

STRATEGIC SCHOOL PROFILE 2002-03

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).

STUDENT ENROLLMENT

School Grade Range K - 5
 Total January Enrollment 380
 5-Year Oct. Enrollment Change 13.6%

**FACILITIES, 2001-02**

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
% of Students Eligible for Free/Reduced-Price Meals	2002-03	6.8	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	11.8	15.5	13.4
	1998-99	8.7	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	91.8	88.7	86.7
	1997-98	87.3	85.2	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	93.2	85.3	75.9
	1997-98	70.4	73.5	70.4

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)	23	6.1	7.0	5.4
Compensatory Education	33	8.8	13.2	25.1
Full or Extended Day Kindergarten	59	N/A	N/A	N/A
Gifted and Talented Program	10	2.7	3.5	2.3
Special Education	50	13.3	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	26	6.8
Black	17	4.5
Hispanic	35	9.2
White	302	79.5
Other	0	0.0

Total Minority 2002-03 20.5%

Total Minority 1997-98 12.7%



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 2002, Braeburn staff attended an orientation program offered by CREC as part of the Capitol Region Choice Program. Children from Hartford schools were included in grades kindergarten, one, two and three. In addition to the orientation session, faculty members participated in Diversity Awareness Training for Educators, a program offered by CREC to our staff.

The Project Choice families participated in an orientation session, which was part of our program for all families new to Braeburn. Our parent group worked closely with the faculty to recruit host families for the Project Choice families.

In addition, during the school year, we developed a morning breakfast program for our Hartford children. The bus was met by support staff (usually our school social worker or our school psychologist). Together they met in a casual group setting. They shared news about home and school and enjoyed a light breakfast. The transition from bus to school became a positive time for the children.

During Curriculum Night the Project Choice families met with the principal, the school social worker, and the school psychologist for an informal meeting. Parents were able to meet each other and to learn more about Braeburn School.

Braeburn has a long-standing sister school relationship with the American School for the Deaf. Individual classes have a buddy class with ASD. We also have a reciprocal arrangement with ASD; we are able to have hearing-impaired children participate in academic classes at Braeburn in order to help the children gain some experience in a public school setting. Often these experiences are planned so that the hearing impaired child can successfully transition to their home school once they are dismissed from ASD.

As a staff we have increased student awareness of the diversity of individuals and cultures through the instruction of specific units of study. Curriculum units are supported through field experiences, special projects, and enrichment activities. Braeburn supports extended activities for units 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	986

*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	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.6	4.7	4.5
% of Computers that are High or Moderate Power	97.5	99.8	95.0
% of Computers with Internet Access, All Speeds	100.0	94.9	85.2
% of Computers with High Speed Internet Access	100.0	94.9	81.2
% of Internet Computers with Filtering Software	97.5	99.8	86.4

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*	30.7	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	7.8	12.6	16.1
# of Print Periodical Subscriptions	17	24.9	17.3
# of Non-Print Materials	25	255.4	421.6

*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	2002-03	19.7	19.2	18.3
	1997-98	18.0	19.6	19.0
Grade 2	2002-03	17.5	19.3	19.5
	1997-98	18.3	18.9	20.5
Grade 5	2002-03	18.0	21.0	21.6
	1997-98	25.5	22.4	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	29.2	28.2
Administrators	1.0	1.0
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	11.0	11.0

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% Minority	2.7	2.7	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.5	11.1	12.9
% with Master's Degree or Above	75.7	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	43.2	35.2	26.0

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	17	N/A
English Language Arts*	420	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	186	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	96	No
Social Studies*	75	73	96	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, 13.4% 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	Yes	Yes
In-Class Tutorial	No	Yes
After School Program	Yes	Yes
Summer School (2002)	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 2001-02 School Year	0.0	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	6.3	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	91.9	89.2	83.5


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. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	85	78.3	74.3	55.9
Writing	85	82.6	76.1	61.5
Mathematics	88	87.0	80.9	60.4
All Three Tests	68.8	72.5	64.2	42.1
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	100.0	97.2	96.5



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	26.1	45.4	32.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	98.4	97.6	97.1

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 demonstrate high performance levels in all academic areas.

Fall 2002 CMT results indicated that 78% of our fourth graders met the state goal in reading; 83% met goal in writing and 87% met or exceeded the goal standard in mathematics. We continue to use work samples and informal assessments to guide our instruction. We utilize small flexible groups as an integral part of our language arts instruction.

Student Accomplishments

We look at our children as total people. Our children excel not only in academic areas, but also in both the visual and the performing arts. The vast majority of our fourth and fifth graders participate in band and orchestra and chorus; many qualify for positions in the Inter-El performing groups. Our children also have been selected to participate in district art exhibits and the permanent gallery at the Ed. Center.

We have an active Student Council composed of third, fourth, and fifth graders. The Council contributes to local and national charities; the West Hartford Food Bank and Pennies for Patients to name a few.

Plans for Improvement

Our faculty participated in an extensive planning process. Using data from student testing, faculty surveys, and parent surveys we were able to analyze our school strengths and weaknesses. Together we were able to prioritize our needs and develop goal statements. The goals for the coming year are:

- To improve the achievement of at-risk children
- To improve school climate in order to promote productive teaching and learning

Based on our data analysis targeted academic areas will be language arts with a focus on reading comprehension and written language.

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.

Braeburn School is much more than a small community school. We are enriched by the diversity of our outreach programs. We are the district school for all West Hartford children who have social and/or emotional needs. We have a sister school relationship with the American School for the Deaf and we participate in Project Choice, a voluntary program for children from Hartford schools.

Our parent community is actively involved in our school. The Parents and Teachers of Braeburn (PTB) work to provide family activities and enrichment programs for our community. The PTB also works closely with our Student Council to sponsor community projects and outreach programs.

Before and after school activities are enthusiastically supported by parents and teachers. Chorus, band, Student Council, yearbook and the chess club are all child-centered activities that were well attended. We continue to offer an after school homework center and we expanded that after school program to include a book club for second graders.

Braeburn is committed to the values of respect and responsibility. Staff members utilize elements of Responsive Classroom to build a community within the classroom. We also pair grade levels to give children an opportunity to work and play with their buddy class. Our teachers work diligently to provide a positive learning environment for all of our children.

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

