

STRATEGIC SCHOOL PROFILE 2003-04

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 401
 5-Year Oct. Enrollment Change 19.5%

**FACILITIES, 2002-03**

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	2003-04	7.7	13.0	29.2
	2002-03	6.8	13.0	28.8
% of K-12 Students with Non-English Home Language	2003-04	9.2	16.4	13.3
	1998-99	8.7	13.5	13.1
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	88.8	88.8	87.5
	1998-99	90.8	84.9	84.9
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2003-04	93.5	85.6	76.4
	1998-99	85.2	78.9	72.0

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)	19	4.7	8.1	6.2
Compensatory Education	46	11.5	13.0	26.6
Full or Extended Day Kindergarten	76	N/A	N/A	N/A
Gifted and Talented Program	10	2.5	4.5	1.9
Special Education	42	10.6	11.5	11.2
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	22	5.5
Black	29	7.2
Hispanic	31	7.7
White	319	79.6
Other	0	0.0

Total Minority 2003-04 20.4%

Total Minority 1998-99 11.4%



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.

Braeburn has participated in the Capitol Region Choice program since 2001. We presently have children from Hartford schools in every grade level at Braeburn. As part of our commitment, Braeburn staff members participate in orientation and professional development opportunities offered by CREC.

Braeburn staff has also been instrumental in developing outreach programs for the Open Choice families. Our orientation session was developed for all families new to our school; Open Choice families were included in the session. Our parent group has also worked closely with the faculty to recruit host families for the Open Choice families, helping them to create a bond with Braeburn School.

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

Braeburn has a long-standing sister school relationship with the American School for the Deaf. Our kindergarten class has a buddy class at ASD. We have a reciprocal arrangement with ASD; we are able to have hearing-impaired children participate in classes at Braeburn as they prepare to transition back 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 specific units of study. Curriculum units are supported through field experiences, research projects and enrichment activities. Braeburn provided extended units of study focusing on Japan, Kenya, and Mexico.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	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	100.0	57.4
Voice	100.0	100.0	68.7
Internet Access	100.0	100.0	94.7
Multi-Room Network (LAN)	100.0	100.0	70.9

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.9	4.7	4.2
% of Computers that are High or Moderate Power	87.7	87.6	63.4
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	86.8
% of Internet Computers with Filtering Software	100.0	100.0	94.6

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*	30.4	30.8	24.8
% of Print Volumes Purchased in the Last Three Years	8.7	12.1	15.5
# of Print Periodical Subscriptions	21	24.3	16.4
# of Non-Print Materials	30	230.0	395.2

*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	2003-04	19.3	19.8	18.7
	1998-99	20.3	19.9	18.6
Grade 2	2003-04	20.7	20.4	19.8
	1998-99	16.7	19.4	20.1
Grade 5	2003-04	22.7	21.6	21.4
	1998-99	24.5	22.2	21.5

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	32.2	29.2
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	0.5
# of Non-Certified Instructional	11.0	11.0

Professional Staff Race/Ethnicity	2003-04	2002-03	1998-99
% Minority	2.5	2.7	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.0	11.3	13.1
% with Master's Degree or Above	65.0	71.8	80.0
% Trained as Mentors, Assessors, or Cooperating Teachers	37.5	33.3	28.0

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	18	N/A
English Language Arts*	420	414	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills	18	18	18	Yes
Mathematics*	202	201	188	No
Music	36	36	33	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	96	No
Technology Education	0	0	2	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	Yes	Yes
In-Class Tutorial	No	Yes
After School Program	Yes	Yes
Summer School (2003)	Yes	Yes
Other	Yes	Yes



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 2002-03 School Year	0.3	1.0	2.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	7.7	7.0	8.3
% Certified Staff Assigned to Same School the Previous Year	72.5	88.2	84.8


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 2003-04	District 2003-04	State 2003-04
Grade 4 Reading	85	85.7	67.8	54.3
Writing	85	83.9	75.9	65.8
Mathematics	88	91.1	70.9	57.6
All Three Tests	68.8	78.6	56.9	42.3
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	96.6	97.1	97.4



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	School	District	State
% Passing All 4 Tests			
 Grade 4	32.8	41.0	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2003	98.0	97.4	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 continue to demonstrate high performance in all academic areas.

Fall 2003 CMT results indicate that 86% of our 4th graders performed at or above goal in reading; 84% performed at or above goal in writing and 91% met or exceeded the goal standard in math. We continue to use work samples and informal assessments to identify strengths and weaknesses and to guide our instruction.

Student Accomplishments

Not only do our children demonstrate high academic performance, they also excel in both the visual and performing arts. The vast majority of our children perform in band, orchestra, and chorus; many are included in the select Inter-El performing groups. Our children also have been selected to participate in district sports competitions, art exhibits and the permanent art gallery at the Ed Center.

Our Student Council, made up of elected representatives from the third, fourth and fifth grade, contribute to local and national charities; the West Hartford Food Bank, Pennies for Patients, and St. Mary's Pediatric Support, to name a few.

Plans for Improvement

As part of our School Improvement Planning, our staff has identified two school goals:

- To improve the achievement of at-risk children
- To improve school climate to promote productive teaching and learning
- Focus areas for the 2004-2005 school year will be language arts instruction with an emphasis on written language. We will also make use of our artist-in-residence program to develop community unity through the implementation of our mural project.

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 Open 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 Chess Club are all child-centered activities that are well attended. We continue to offer an after school Homework Center.

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/school/braeburn/index.htm

