

**STRATEGIC SCHOOL PROFILE 2002-03**

Middle and Junior High School Edition

**King Philip Middle School  
West Hartford School District**MARY HOURDEQUIN, 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).
 

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**STUDENT ENROLLMENT**

School Grade Range	6- 8
Total January Enrollment	1137
5-Year Oct. Enrollment Change	9.4%

**FACILITIES, 2001-02**

# of Permanent General Classrooms	74
# of Portable Classrooms	0
Yr. of Original Construction	1955

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**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District Middle/Junior High Schools</b>	<b>State Middle/Junior High Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2002-03	11.4	14.9	24.4
% of K-12 Students with Non-English Home Language	2002-03	15.4	15.0	10.1
	1998-99	17.3	18.3	10.3
% of Students who Attended This School the Previous Year	2002-03	94.2	93.4	90.7
	1997-98	92.6	94.2	87.7

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District Middle/Junior High Schools</b>	<b>% in State Middle/Junior High Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	23	2.0	2.7	2.5
Compensatory Education	113	9.9	12.2	15.8
Gifted and Talented Program	197	17.3	15.1	3.9
Special Education	147	12.9	12.9	12.5

## JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	75	6.6
Black	116	10.2
Hispanic	121	10.6
White	824	72.5
Other	0	0.0

**Total Minority 2002-03** 27.5%

**Total Minority 1997-98** 23.0%



### 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 are ongoing. Specifically, students have participated in and been exposed to the following initiatives aimed at embracing inclusion and promoting acceptance:

- Student assemblies on Mexican culture
- Sisterhood/brotherhood collaboration with The Bridge Family Counseling Center
- Bridges Across the Ages Mentoring Program with local community agency adult mentors
- Student participation in CAS leadership conference
- King Arthur Flour Co. "Day of Caring" where students bake bread for homeless shelters
- Student Council school wide initiatives to have students contribute goods to assist homeless people and those living in local shelters
- Interdisciplinary units related to students' ethnic heritage/backgrounds culminating in evening presentations for parents/community members
- Peer tutors/buddies for special needs students
- Unified Sports Program joining regular and special needs students at both King Philip and Sedgwick Middle, as well as competing against other teams in state.
- ESOL students created a booklet to introduce the town of West Hartford to families and students new to West Hartford Public Schools
- Two 8<sup>th</sup> grade (non school) boys' bands after-school concert to raise money for KP scholarships for school trips
- Alpha Smart keyboards purchased to loan to students, who lack computers at home, for basic word processing needs to support their academic achievement

Additional efforts to foster a culture of acceptance were explored by faculty at KPM through staff development programs. Specifically, the staff participated in a major year long anti bullying initiative aimed at developing a greater understanding of bullying and how to prevent it. An evening PTO sponsored program was held to educate parents about bullying and KP's prevention efforts. Individual teams developed monthly themes/activities for students focusing on KP's six character education traits of respect, responsibility, honesty, caring, tolerance, and excellence.

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. By doing so, KP students are exposed to a cross section of the West Hartford community that is approximately twenty-two percent minority. Further, the English as A Second Language students are fully integrated onto the teams at each grade level along with more than twenty multi-handicapped, special needs students.

Members of the King Philip Middle School Student Council attended the Connecticut Association of Schools Leadership Conference at Quinnipiac College. More than 500 student leaders from urban and suburban communities learned leadership skills and compared programs at their schools.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Total Hours of Instruction Per Year	1,015	1,021	1,006

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Video	100.0	100.0	72.1
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	94.6
Multi-Room Network (LAN)	100.0	100.0	69.3

<b>Computers</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Students Per Academic Computer	4.5	4.3	3.7
% of Computers that are High or Moderate Power	99.6	99.8	97.5
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	87.4
% of Internet Computers with Filtering Software	100.0	100.0	91.3

This school does not have a functional satellite link.

### LIBRARY MATERIALS

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

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Print Volumes Per Student*	23.3	23.9	17.6
% of Print Volumes Purchased in the Last Three Years	13.1	15.1	13.4
# of Print Periodical Subscriptions	36	50.5	32.2
# of Non-Print Materials	670	575.0	471.9

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade 5	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
Grade 7	2002-03	20.7	20.3	21.7
	1997-98	21.4	22.2	21.9

<b>Professional Staff</b>	<b>2002-03</b>	<b>2001-02</b>	<b>1997-98</b>
% Minority	0.9	1.9	1.1

<b>School Staff Count Full-Time Equivalent</b>	<b>2002-03</b>	<b>2001-02</b>
# of Certified Staff		
Teachers	90.3	84.6
Administrators	4.8	5.8
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	5.0	6.0
Other Professionals	2.1	2.5
# of Non-Certified Instructional	19.0	18.9

<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Average Number of Years Experience in Connecticut	11.3	11.6	13.4
% with Master's Degree or Above	67.0	66.4	77.2
% Trained as Mentors, Assessors, or Cooperating Teachers	31.2	33.2	23.0

## SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	41	41	40	No
Computer Education	0	0	23	N/A
English Language Arts	168	167	163	No
Family and Consumer Science	0	0	21	N/A
Health	41	41	26	No
Mathematics	148	147	145	No
Music	93	96	60	No
Physical Education	61	61	55	No
Reading	0	32	96	N/A
Science	148	147	140	No
Social Studies	148	147	140	No
Technology Education	41	41	30	No
World Languages	148	147	101	No

E indicates elective, I indicates integrated courses.

