

STRATEGIC SCHOOL PROFILE 2000-01

Middle and Junior High School Edition

**King Philip Middle School
West Hartford School District**PAUL A BERKEL, Principal
School Type: Traditional/Regular

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 2000.

STUDENT ENROLLMENT

School Grade Range 6- 8
Total Enrollment 1101
5-Year Enrollment Change 11.9%

**FACILITIES**

of Permanent General Classrooms 66
of Portable Classrooms 0
Yr. of Original Construction 1955

SCHOOL NEED

Current and Past School Need	Year	School	District Middle/Junior High Schools	State Middle/Junior High Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	5.7	6.8	22.4
% of K-12 Students with Non-English Home Language	2000-01	16.3	17.0	10.6
	1998-99	17.3	18.3	10.3
% of Students who Attended This School the Previous Year	2000-01	91.3	94.1	90.2
	1995-96	98.1	94.1	86.2

Enrollment in Special Programs	Students in School	Percent in School	% in District Middle/Junior High Schools	% in State Middle/Junior High Schools
Bilingual Education and English as a Second Language Services (K-12)	36	3.3	3.1	2.2
Compensatory Education	76	6.9	9.3	13.9
Gifted and Talented Program	199	18.1	15.8	5.0
Special Education	176	16.0	15.4	13.2
Migrant Education	0	0.0	0.0	0.3

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	72	6.5
Black	86	7.8
Hispanic	117	10.6
White	823	74.8

Total Minority 2000-01 25.2%

Total Minority 1995-96 18.1%



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.

Efforts to reduce racial, ethnic, and economic isolation at KPM have been ongoing throughout the 2000-2001 school year. Specifically, students have participated in as well as been exposed to the following initiatives aimed at embracing inclusion and concepts of acceptance:

- New student buddy program/cultural competence meetings/after school cultural celebrations.
- Sisterhood/brotherhood collaboration with The Bridge Family Counseling Center.
- Field experiences at local colleges/universities aimed at enhancing female interest in math/science.
- Open House with interpreters available for non-English speaking families.
- Bridges across the ages mentoring program/student participants in CAS conference on bullying.
- Student participation in the King Arthur Flour Co. "Day of Caring".
- Women in History assembly focusing on the contributions of women.

Additionally, the staff participated in the following initiatives aimed at increasing an understanding and further developing points of natural connections with diverse students and colleagues:

- "Take a look in the mirror" -This experience was led by a private consultant and was a series of discussions and a staff development session focusing on the development of action plans to increase cultural awareness in the school with implications for curriculum evaluation and connections.
- Totem pole initiative - a grant to support cultural diversity lessons with students in 2001-2002.
- Development of monthly themes/activities focusing on six character education traits.
- Development of grant proposal to support middle school diversity conference in 2001-2002.

The team organization plan at King Philip Middle School is designed to integrate students coming to the school from six different West Hartford feeder elementary schools and from other communities. In so doing, the students are exposed to a cross section of the West Hartford community that is approximately twenty-two percent minority. Further, the English as Second Language students are fully integrated onto the teams at each grade level along with more than twenty multi-handicapped special needs students.

Twelve members of the King Philip Middle School Student Council attended the Connecticut Association of Schools Leadership Conference at Quinnipiac College. More than 400 student leaders from urban and suburban communities learned leadership skills and compared programs at their school.

Our eighth graders tour Colonial Williamsburg and Washington, D.C. for four days and become immersed in the study of Colonial Williamsburg and our nation's government. The experiences in which they engage are designed to bring them into contact with the history and culture of our country. Over \$4,000 of scholarship money was available to economically disadvantaged students.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,003	1,003	1,007

*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	65.4
Voice	100.0	100.0	61.7
Data	100.0	100.0	72.3
Internet Access	100.0	100.0	77.9
Multi-Room Network (LAN)	100.0	100.0	48.0

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	5.4	4.9	4.4
% of Computers that are High or Moderate Power	100.0	99.3	89.4
% of Computers with High Speed Internet Access	100.0	100.0	71.3
% of Internet Computers with Filtering Software	100.0	100.0	64.8

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 65.5% of the middle/junior high schools subscribe to at least one service.

Print and Non-Print Materials	School	Dist Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	22.5	23.1	17.6
% of Print Volumes Purchased in the Last Three Years	12.1	13.8	12.4
# of Print Periodical Subscriptions	47	34.5	33.6
# of Non-Print Materials	480	439.5	448.6

*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
Grade 5	2000-01	N/A	N/A	N/A
	1995-96	N/A	N/A	N/A
Grade 7	2000-01	22.5	21.2	21.9
	1995-96	21.1	21.9	21.7

Professional Staff	2000-2001	1999-2000	1995-1996
% Minority	3.1	3.6	0.0

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	82.7	70.7
Administrators	2.3	2.3
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	5.1	N/A
Other Professionals	0.8	N/A
# of Non-Certified Instructional	17.5	17.5

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	12.1	13.3	14.1
% with Master's Degree or Above	68.0	69.2	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	32.0	32.4	22.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	48	48	37	No
Computer Education	0	0	24	N/A
English Language Arts	151	151	153	No
Family and Consumer Science	0	0	22	N/A
Health	48	48	27	No
Mathematics	145	145	142	No
Music	82	84	59	Yes
Physical Education	48	48	56	No
Reading I	66	66	95	No
Science	145	145	137	No
Social Studies	145	145	138	No
Technology Education	48	48	30	Yes
World Languages	145	145	102	No

E indicates elective, I indicates integrated courses.

