

RENA KLEBART, Principal
 School Type: Traditional/Regular

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 Data were provided by the local school district during the fall of 2001.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 380
 5-Year Enrollment Change 16.2%

**FACILITIES**

of Permanent General Classrooms 22
 # of Portable Classrooms 1
 Year of Original Construction 1956

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	5.5	12.3	25.7
	2000-01	7.8	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	13.9	15.1	14.1
	1998-99	8.7	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	88.2	89.6	86.2
	1996-97	93.2	84.6	85.4
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	94.0	85.7	75.1
	1996-97	83.3	77.7	69.4

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)	22	5.8	6.7	5.3
Compensatory Education	23	6.1	12.4	24.1
Full or Extended Day Kindergarten	67	N/A	N/A	N/A
Gifted and Talented Program	6	1.6	3.7	2.2
Special Education	41	10.8	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	29	7.6
Black	17	4.5
Hispanic	28	7.4
White	306	80.5

Total Minority 2001-02 19.5%

Total Minority 1996-97 11.9%



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 has an established mission statement that recognizes and responds to each child's uniqueness and fosters compassion for others and an awareness of the world.

During the summer of 2001, Braeburn staff laid the groundwork for the inclusion of several children from Hartford schools as part of Project Choice. The children were part of our kindergarten, grade 1 and grade 2 programs. Families were invited to an orientation session for all students new to Braeburn. The PTB (Parents/Teachers of Braeburn) worked closely with our staff hosting a welcome luncheon for the children and facilitating host families to support and welcome the children. Our relationship with Project Choice families is a committed long-term relationship.

Braeburn has a long-standing sister school relationship with the American School for the Deaf. Individual classes have a buddy class at ASD. We also have a reciprocal arrangement with ASD; we are able to have children participate in academic classes at Braeburn to assist ASD as they make transition plans for youngsters able to return to their home school. This year a first grader participated in language arts instruction at Braeburn as he prepared to return to his home school. The same first grade at Braeburn participated in ASD centennial celebration.

Our Student Council has participated in several outreach programs. They conducted a lollipop sale and used the proceeds to make a donation to the Connecticut Children's Medical Center. They also conducted a penny drive for the Leukemia and Lymphoma Society. During the spring term, a group of children worked with our parent organization (PTB) to provide and serve a meal to the residents of Mercy Shelter in Hartford.

As a staff we have increased student awareness of the diversity of individuals and cultures. Curriculum units of instruction are supported through field experiences, special projects and enrichment activities. Braeburn supports extended activities for units of study focusing on Japan, Kenya, the West Indies and Mexico.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	982

*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	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.8	4.6	4.8
% of Computers that are High or Moderate Power	98.8	99.8	91.6
% of Computers with Internet Access, All Speeds	98.8	84.5	77.1
% of Computers with High Speed Internet Access	98.8	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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*	28.9	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	9.1	15.1	17.2
# of Print Periodical Subscriptions	18	23.6	18.2
# of Non-Print Materials	30	193.6	406.3

*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
Grade K	2001-02	22.3	20.3	18.3
	1996-97	16.0	20.2	19.2
Grade 2	2001-02	21.0	19.6	19.6
	1996-97	17.8	18.4	20.5
Grade 5	2001-02	16.7	21.4	21.5
	1996-97	25.5	21.5	21.7

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	28.2	29.0
Administrators	1.0	1.2
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	0.8
Other Professionals	1.5	1.4
# of Non-Certified Instructional	11.0	10.5

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% Minority	2.7	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.3	10.8	13.0
% with Master's Degree or Above	81.1	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	37.8	29.1	24.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	18	N/A
English Language Arts*	420	415	426	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	186	No
Music	36	38	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	97	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, 14.0% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	Yes
After School Program	Yes	Yes
Summer School (2001)	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 2000-01 School Year	0.3	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	3.9	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	67.6	60.4	83.0


STUDENT PERFORMANCE

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	85	87	74	57.9
Writing	85	92	77	61.2
Mathematics	88	92	81	61.0
All Three Tests	68.8	80.8	63.3	42.8
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	94.1	94.5	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	46.2	40.1	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2001	97.4	96.8	95.9

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 levels in all academic areas.

Fall 2001 CMT results indicate that 87% of our fourth graders met the state goal in Reading; 92% met goal in Writing, and 92% met or exceed the goal standard in Mathematics. We continue to utilize small flexible groups as part of our language arts instruction. These small groups allow us to provide focused appropriate instruction. We also make use of planning time and professional development opportunities to develop a consistent scope and sequence across grade levels.

Student Accomplishments

Our students excel not only in academic areas but also in both the performing and the visual arts. Several students submitted portfolios for acceptance in Art QuEST. Many of our students were also selected to participate in both district art exhibits and the permanent gallery at the Ed Center. Students auditioned and were selected for positions in both the Inter-El chorus and the orchestra. The vast majority of our fourth and fifth graders elect to participate in chorus and/or orchestra and band.

Students elected to participate in our before-school Striders. Many of our fifth graders placed in the district track and field competition.

Plans for Improvement

An area of focus for our school is building a school community based on respect and responsibility. Utilizing the Responsive Classroom model, the staff continues to develop the social curriculum.

Based on district and state assessments we have targeted academic areas for focus. In mathematics, problem solving and measurement continue to be focus areas. In language arts, there is a focus on critical thinking and the application of comprehension strategies to pieces of non fiction.

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.

While Braeburn is a small community school, we are enriched by two outreach programs. We are the district school for all West Hartford children who have social and/or emotional needs. We also participate in Project Choice. We have children from Project Choice in grades K, 1, and 2.

Our parent community is actively involved in our school. The PTB has worked closely with our Student Council to sponsor community projects and outreach programs. Our PTB also sponsors social activities helping our families become a part of our school community. Through their support Braeburn was able to participate in cultural events including the (Cultural Council, Hartford Symphony), and we were able to enjoy the benefits of a sculptor-in-residence.

Before and after school activities are enthusiastically support by teachers and children. Chorus, Band, Striders, Student Council, and Yearbook were all child-centered activities that were well attended. We continue to offer Homework Center and a lunch bunch for students who need additional support.

Braeburn is committed to the values of respect and responsibility. Staff members participated in professional development opportunities, particularly sessions focusing on bullying and conflict resolution. An extension of our work has been information sessions with the parent community. Individual teachers have worked diligently to provide a safe, supportive classroom environment where every child has a place.

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
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