

STRATEGIC SCHOOL PROFILE 2006-07

Middle and Junior High School Edition

**Bristow Middle School
West Hartford School District**

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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

Total Enrollment: 416

5-Year Enrollment Change: N/A

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6- 8

SCHOOL NEED

Current and Past School Need	Year	School	District Middle/Junior High Schools	State Middle/Junior High Schools
% of Students Eligible for Free/Reduced-Price Meals	2006-07	13.5	14.5	23.1
	2002-03	N/A	N/A	N/A
% of K-12 Students with Non-English Home Language	2006-07	16.6	18.1	10.4
	2001-02	N/A	N/A	N/A
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	94.9	94.5	92.5
	2001-02	N/A	N/A	N/A

Enrollment in Special Programs	Students in School	Percent in School	% in District Middle/Junior High Schools	% in State Middle/Junior High Schools
Bilingual Education and English as a Second Language Services (K-12)	12	2.9	3.3	3.5
Compensatory Education	0	0.0	0.0	13.3
Gifted and Talented Program	62	14.9	13.6	5.4
Special Education	37	8.9	11.4	11.7

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	30	7.2
Black	44	10.6
Hispanic	62	14.9
White	279	67.1

STUDENT RACE/ETHNICITY

Total Minority 2006-07	32.9%
Total Minority 2001-02	N/A

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.

In its second year of operation, Bristow Middle School enhanced its initial efforts, started during the 2005-2006 school year, to continue to provide many opportunities for students in this area.

- Bristow Middle School is a school of choice, drawing its own diverse student body from across the West Hartford school district.
- Bristow had three students enrolled who were from Hartford and participating in the Project Choice program.
- Our after school intramural program, as well as clubs and activities, continued to draw a diverse group of students who interacted in a non-academic setting.
- Bristow had both a World Drumming and a World Dance group this year. These groups were designed to draw in our minority students and we were successful in doing so.
- We afforded all of the 7th and 8th grade students the opportunity to understand the culture of other countries through performances of our own World Drumming and World Dance groups.
- Our 6th grade choir visited the Gengras Center at St. Joseph College, where they also performed for the students at the center.
- All of our students were afforded the opportunity to understand the cultures of Central and South America through a performance by Dancers of the Americas.
- Through the district wide program of interscholastic track and field, we had 47 students, which represents 11% of our student population, participate in spring and fall competitions with other West Hartford middle schools.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,005	1,010	1,016

*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 Middle/Jr	State Middle/Jr
Video	100.0	100.0	77.8
Voice	100.0	100.0	77.5
Internet Access	100.0	100.0	99.3
Multi-Room Network (LAN)	100.0	100.0	80.9

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	2.2	2.6	3.0
% of Computers that are High or Moderate Power	100.0	98.2	92.0
% of Computers with Internet Access, All Speeds	100.0	100.0	98.1
% of Computers with High Speed Internet Access	100.0	100.0	97.5
% of Internet Computers with Filtering Software	100.0	100.0	99.7

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued**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 Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	21.2	27.7	20.1
% of Print Volumes Purchased in the Last Three Years	89.3	27.4	13.1
# of Print Periodical Subscriptions	24	34.7	27.8
# of Non-Print Materials	380	657.7	520.6

*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
Gr. 5	2006-07	N/A	N/A	N/A
	2001-02	N/A	N/A	N/A
Gr. 7	2006-07	22.5	19.3	20.8
	2001-02	N/A	N/A	N/A

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	31.5	19.5
Administrators	2.0	2.0
Department Chairs	1.3	1.2
Library/Media Staff	1.0	0.0
Counselors, Social Workers, and School Psychologists	2.1	0.0
Other Professionals	1.4	0.0
# of Non-Certified Instructional	3.8	3.0

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	2.1	3.2	N/A
Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Years of Experience in Connecticut and Other Locations	14.3	13.0	14.4
% with Master's Degree or Above	87.5	82.3	78.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	42	46	38	No
Computer Education	0	0	21	N/A
English Language Arts	123	138	169	No
Family and Consumer Science	0	0	15	N/A
Health	62	53	24	No
Mathematics	123	138	149	No
Music	95	95	56	No
Physical Education	62	53	55	No
Reading	0	20	98	N/A
Science	123	138	144	No
Social Studies	123	138	144	No
Technology Education	42	46	25	No
World Languages	123	138	97	No

E indicates elective, I indicates integrated courses.

