

STRATEGIC SCHOOL PROFILE 2004-05

Middle and Junior High School Edition

**King Philip Middle School
West Hartford School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 1145

5-Year Enrollment Change: 7.2%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6-8

SCHOOL NEED

Current and Past School Need	Year	School	District Middle/Junior High Schools	State Middle/Junior High Schools
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	10.5	13.2	23.9
	2002-2003	11.4	14.9	24.4
% of K-12 Students with Non-English Home Language	2004-2005	14.1	15.7	10.6
	1999-2000	17.3	18.8	10.1
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	92.8	93.4	92.0
	1999-2000	93.8	91.5	90.4

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)	29	2.5	4.2	3.2
Compensatory Education	0	0.0	0.0	13.5
Gifted and Talented Program	167	14.6	13.5	4.0
Special Education	145	12.7	12.1	11.8

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	68	5.9
Black	119	10.4
Hispanic	122	10.7
White	835	72.9

Total Minority 2004-2005 27.1%

Total Minority 1999-2000 25.4%



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 2004-05 school year. Specifically, students have participated in and been exposed to the following initiatives aimed at embracing inclusion and promoting acceptance:

- Neighborhood homework center was established and staffed with teacher volunteers to assist students with homework completion and extra help.
- Bridging the digital divide through the grant funded G.E.T.T. Connected program. Economically disadvantaged students assemble their own desktop computer and are allowed to keep the computer to assist with school assignments.
- Creation of the Equity and Excellence Committee to address the achievement gap at KP.
- Drill team was established to provide students with another connection to the school.
- PTO volunteer program to assist at-risk students' families with transportation needs to school events continued to allow greater participation from families.
- Sisterhood/brotherhood collaboration with The Bridge Family Counseling Center.
- "Bridges Across the Ages" Mentoring Program with local community agency adult mentors.
- Student Council members led several school wide drives for contributions (food, clothing) to assist homeless people and those living in local shelters.
- Interdisciplinary units related to students' ethnic heritage/backgrounds culminating in evening presentations by 7th graders for parents/community members.
- Peer tutors/buddies for special needs students.
- High school students as tutors for assisting students after school.
- Unified Sports Program, joining regular and special needs students at both King Philip and Sedgwick Middle Schools, to compete against other teams in the state.
- For the second time in two years, school-wide drive to assist two KP families who suffered losses due to a house fire. PTO sponsored a Family Pasta Dinner to help raise funds for the families.
- Major student fundraiser to contribute to CAS tsunami relief efforts.

Additional efforts to foster a culture of acceptance were explored by faculty at KPM through staff development programs. Specifically, the staff instituted a major, yearlong Anti-Bullying initiative, where activities were aimed at developing a greater understanding of bullying and how to prevent it.

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 teams at each grade level along with more than twenty multi-handicapped, special needs students.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,020	1,014	1,014

*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	77.2
Voice	100.0	100.0	77.9
Internet Access	100.0	100.0	97.8
Multi-Room Network (LAN)	100.0	100.0	77.9

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	4.2	4.2	3.3
% of Computers that are High or Moderate Power	86.4	85.7	80.1
% of Computers with Internet Access, All Speeds	100.0	100.0	96.1
% of Computers with High Speed Internet Access	100.0	100.0	94.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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.

Print and Non-Print Materials	School	Dist Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	25.0	25.0	19.0
% of Print Volumes Purchased in the Last Three Years	11.9	14.1	13.1
# of Print Periodical Subscriptions	37	43.5	31.2
# of Non-Print Materials	735	692.5	473.5

*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
Gr. 5	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
Gr. 7	2004-2005	19.5	20.0	20.9
	1999-2000	21.4	20.5	21.9

Professional Staff	2004-2005	2003-2004	1999-2000
% Minority	1.7	1.7	3.6

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	91.9	95.5
Administrators	3.0	5.8
Department Chairs	2.8	N/A
Library/Media Staff	1.5	1.5
Counselors, Social Workers, and School Psychologists	7.2	6.5
Other Professionals	1.6	2.1
# of Non-Certified Instructional	21.0	19.0

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	11.6	11.4	13.3
% with Master's Degree or Above	70.7	66.4	78.0
% Trained as Mentors, Assessors, or Cooperating Teachers	29.3	33.2	26.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	41	41	39	No
Computer Education	0	0	21	N/A
English Language Arts	169	166	167	No
Family and Consumer Science	0	0	20	N/A
Health	41	41	25	No
Mathematics	149	146	146	No
Music	94	91	93	No
Physical Education	62	61	54	No
Reading	0	31	91	N/A
Science	149	146	142	No
Social Studies	149	146	142	No
Technology Education	41	41	29	No
World Languages	149	146	97	No

E indicates elective, I indicates integrated courses.

