

STRATEGIC SCHOOL PROFILE 2010-11

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, 2010: 423
 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	76	18.0	19.6	29.2
Students Who Are Not Fluent in English	12	2.8	4.1	3.5
Students with Disabilities	50	11.8	12.0	11.7
Students Identified as Gifted and/or Talented	71	16.8	15.9	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	277	99.3	94.9	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,008	1,017

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	19.5	20.4	20.6	Mathematics	52.2	51.1	34.4
				World Language	79.7	77.4	48.4

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	242
Family and Consumer Science	0	10
Health	63	23
Library Media Skills **	14	14
Mathematics	137	158
Music *	41	32
Physical Education	63	55
Science	137	145
Social Studies	137	143
Technology Education	41	24
World Languages	137	83

** Interdisciplinary approach

* 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, 13.6% 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	2.8	4.0	3.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.0	66.7	77.7

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	1.9	1.9	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	98.1	96.6
# of Print Volumes Per Student*	24.8	28.5	21.3
# of Print Periodical Subscriptions	22	28	21

*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	29.40
Paraprofessional Instructional Assistants	3.20
Special Education: Teachers and Instructors	3.50
Paraprofessional Instructional Assistants	4.00
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	10.95

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	14.9	14.0	14.2
% with Master's Degree or Above	85.7	85.5	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.1	7.4	10.1
% Assigned to Same School the Previous Year	88.6	90.3	87.7

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.

All teachers at this school have been issued e-mail addresses. A portion of the school's website is devoted to homework pages. The following narrative describes how this school promotes and supports parental involvement. 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 as well as links to team pages. These 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 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. 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 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 a vehicle for home school communication.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	32	7.6
Black	33	7.8
Hispanic	64	15.1
Pacific Islander	0	0.0
White	276	65.2
Two or more races	17	4.0
Total Minority	147	34.8

Percent of Minority Professional Staff: 4.0%

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:

17.3% 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. Bristow Middle School enhanced its initial efforts, started during the 2005-2006 school year, and continued in the 2010-2011 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 enrolled students from Hartford who participated in the Project Choice program. Our after school intramural program, as well as our clubs and activities, continued to draw a diverse group of students who interacted in a non-academic setting. All of our students participated in the "Hello West Hartford" program which was a year-long focus on the cultural diversity of the greater West Hartford community. Students were then afforded the opportunity to understand the many cultures of the Bristow community by participating in a celebration that honored Bristow, an African-American slave who earned his way to freedom and is the school's namesake. 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 and Family Wellness Nights. 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	66.2	60.8	51.2	79.3
Grade 8	53.2	57.4	50.8	58.5

*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	87.0	86.0	76.0	74.2
Writing	79.2	79.2	65.2	77.2
Mathematics	84.8	82.8	71.3	74.6
Grade 7 Reading	91.2	86.6	77.8	81.4
Writing	75.5	70.7	58.9	79.2
Mathematics	90.6	79.5	68.4	92.2
Grade 8 Reading	87.0	81.8	74.7	74.9
Writing	74.6	72.5	64.8	62.2
Mathematics	88.6	78.8	66.6	88.0
Science	78.3	74.0	63.1	70.5

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 Schools	State Middle/Jr. High Schools
% Present on October 1	96.0	96.4	95.6

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 2009-10 school year, 28 students were responsible for these incidents. These students represent 6.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	3
Personally Threatening Behavior	2	1
Theft	2	0
Physical/Verbal Confrontation	8	7
Fighting/Battery	0	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	12
Total	20	24

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Bristow 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 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.

SUPPLEMENTAL SCHOOL INFORMATION

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 theater program continued with the performance of Guys and Dolls. 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 Boston 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. 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.

Bristolow Middle School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Bristolow Middle School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient											
	Mathematics			Reading			Mathematics (91% proficient needed)			Reading (89% proficient needed)								
n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole School	422	100.0	100.0	100.0	Yes	422	99.8	100.0	100.0	Yes	96.2	2.9	99.1	Yes	93.6	4.0	97.6	Yes
American Indian or Alaska Native	1	-	-	-	Yes	1	-	-	-	Yes	-	-	-	Yes	-	-	-	Yes
Asian	32	-	-	-	Yes	32	-	-	-	Yes	-	-	-	Yes	-	-	-	Yes
Black or African American	33	-	-	-	Yes	33	-	-	-	Yes	-	-	-	Yes	-	-	-	Yes
Hispanic/Latino	64	100.0	100.0	100.0	Yes	64	100.0	100.0	100.0	Yes	92.2	8.0	100.0	Yes	87.5	10.1	97.6	Yes
White	275	100.0	100.0	100.0	Yes	275	99.6	100.0	100.0	Yes	97.1	3.0	100.0	Yes	94.9	4.3	99.1	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	Yes	0	-	-	-	Yes	-	-	-	Yes	-	-	-	Yes
More than one race	17	-	-	-	Yes	17	-	-	-	Yes	-	-	-	Yes	-	-	-	Yes
English Language Learners	12	-	-	-	Yes	12	-	-	-	Yes	-	-	-	Yes	-	-	-	Yes
Students with Disabilities	52	100.0	100.0	100.0	Yes	52	98.1	100.0	100.0	Yes	78.9	12.7	91.7	Yes	75.0	13.8	88.8	Yes
Economically Disadvantaged	73	100.0	100.0	100.0	Yes	73	100.0	100.0	100.0	Yes	93.2	7.1	100.0	Yes	89.0	9.0	98.0	Yes
Additional Academic Indicator: Writing (70% At or Above Basic)										AYP Target Met?			Yes					

Legend:
 - : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
 Bristolow Middle School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