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School	2002-03	50.8	44.2	25.1
Level Math	1997-98	24.6	23.8	24.4
World	2002-03	89.8	88.3	43.9
Language	1997-98	93.0	91.5	41.1

### 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	No	No
After School Program	Yes	Yes
Summer School (2002)	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 2001-02 School Year	0.3	0.6	1.0
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	6.8	7.2	8.6
% Certified Staff Assigned to Same School the Previous Year	85.3	84.5	83.7


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

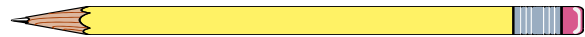
<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2002-03</b>	<b>District 2002-03</b>	<b>State 2002-03</b>
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 6 Reading	79	79.4	77.7	64.1
Writing	75	74.7	72.5	60.8
Mathematics	77	77.9	77.9	61.0
All Three Tests	63.9	65.5	63.1	46.2
Grade 8 Reading	79	82.5	81.2	68.1
Writing	78	72.5	73.0	60.0
Mathematics	72	73.9	74.1	56.1
All Three Tests	62.7	61.9	61.8	45.2
Participation Rate	94.3	97.1	97.2	96.5



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

<b>Physical Fitness % Passing All 4 Tests</b>	<b>School</b>	<b>District</b>	<b>State</b>
 Grade 4	N/A	N/A	N/A
Grade 6	22.0	26.6	33.8
Grade 8	25.6	28.1	35.3

<b>Student Attendance</b>	<b>School</b>	<b>District Mid/Jr</b>	<b>State Mid/Jr</b>
% on October 1, 2002	95.8	96.1	96.3



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## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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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 indicates that many students are consistently demonstrating high levels of proficiency. Despite having limited historical data for comparisons on the new 3rd generation CMTs, the majority of students is improving by cohort. Results are as follows: Grade 6: 79% proficiency in reading, 75% proficiency in writing, 78% proficiency in math. Grade 8: 82% reading proficiency, 72% writing proficiency, 74% math proficiency.

The KPM faculty continues to learn and integrate new instructional strategies to better address all students' academic needs, particularly those at risk of performing poorly. Our professional development programs, facilitated by teachers, focus on differentiated instruction, literacy teaching strategies, and infusion of technology to improve student learning. KP staff provides tutorial assistance and homework support for students. Teams and our Home-School Liaison connect new families to KP to support students' positive social adjustment and academic success. The following program enhancements are ongoing:

- Staff professional development programs to support academic achievement
- Small group learning labs during each school day
- A homework club for supervised, guided practice in academic disciplines
- Effective use of technology to enhance student learning
- Significant parent participation on the PTO and School Improvement Committee
- Enhanced instructional programs implemented in 2002-03: Information Technology Literacy class for 8th graders and Thinking Skills class for 6th graders. Additionally, developmental math classes assist at risk 6th and 7th graders in making academic gains in math and on CMTs.
- Title I after school assistance for students in danger of retention
- Team-developed intervention plans for students at risk for retention
- Support and counseling groups for at risk students: mentoring & tutoring
- Vertical teaming in English and social studies promote curriculum alignment
- CMT improvement plans by discipline
- Mentor/tutor program

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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. For instance, character education or programs designed to improve school climate may be described.

***Some accomplishments at KPM that reflect our efforts:***

- Students recognized on "Wall of Fame" for demonstrating "Qualities of Leadership"
- 25% of the eighth grade received the Presidential Award for Academic Excellence
- A student literacy magazine, [Tip of the Pen](#)
- Student participation in performance music concerts for orchestra, band, jazz band, choir
- Three student drama productions involving a cross-section of students
- KPM Mock Trial Team who placed first for the second successive year
- Participation in WH district art show "ARTBEAT 2002," an annual student art exhibit
- Annual "SUMMERFEST," display of student musical and art talent, with family picnic
- Gifts of Music supporting low income students' participation in music performance groups
- Inter-Mid Concert of best singers, band and orchestral players from WH middle schools

***Special programs at KPM that enhanced the school:***

- An active, involved PTO and School Improvement Council
- Student video taping project highlighting KP information for local access TV broadcast
- Quest Program, an enrichment program for the gifted and talented students
- Inclusive programs for special needs students which enrich all students
- Developmental math classes to address remedial math needs and increase CMT scores
- Trained peer mediators to address resolution of student conflicts
- Student Assistance Team identifies/assists students with academic or social difficulties
- Major literacy and study skills initiatives; Title I After School Program for failing students

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). 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](http://www.whps.org)