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School	2004-2005	57.1	49.3	29.0
Level Math	1999-2000	44.0	35.9	26.0
World	2004-2005	85.2	85.4	46.8
Language	1999-2000	90.3	88.7	43.8

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 Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2004)	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 2003-04 School Year	0.6	0.5	0.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	6.8	7.2	8.7
% Certified Staff Assigned to Same School the Previous Year	88.8	86.3	85.2


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.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
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	77.4	72.7	60.5
Writing	79.3	75.2	61.3
Mathematics	79.2	75.4	60.9
All Three Tests	64.4	60.2	45.3
Grade 8 Reading	79.4	78.3	64.9
Writing	75.1	74.6	60.7
Mathematics	70.8	69.3	55.7
All Three Tests	63.3	61.3	45.2
Participation Rate	98.7	98.8	99.0



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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	N/A	N/A	N/A
Grade 6	27.2	31.7	34.3
Grade 8	33.9	31.5	35.2

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2004	95.9	96.6	96.2



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.

Student Performance and Accomplishments

Analysis of student test data (both Connecticut Mastery Test results and in house assessments) indicates that many students are consistently demonstrating high percentages in terms of skill mastery. Grade 6 results show improvement in writing with an increase to 79% proficiency, mathematics remained constant as 79% are at proficiency, and reading dropped two percentage points to 77% at proficiency, compared to 2003 results. Grade 8 results were similar, when compared to 2003. Proficiency in writing increased to 75%, reading remained constant at 79% (while showing improvement in two of the three subcategories), and mathematics decreased three percentage points to 71% at proficiency.

Plans for Improvement

The KPM faculty continues to learn and integrate new instructional strategies to better address the academic needs of all students, particularly those at risk of performing poorly. Differentiated instruction, literacy teaching strategies, study skills integration, infusion of technology, and using the Understanding by Design planning tool to improve instruction and student learning were the focus of several well-received professional development programs facilitated by teachers during the school year. KP provides opportunities for tutorial assistance and homework support for students.

The following program enhancements are ongoing:

- Staff development programs to support student academic achievement.
- Small group learning labs during each school day.
- Team level Homework Club for supervised, guided practice in academic disciplines.
- Effective use of technology to enhance student learning.
- Significant parent participation through the PTO and School Improvement Committee.
- Various support groups for at risk students, to include a mentor/tutor program and a Saturday Academy.
- CMT School Improvement Plans by discipline.
- Team level parent conferences and team-developed Intervention Plans for students at risk for retention.

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:

- Students recognized on "Wall of Fame" for demonstrating "Qualities of Leadership".
- Twenty-six percent of the eighth grade received the Presidential Award for Academic Excellence.
- A student editorial board publishes a student literacy magazine, Tip of the Pen.
- Students participated in performance music concerts for orchestra, band, jazz band, and choir. Three student drama/talent show productions were performed involving a cross-section of students.
- Efforts made to engage the entire community through various school and PTO family activities.
- Gifts of Music supports low-income students' participation in music performance groups.

Special programs at KPM that enhanced the school:

- An active, involved PTO and School Improvement Council.
- A school site based strategic plan and annual goal-setting by the staff focus the KP mission.
- Quest Program, an enrichment program for the gifted and talented students.
- Inclusive programs for special needs students which enrich the school experience for all students.
- Developmental math classes designed to address students' remedial math needs and increase student achievement on CMTs.
- Trained Peer Mediators to address resolution of student conflicts.
- Student Assistance Team identifies and assists students experiencing academic and/or social difficulties.
- Major ongoing literacy, study skills, staff technology training, and Understanding by Design initiatives.

Strategic School Profiles may be viewed on the internet at 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/school/kingphilip/index.htm

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