SCHOOL PROCESSES, continued

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School Level Math	2006-07	37.5	41.7	30.1
	2001-02	N/A	N/A	N/A
World Languages	2006-07	73.5	82.2	46.8
	2001-02	N/A	N/A	N/A



Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2006)	Yes	Yes
Other	No	No

Student and Teacher Statistics	School	District Mid/Jr	State Mid/Jr
% of Students Retained in Grade after 2005-06 School Yr	0.0	0.3	0.6
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	4.1	6.7	9.2
% Certified Staff Assigned to Same School the Previous Yr	56.3	77.6	85.6

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

Bristow Middle School takes communication with and support for parents very seriously. Over the course of our first two years of operation we have created structures for home school communication.

- A monthly newsletter keeps parents well informed about events, activities and programs at the school.
 - The PTO is an active part of the school, holding periodic information evenings for parents, as well as holding activity evenings which draw families.
 - We have developed a school website that provides a great deal of information about the school and contains resources for parents; links to team pages which provide specific information about team activities, homework, and expectations; and links to district curriculum.
 - Our guidance counselors hold a guidance night for all interested parents.
 - Parent conferences are held twice during the school year, with added conferences as needed. In addition, all students receive progress reports at the half-way point between our four report cards, providing eight reports each year for all students.
 - All teachers post homework assignments on their web pages, as well as recording homework assignments on a telephone homework hotline.
 - All teachers hold a curriculum night for parents early in the school year in order to inform them of the course content, expectations for behavior, expectations for homework completion, and grading practices. At this time they share their e-mail addresses, web page information, homework hotline information, and phone contact information in order to facilitate ease of communication.
 - Every student is given a planner at the beginning of the school year to record homework, as well as to provide another vehicle for home school communication.
 - Our PTO and guidance counselors work cooperatively to provide and schedule parent tutors for students experiencing difficulty in school.
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STUDENT PERFORMANCE

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 All Schools in State	
				Lowest %	Highest %
Grade 4 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 6 Reading	83.7	79.6	64.3	0.0	100.0
Writing	81.6	72.3	63.0	0.0	97.5
Mathematics	79.4	76.3	63.9	0.0	97.4
Grade 7 Reading	84.6	79.0	65.9	2.7	97.8
Writing	77.9	74.8	60.4	0.0	95.0
Mathematics	71.3	70.0	60.3	0.0	97.0
Grade 8 Reading	76.5	78.7	66.6	2.4	96.2
Writing	63.7	73.7	64.0	0.0	96.4
Mathematics	67.4	75.6	60.8	0.0	98.1

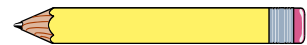


These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

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 Middle/Jr High	State Middle/Jr High
% on October 1, 2006	98.1	97.0	96.1



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State		
				Lowest %	Highest %	
	Grade 4	N/A	N/A	N/A	0.0	86.6
	Grade 6	36.3	30.6	35.5	0.0	93.8
	Grade 8	18.8	41.2	36.7	0.0	92.0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the past two years, Bristow has focused on creating and improving programs that provide added support to students in the areas of literacy and numeracy. Our school's Action Plan is focused on these areas. We have provided staff development in these areas and the district's department supervisors have assisted teachers in their departments in the infusion of literacy into their disciplines. Teachers' formal goals and objectives also focused on these key areas.

We have created a building schedule that allows for added instructional time for students who are struggling in these areas. This instruction is scheduled from two to five days each week, and is provided by the students' classroom teachers. The focus in these academic support classes is on literacy and numeracy, with instruction specifically in identified weak areas, and integration with the students' regular math and language arts classes.

A tutoring program utilizing parents and community members as tutors has been created. The tutors work individually with students who have been identified through our guidance department. We have created programs through our guidance department to address student need in the areas of organization and homework completion. Finally, we have an active Student Assistance Team to which teachers refer students who are in greater need of assistance in academic, social, or emotional areas.

An analysis of the recent CMT scores of cohort groups of students who have attended Bristow over the past two years shows improvement in the areas of reading and writing for students moving from grade 6 to 7 and in reading and math for students moving from grade 7 to 8. Our focus in the upcoming school year will remain on these areas, with an added emphasis on the area of math for students currently enrolled in grade 8.

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 our second year of operation, we continued to expand our initial efforts to create a school that meets the needs of the whole child:

- Our band program expanded to another performance group with the creation of the Bristow Marching Band.
- Our theater program continued with the performance of High School Musical.
- Also continuing were our Mock Trial Team and our Student Council.
- Our performance groups were enhanced by the addition of a World Music Group and a World Dance Group.
- The addition of the 8th grade completed the creation of our new middle school. Four of the six teachers of grade 7 in the first year of operation moved to grade 8 with the students to provide continuity for them. This resulted in a quick and seamless transition to 8th grade for these students, as most of the teachers knew them as individuals and as learners. The teachers were able to build on the relationships and academic achievements of the prior year to move the students along at a rapid pace.
- Our daily Advisory Program continued as did our use of Discipline with Love and Logic as the basis of our student management program.

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.
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