

**STRATEGIC SCHOOL PROFILE 2005-06**

Middle and Junior High School Edition

**Bristow Middle School  
West Hartford School District**

JEANNE CAMPERCHIOLI, Principal

Telephone: (860) 231-2100

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**STUDENT ENROLLMENT**

Total Enrollment: 280

5-Year Enrollment Change: N/A\*

\*Between 2000 and 2005, (re)opened

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6- 7

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District Middle/Junior High Schools</b>	<b>State Middle/Junior High Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2005-06	14.6	14.5	23.9
	2002-03	N/A	N/A	N/A
% of K-12 Students with Non-English Home Language	2005-06	17.5	17.5	10.8
	2000-01	N/A	N/A	N/A
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District Middle/Junior High Schools</b>	<b>% in State Middle/Junior High Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	14	5.0	5.2	3.7
Compensatory Education	0	0.0	0.0	13.8
Gifted and Talented Program	31	11.1	13.2	4.9
Special Education	29	10.4	12.0	11.7

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	19	6.8
Black	29	10.4
Hispanic	51	18.2
White	181	64.6

**Total Minority 2005-06** 35.4%

**Total Minority 2000-01** N/A



### 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.

In the first year of operation, Bristow Middle School provided many opportunities for students in this area. We encouraged our minority students to join many of our activities and were successful in recruiting them.

- Bristow Middle School is a school of choice, drawing its own diverse student body from across the West Hartford School District.
- Our Young Educators' Society (YES) was established, giving our students experiences related to careers in education. We had 10 students in YES, 8 of whom were minority students. The 10 students were of varied socioeconomic backgrounds. All 10 attended a day-long YES Conference at Eastern Connecticut State University.
- We afforded our entire student body the opportunity to understand dances of different cultures through two school wide professional presentations—Thula Sizwe Dance Troupe (South Africa), and Ballet Folklorico (Mexico).
- We established a Multicultural Club that afforded its 15 members an understanding of various cultures. Students of varied backgrounds were encouraged to join this club and 10 of its members were minority students.
- Journey QuEST was an activity sponsored by our program for gifted and talented students, but not limited to those students. Through this year's Journey QuEST students researched Bristow (our school's namesake, a slave who bought his own freedom), and slavery and then created original artwork and writing to illustrate their learning. This activity was taught through Artists in Residence, and the 8 of the 10 students in the program were minority students.
- Our entire student body was involved in our Bristow Olympics B, a program that paralleled the Winter Olympics. During this program our students represented countries of North and South America and Africa, and competed in games designed by the staff to foster cooperation, academic connections to our West Hartford curricula, while gaining an understanding and knowledge of the countries they represented.
- We created a program of intramural sports and after school clubs and activities in which we encourage diverse student participation.
- Through a district wide program of interscholastic track and field, 50 of our 280 students participated in a spring track and field competition with other students in West Hartford's middle schools.
- Bristow had two students enrolled who are from Hartford and participating in the Project Choice program.

## SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,021	1,015	1,015

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District Middle/Jr	State Middle/Jr
Video	100.0	100.0	77.3
Voice	100.0	100.0	75.9
Internet Access	100.0	100.0	98.7
Multi-Room Network (LAN)	100.0	100.0	77.2

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	1.8	2.9	3.1
% of Computers that are High or Moderate Power	100.0	93.5	84.3
% of Computers with Internet Access, All Speeds	100.0	100.0	97.6
% of Computers with High Speed Internet Access	100.0	100.0	96.3
% of Internet Computers with Filtering Software	100.0	100.0	99.3

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 Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	24.5	28.7	19.5
% of Print Volumes Purchased in the Last Three Years	86.9	21.3	12.5
# of Print Periodical Subscriptions	7	30.3	28.0
# of Non-Print Materials	45	526.0	513.7

\*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	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
Gr. 7	2005-06	23.3	20.8	21.1
	2000-01	N/A	N/A	N/A

Professional Staff	2005-06	2004-05	2000-01
% Minority	3.2	N/A	N/A

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	19.5	N/A
Administrators	2.0	N/A
Department Chairs	1.2	N/A
Library/Media Staff	0.0	N/A
Counselors, Social Workers, and School Psychologists	0.0	N/A
Other Professionals	0.0	N/A
# of Non-Certified Instructional	3.0	N/A

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	15.5	12.1	13.2
% with Master's Degree or Above	80.6	67.7	78.0
% Trained as Mentors, Assessors, or Cooperating Teachers	58.1	32.3	27.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	N/A	N/A	N/A	N/A
Computer Education	N/A	N/A	N/A	N/A
English Language Arts	N/A	N/A	N/A	N/A
Family and Consumer Science	N/A	N/A	N/A	N/A
Health	N/A	N/A	N/A	N/A
Library Media Skills	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Music	N/A	N/A	N/A	N/A
Physical Education	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
Technology Education	N/A	N/A	N/A	N/A
World Languages	N/A	N/A	N/A	N/A

\*Interdisciplinary Approach

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School Level Math	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
World Language	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A

### 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 interactions through two-way audio and video transmissions.

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 (2005)	No	No
Other	No	No



Student and Teacher Statistics	School	District Middle/Jr High Schools	State Middle/Jr High Schools
% of Students Retained in Grade after 2004-05 School Year	N/A	N/A	N/A
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	N/A	N/A	N/A
% Certified Staff Assigned to Same School the Previous Year	N/A	N/A	N/A


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	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	76.8	74.3	63.6	2.4	97.3
Writing	69.6	69.7	62.2	0.0	94.4
Mathematics	73.9	70.5	58.6	0.0	95.1
Grade 7 Reading	73.0	78.9	66.7	5.7	95.5
Writing	64.0	67.5	60.0	0.0	93.4
Mathematics	56.2	68.1	57.0	0.0	93.5
Grade 8 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



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	N/A	N/A	N/A
Grade 6	32.1	32.5	34.6
Grade 8	N/A	N/A	N/A

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2005	98.6	97.2	96.4



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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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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.

Since the 2005-2006 school year was the first year of operation of Bristow we do not have longitudinal data to report. The data for 2005-2006 will be the baseline for future reports.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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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.

In our opening year, we can proudly point to many first time accomplishments. Among them are:

- The development of excellent band, orchestra and choir, as well as select groups in each of these areas.
- The presentation of our first musical, Aladdin, Jr.
- The establishment of our PTO, which supported our efforts in teaching all of our children through their financial assistance as well as a great deal of volunteer service to Bristow.
- The creation of a Student Council.
- Winning one portion of our regional Mock Trial competition with a new team of only grade 6 and 7 students.
- The creation of a Builders' Club, a middle school Rotary Group, with a focus on community service.
- An Advisory program for all students.
- An academic support program that is well integrated into the regular curriculum and is taught by the team teachers in the areas of mathematics and language arts for students identified as in need of support.
- A Student Assistance Team that supports teachers in their efforts to support students.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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