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School Level Math	2000-01	22.2	26.6	25.6
	1995-96	27.2	24.4	22.5
World Language	2000-01	87.1	85.7	44.3
	1995-96	96.1	93.0	40.5

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 Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	Yes	Yes
In-Class Tutorial	Yes	No
After School Program	Yes	Yes
Summer School (2000)	Yes	Yes
Other	No	No



Student and Teacher Statistics	School	District Middle/Jr High Schools	State Middle/Jr High Schools
% of Students Retained in Grade after 1999-2000 School Year	0.0	0.0	0.9
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	6.8	6.4	7.9
% Certified Staff Assigned to Same School the Previous Year	82.5	84.9	82.0

STUDENT PERFORMANCE

Connecticut Mastery Test, Third Generation, % Meeting State Goal: Results on the Third Generation test are not comparable to test results of previous years.

Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Grade 6 Reading	79	78	62.1
Writing	75	75	61.1
Mathematics	77	77	57.5
All Three Tests	63.9	63.2	43.7
Grade 8 Reading	79	75	66.4
Writing	78	72	60.4
Mathematics	72	68	54.8
All Three Tests	62.7	56.8	43.5
Participation Rate	94.3	94.4	92.8




The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). Results on the Third Generation test are not comparable to test results of previous years.

Connecticut Mastery Test Index	School	District	State
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	86.3	82.9	76.1
Writing	86.4	83.9	76.9
Mathematics	83.2	81.5	73.6

For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	N/A	N/A	N/A
Grade 6	30.7	38.0	33.3
Grade 8	31.6	24.1	35.5

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2000	95.9	95.8	95.7



EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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.

Analysis of student test data (both Connecticut Mastery Test results and in house assessments) indicates that students are consistently demonstrating high percentages in terms of skill mastery. Despite the lack of historical data for the third generation CMT results, student achievement at KPM was consistent with school district expectations of 75% of the students meeting goal. It should be noted that KPM student achievement on the CMT for grade six was also consistent with state requirements indicating that the school district had the highest ever percentage of students at this grade level meeting state standards in all three areas (reading, writing, and mathematics).

The KPM faculty continues to seek new instructional strategies and the necessary training to better address the academic needs of economically disadvantaged students. Opportunities for tutorial assistance and homework support have been provided. Parental involvement and orientation to West Hartford Schools are essential to continued academic success and to that end, a Home-School Liaison position has proven effective. KPM has been awarded a grant to fund a Home-School Liaison position to assist in transitioning new students as an effort to ensure academic success and increase positive social interactions.

The following program changes are being implemented:

- Continued staff development in reading strategies for all academic disciplines.
- Small group support "labs" wherever possible during school hours.
- A supervised Homework Club was established to assist students with academic classes.
- Effective use of high interest materials and integration of technology as a means of enticing students to learn.
- Significant parent participation on site-based plan Action Teams and through the PTO. Enhanced instructional programs planned for 2001-2002 with the addition of developmental classes in language arts, math, and science designed to increase student achievement in content areas and on CMT's.

SUPPLEMENTAL SCHOOL INFORMATION

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.

Some accomplishments at KPM that reflect our efforts:

- A faculty member was selected as a finalist for the West Hartford Teacher of the Year.
- Presidential Award for Academic Excellence given to twenty-three percent of eighth grade students.
- Grant awarded from Connecticut Association of Schools and Big Y Superstores to coordinate and host a middle school student diversity conference.
- A student editorial board publishes a magazine, Tip of the Pen.
- A MATHCOUNTS team member was a state finalist / Student drama production, "Brigadoon".
- Students advanced to the state geography bee and participated in Odyssey of the Mind state finals.
- Student council participation in the "Bowling for Kids" initiative/team Foodshare donations.
- PTO sponsored activities to engage the whole community.
- KPM Mock Trial Team advanced to state level and placed third.
- "ARTBEAT 2001," (district wide art exhibit)/"SUMMERFEST," (student jazz concert).
- Student study tours (American Heritage Tour/Colonial Williamsburg and our nation's capitol).

Special programs at KPM that enhanced the school:

- An active, involved PTO and school improvement council/trained Peer Mediators.
- A school site based (strategic) plan (MS2000) which has guided the focus and goals of the school.
- Project QuEST, which address the needs of the gifted and talented students.
- Student video taping project highlighting information about the school for local access broadcast.
- Inclusive programs for special needs students enriching the school experience for many students.
- A Home-School Liaison who assists new families in acclimating to the school community.

Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school/district website, see www.whps.org

