

STRATEGIC SCHOOL PROFILE 2000-01

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 2000.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 366
 5-Year Enrollment Change 3.7%*

**FACILITIES**

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

*Between 1995 and 2000, was redistricted

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	2000-01	7.8	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	10.7	15.3	13.8
	1998-99	8.7	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	90.8	89.8	86.3
	1995-96	90.6	87.0	85.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	98.6	88.5	74.7
	1995-96	92.7	78.8	69.1

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)	13	3.6	6.1	5.1
Compensatory Education	34	9.3	12.3	23.1
Extended Day Kindergarten	74	N/A	N/A	N/A
Gifted and Talented Program	15	4.1	4.9	2.3
Special Education	43	11.7	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	6.8
Black	17	4.6
Hispanic	20	5.5
White	304	83.1

Total Minority 2000-01 16.9%

Total Minority 1995-96 9.6%



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.

Our Student Council has participated in two outreach programs. Through the support of the American Red Cross, the entire school contributed to friendship boxes. Filled with toiletries and small school supplies the friendship boxes were sent to school communities in need of these supplies. The second program was through the Leukemia and Lymphoma Society to support research and development for at risk patients. Both programs increased student awareness to the needs of others.

Braeburn has a long-standing sister school relationship with the American School for the Deaf. Individual classrooms have a buddy class at ASD. When appropriate, children from ASD become integrated in the Braeburn classes.

We have increased student awareness of the diversity of individuals and cultures. Units of instruction are supported through field experiences, special projects and enrichment activities. Braeburn supports extended activities for Japan, West Indies and Mexico literature, class activities and parent evenings support these curriculum units. Our Enrichment Committee made up of parents and faculty members; provide guest speakers, artifacts and instructional materials to reduce racial and ethnic isolation.

We have begun the transition planning with the city of Hartford as we prepare to include seven children from the Hartford schools as part of Project Choice. Our initial efforts include a parent orientation session, coordinated transition planning with Hartford and planning sessions with our school staff.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	979

*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.6	4.9	5.2
% of Computers that are High or Moderate Power	98.8	97.8	86.6
% of Computers with High Speed Internet Access	98.8	90.6	56.1
% of Internet Computers with Filtering Software	98.8	99.9	60.1

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	27.8	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	8.8	14.5	16.5
# of Print Periodical Subscriptions	19	23.1	18.6
# of Non-Print Materials	15	239.1	401.6

*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	2000-01	18.5	19.3	18.1
	1995-96	18.0	19.1	19.6
Grade 2	2000-01	22.3	19.7	19.5
	1995-96	18.3	19.8	20.6
Grade 5	2000-01	19.3	20.8	21.7
	1995-96	20.0	23.3	21.9

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	29.0	26.8
Administrators	1.2	1.2
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.8	N/A
Other Professionals	1.4	N/A
# of Non-Certified Instructional	10.5	4.5

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	12.1	11.7	13.2
% with Master's Degree or Above	64.9	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	43.2	35.5	25.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	424	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	184	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	2	N/A
World Languages*	36	41	10	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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	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 (2000)	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 1999-2000 School Year	0.0	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	10.5	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	89.2	85.3	80.9

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.

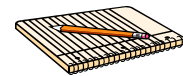
Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	85	74	56.9
Writing	85	75	57.5
Mathematics	88	81	60.2
All Three Tests	68.8	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	94.1	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Connecticut Mastery Test Index, Third Generation	School	District	State
Grade 4 Reading	92.8	83.4	69.2
Writing	91.3	87.9	76.5
Mathematics	95.7	90.7	78.1
Grade 6 Reading	88.9	86.3	73.0
Writing	92.5	87.5	79.3
Mathematics	96.4	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

Physical Fitness % Passing All 4 Tests	School	District	State	
	Grade 4	10.0	44.2	31.6
	Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2000	97.5	96.5	96.1

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

While the third generation CMT results are not comparable to the test results of previous years, Braeburn students continue to demonstrate high performance levels.

Fall 2000 CMT results indicate that 85% of our fourth graders met the state goal in both reading and writing. Professional development efforts in writing helped us to develop a strong scope and sequence across all grade levels. We continue to utilize small flexible language arts groups, which allowed us to provide focused instruction. 88% of our students met the state goals established in mathematics. These math scores reflect curriculum development, small group instruction and grade level parent seminars.

Student Accomplishments

Braeburn is proud of its high level of student participation in both the performing and the visual arts. Students auditioned and were selected for positions in both the Inter-el chorus and the orchestra. Student artwork was selected for both the school and the district art exhibit. Many of our fifth graders placed in the district track and field competition.

Needs and Improvement

Based on district and state assessments we have targeted areas of need. In mathematics spatial relations, problem solving and measurement are areas of focus. In language arts continued areas of focus are work in expository and narrative writing. We have all paid focused attention to applying reading strategies to pieces of non-fiction.

In addition to our academic efforts the faculty has invested a great deal of time and effort in the development of a social curriculum.

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 is a small community school. Our enrollment for grades kindergarten through five is 366 children. Integral to our school is a district special education program for children with social and/or emotional concerns.

Our parent community is actively involved in our school. This parent group sponsors social events (bingo, ice cream socials, pot luck suppers) and enrichment activities that enhance our academic studies (writer-in-residence, school-wide read-a-thon). The parent group purchased printers for each of the classrooms.

Braeburn continues to embrace the values of respect and responsibility. Staff members have been trained in Peer Mediation, Conflict Resolution and Responsive Classroom. Through the work of our support staff, we have offered a Ropes course for our 4th graders, a newcomers group and a divorce and separation support group.

Before and after school activities are enthusiastically supported by teachers and children. Chorus, band, Striders, student council, and yearbook are activities that were well attended. We continue to offer Homework Center for students in grades three-five and an after school reading and math program for our fifth graders.

At each grade level teachers plan field experiences that support curriculum units. An in-house field experience was provided by the Boston Museum of Science, the entire school worked on scientific skills of observation and investigation. A highlight of the Braeburn experience is the Outdoor Education program offered to our fifth graders, featuring activities that develop not only academic skills but also social skills.

Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral . 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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