

**STRATEGIC SCHOOL PROFILE 2008-09**

Middle and Junior High School Edition

**Bristow Middle School  
West Hartford School District**

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Location: 34 Highland Street  
West Hartford,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 6- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 420  
5-Year Enrollment Change: N/A\*  
\*Between 2003 and 2008, (re)opened

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	64	15.2	18.2	25.1
Students Who Are Not Fluent in English	14	3.3	4.3	3.7
Students with Disabilities	44	10.5	11.4	11.7
Students Identified as Gifted and/or Talented	79	18.8	14.7	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	259	92.8	92.3	92.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	959	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	23.0	21.2	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	75.7	52.8	34.2
World Language	86.4	88.7	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	42	33
Computer Education	0	15
English Language Arts	129	229
Family and Consumer Science	0	13
Health	68	24
Library/Media Skills	7	6
Mathematics	129	152
Music <sup>E</sup>	42	24
Physical Education	68	53
Science	129	144
Social Studies	129	143
Technology Education	42	23
World Languages	129	77

<sup>E</sup> Elective hours also offered

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.3	4.3	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	88.6	54.8	76.8

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.2	2.1	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	23.5	30.1	21.0
# of Print Periodical Subscriptions	25	31	28

\*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.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	30.10
Paraprofessional Instructional Assistants	3.20
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	4.06
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.10
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.20

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	11.5	12.6	14.0
% with Master's Degree or Above	78.4	78.1	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	5.8	7.2	9.0
% Assigned to Same School the Previous Year	83.8	86.2	86.7

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Bristow Middle School takes communication with and support for parents very seriously. Over the course of our first four 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.
- This year we have created a list serve of our parents in order to communicate more quickly and thoroughly with them. 95% of our parents are on our list serve. The rest receive all communication in hard copy.
- 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 continued to develop our 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.
- Most teachers post homework assignments on their web pages, and all teachers record 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 email 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.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	27	6.4
Black	37	8.8
Hispanic	56	13.3
White	299	71.2
Total Minority	121	28.8

**Percent of Minority Professional Staff:** 1.9%

**Open Choice:** 4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 15.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 20.

### 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 fourth year of operation, Bristow Middle School enhanced its initial efforts, started during the 2005-2006 school year, and continued in the 2008-2009 school year, 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 four 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 continued to have 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 students were afforded the opportunity to understand the cultures of Central and South America through a performance by Dancers of the Americas. This performance is connected to their study of Central and South America in social studies, as well as their study of Spanish.
- Through the district wide program of interscholastic track and field, we had 102 students, which represented 24% of our student population, participate in spring and fall competitions with other West Hartford Middle Schools. This is an increase from 15% during the 2007-2008 school year.

## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	27.9	31.5	35.3	39.8
Grade 8	48.5	39.4	36.8	75.9

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**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 Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 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
Grade 5 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
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	77.3	78.9	68.9	59.9
Writing	73.0	70.7	62.2	67.3
Mathematics	82.4	81.4	68.8	71.3
Grade 7 Reading	91.1	86.0	74.9	88.1
Writing	71.7	71.9	62.9	65.6
Mathematics	80.7	79.2	66.0	76.6
Grade 8 Reading	89.9	83.1	68.4	91.9
Writing	80.7	76.2	66.5	76.5
Mathematics	80.6	75.5	64.5	76.0
Science	82.1	74.2	60.6	82.3

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.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.0	93.3	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 40 students were responsible for these incidents. These students represent 9.8% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	6	0
Personally Threatening Behavior	7	0
Theft	4	0
Physical/Verbal Confrontation	22	0
Fighting/Battery	1	1
Property Damage	2	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	38	0
Total	82	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

During the past four years, Bristow has focused on creating and improving programs that provide added support to students in the areas of literacy and numeracy. Our School Improvement Plan schools Action Plan is focused on closing the achievement gap in the building. This year we have provided staff development in the areas of literacy strategies, data analysis, and effective teaching strategies. The district's department supervisors have assisted teachers in their departments in the infusion of literacy into their disciplines, as well as integrating effective teaching strategies. This year teachers' formal goals and objectives were centered on closing the achievement gap. We continue to maintain 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 teacher refer students who are in greater need of assistance in academic, social, or emotional areas.

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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.

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

- Our band, choir and orchestra program continues to be strengthened through excellent instruction and recruitment and retention of more students.
  - Our theater program continued with the performance of Cinderella.
  - Also continuing was our Student Council.
  - We continued our performance groups, including the World Music Group and a World Dance Group.
  - ? A boys' choir was added to the choral program to encourage more boys to participate in performance music.
  - Our daily Advisory program continued as did our use of Discipline with Love and Logic as the basis of our student management program.
  - ? Our intramural sports program continued with large numbers of students participating.
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