

STRATEGIC SCHOOL PROFILE 2011-12

Middle and Junior High School Edition

Bristow Middle School**West Hartford School District**

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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, 2011: 423
 5-Year Enrollment Change: 1.7%

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	82	19.4	20.9	30.0
Students Who Are Not Fluent in English	7	1.7	4.0	3.4
Students with Disabilities	45	10.6	12.3	12.0
Students Identified as Gifted and/or Talented	70	16.5	17.1	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	279	100.0	99.1	98.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,009	1,024

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	19.9	19.0	20.3

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	57.6	33.6	37.2
World Language	85.6	52.5	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	41	37
Computer Education	0	18
English Language Arts	137	226
Family and Consumer Science	0	12
Health	63	24
Library Media Skills	15	9
Mathematics	137	159
Music *	41	35
Physical Education	63	55
Science	137	149
Social Studies	137	147
Technology Education	41	24
World Languages	137	91

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 15.4% 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.

* 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	1.7	3.9	3.2
% of Identified Gifted and/or Talented Students Who Received Services	81.4	61.6	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	73.3	61.6	76.3

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	1.7	1.8	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	98.9	97.2
# of Print Volumes Per Student*	18.6	27.9	21.6
# of Print Periodical Subscriptions	31	26	20

*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	31.60
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	3.30
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	0.00
Administrators, Coordinators, and Department Chairs	3.86
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.95

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	14.4	13.0	14.2
% with Master's Degree or Above	86.5	83.8	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	4.9	7.6	8.9
% Assigned to Same School the Previous Year	83.8	84.8	88.2

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.

All teachers at this school have been issued e-mail addresses and use these to communicate with parents. 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 years of operation we have created structures for home school communication. We have developed a school website that is the primary source of information about the school and contains resources for parents; links to team pages which provide specific information about team activities, homework, expectations, links to district curriculum, and links to the PTO. The PTO is an active part of the school, holding periodic information 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. In addition, they also offer parenting workshops in the evening. Parent conferences are held twice during the school year, with added conferences as needed. In addition, all parents are able to access the Parent Portal to review their child's progress throughout the year at any given time. Report cards are given four times throughout the year. All teachers post homework assignments on their web pages. 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 a vehicle for home school communication. There are monthly Principal's Coffees to provide opportunities for parents to gain information about the school and programs, as well as share concerns.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	42	9.9
Black	36	8.5
Hispanic	54	12.8
Pacific Islander	0	0.0
White	275	65.0
Two or more races	16	3.8
Total Minority	148	35.0

Percent of Minority Professional Staff: 6.1%

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:

18.0% 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 19.

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. Bristow Middle School enhanced its initial efforts, started during the 2005-2006 school year, and continued in the 2011-2012 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 has students enrolled who are from Hartford and participate in the Project Choice program. Our after school intramural program, as well as clubs and activities continue to draw a diverse group of students who interact in a non-academic setting. All of our students participated in a program presented by Gayle Danley, an International Slam Poet. Students also had the opportunity to attend the Looking-In-Theatre and a performance by Dancers of the Americas where they were immersed in the cultures of Central and South America. All of our students and families were given the opportunity to participate in family nights sponsored by the faculty such as Family Art Nights, Family Wellness Nights, and parenting workshops. The PTO sponsored a community outreach project during the holiday season to support families in need.

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	62.6	58.8	50.7	75.1
Grade 8	63.5	57.2	49.8	78.6

*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	80.9	84.5	74.1	61.7
Writing	84.6	81.1	67.4	82.7
Mathematics	84.1	82.4	69.3	76.6
Grade 7 Reading	88.5	87.2	79.8	68.0
Writing	75.7	76.9	65.6	68.7
Mathematics	80.0	75.8	68.1	71.0
Grade 8 Reading	86.0	85.3	76.8	69.4
Writing	77.5	77.8	68.3	63.9
Mathematics	84.8	76.2	67.2	77.6
Science	76.1	72.7	61.9	70.1

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.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	92.4	93.5	95.9

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 2010-11 school year, 13 students were responsible for these incidents. These students represent 3.1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	4	1
Theft	0	0
Physical/Verbal Confrontation	2	2
Fighting/Battery	0	0
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	0
Total	17	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The School Development Plan for Continuous Improvement of Bristow Middle School includes the following goal: To create an Environment and Community that Fosters Intellectually, Physically, and Emotionally Healthy Learning. The Advisory program is a tool that is used to build strong relationships and teach students the skills they need to address their social and emotional needs. Bristow implemented the Second Step Program to help create a safe school climate for all students, both emotionally and physically. A focus at Bristow is to develop positive home-school partnerships where every student and family feels a sense of belonging. A Positive Behavior Interventions and Supports System (PBIS) is implemented to enable students to follow the expectations of Work Hard, Be Safe, Be Fair. This proactive approach contributes to establishing a positive learning environment and a safe school climate in which everyone is able to achieve academically and socially. Consistent school wide expectations are taught, modeled, and reinforced in all settings. Bristow continued to focus on creating and improving programs that provide added support to students in the areas of literacy and numeracy. 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 a reading specialist and a certified math teacher. The focus of these reading and math classes is to provide direct instruction on identified areas of weakness in collaboration with the students' regular math and language arts teachers. 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, teachers meet daily as a team to discuss student progress and data. Individual Performance Plans are created for students who are struggling academically or behaviorally and need additional classroom interventions. We have an active Student Success Team and a Clinical Team to which staff members 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.

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. We continued to expand our initial efforts to create a school that meets the need of the whole child. Our daily Advisory program continued where students were assigned an advocate and placed in small groups. Our theater program continued with the performance of The Music Man. 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 extensive musical performance groups. These groups continued to excel at juried festivals.
