

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

Bristow Middle School**West Hartford School District**

ANDREW R. MORROW, Principal
 JACQUELINE COLON, Asst. Principal
 Telephone: (860) 231-2100

Location: 34 Highland Street
 West Hartford,
 Connecticut

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.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 420
 5-Year Enrollment Change: N/A*
 *Between 2003 and 2008, (re)opened

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	78	18.6	20.0	27.1
Students Who Are Not Fluent in English	10	2.4	4.6	3.7
Students with Disabilities	51	12.1	12.6	11.7
Students Identified as Gifted and/or Talented	77	18.3	15.3	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	274	98.6	95.7	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,014	1,018

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	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	22.3	20.2	20.8	Mathematics	66.7	56.7	37.8
				World Language	82.6	87.0	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	41	36
Computer Education	0	20
English Language Arts	137	236
Family and Consumer Science	0	9
Health	63	25
Library Media Skills **	14	10
Mathematics	137	152
Music *	41	35
Physical Education	63	58
Science	137	145
Social Studies	137	142
Technology Education	41	26
World Languages	137	89

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.3% 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.

** Interdisciplinary approach

* Elective hours also offered

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	2.4	4.6	3.6
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.2	53.8	77.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.2	2.0	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	97.6	95.4
# of Print Volumes Per Student*	23.9	30.0	21.3
# of Print Periodical Subscriptions	18	29	27

*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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	30.97
Paraprofessional Instructional Assistants	3.20
Special Education: Teachers and Instructors	3.50
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	8.95

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.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.6	13.0	14.1
% with Master's Degree or Above	82.1	83.2	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.3	7.9	9.0
% Assigned to Same School the Previous Year	82.1	90.6	89.8

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 five years of operation we have created structures for home school communication. All teachers at this school have been issued e-mail addresses. A portion of the school's website is devoted to homework pages. • We have developed a school website that contains a principal's blog and a link to the PTO website which 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. • The PTO is an active part of the school, holding periodic informational evenings for parents, as well as holding activity evenings which draw families to our school and provide resources. • Our guidance counselors hold a guidance night for all interested parents and students. • 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 or 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 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	31	7.4
Black	38	9.0
Hispanic	56	13.3
White	295	70.2
Total Minority	125	29.8

Percent of Minority Professional Staff: 3.7%

Open Choice:

5 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:

15.7% 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 23.

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.

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 fifth year of operation, Bristow Middle School enhanced its initial efforts, began during the 2005-2006 school year, and continued in the 2009-2010 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 five 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. • 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 as well as participate in a poetry workshop presented by Gayle Danley, an internationally recognized poet. • All of our students and families were given the opportunity to participate in family nights sponsored by the faculty such as Family Art Nights and Family Wellness Nights. • Many students participated in the district-wide program of interscholastic track and field. • The PTO sponsored a community outreach project during the holiday season to support families in need. This successful project will become an annual tradition.

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	73.6	62.8	51.4	88.8
Grade 8	76.3	61.5	50.6	93.3

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

Connecticut Mastery Test, Fourth Generation, % 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	86.9	84.9	74.9	73.1
Writing	77.5	75.3	65.9	69.7
Mathematics	84.1	80.6	70.7	72.2
Grade 7 Reading	91.5	89.4	77.4	82.7
Writing	71.7	70.6	61.2	68.0
Mathematics	88.7	82.6	68.5	87.2
Grade 8 Reading	83.8	81.9	73.3	71.3
Writing	77.0	72.8	62.6	76.2
Mathematics	82.4	77.0	67.3	75.9
Science	72.7	69.7	62.8	63.9

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.

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 Schools	State Middle/Jr. High Schools
% Present on October 1	98.6	96.5	96.8

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 2008-09 school year, 38 students were responsible for these incidents. These students represent 9% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	9	0
Theft	0	0
Physical/Verbal Confrontation	32	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	23	0
Total	70	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the past five years, Bristow has continued to focus 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 the area of integrating literacy across the content areas. District department supervisors have assisted teachers in their departments in the infusion of literacy into their disciplines. Formal goals and objectives of classroom teachers were centered on student achievement. We continue to use a building schedule that allows for added instructional time for students who are struggling in the areas of literacy and numeracy. This instruction is scheduled for five days each week, and is provided by 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. Support is provided to students after school in the Homework Center. Finally, we have an active Student Success Team to which teachers refer students who are in greater need of assistance in academic, social, or emotional areas.

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 fifth year of operation, we continued to expand our initial efforts to create a school that meets the need of the whole child: • Our theater program continued with the performance of the Wizard of Oz. • Students participated in the publication of the Pencil Point magazine and the Bristow yearbook. • The Student Council sponsored several community outreach projects such as a Community Food Drive and Pennies for Patients. • We continued our musical performance groups, including a trip to Pennsylvania for the select band and orchestra groups where they participated in a music festival. • Our daily advisory program continued where students were assigned an advocate and placed in small groups.
