

STRATEGIC SCHOOL PROFILE 2011-12

Middle and Junior High School Edition

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

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Location: 100 King Philip Drive
 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: 884
 5-Year Enrollment Change: -6.6%

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	157	17.8	20.9	30.0
Students Who Are Not Fluent in English	34	3.8	4.0	3.4
Students with Disabilities	135	15.3	12.3	12.0
Students Identified as Gifted and/or Talented	193	21.8	17.1	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	576	98.0	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	1,017	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	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	19.4	19.0	20.3	Mathematics	3.7	33.6	37.2
				World Language	1.7	52.5	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	50	37
Computer Education	0	18
English Language Arts	143	226
Family and Consumer Science	0	12
Health	50	24
Library Media Skills **	5	9
Mathematics	143	159
Music *	50	35
Physical Education	50	55
Science	143	149
Social Studies **	143	147
Technology Education	50	24
World Languages	143	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.

** Interdisciplinary approach
* 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	3.8	3.9	3.2
% of Identified Gifted and/or Talented Students Who Received Services	62.2	61.6	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	54.8	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	2.1	1.8	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	99.1	98.9	97.2
# of Print Volumes Per Student*	30.3	27.9	21.6
# of Print Periodical Subscriptions	15	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	61.13
Paraprofessional Instructional Assistants	4.67
Special Education: Teachers and Instructors	11.10
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	4.93
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.90
School Nurses	1.90
Other Staff Providing Non-Instructional Services and Support	25.71

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	13.8	13.0	14.2
% with Master's Degree or Above	80.3	83.8	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.8	7.6	8.9
% Assigned to Same School the Previous Year	92.1	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.

King Philip Middle School is committed to supporting our families within the community to ensure that each child's academic, social and emotional needs are met. School counselors and staff members provide outreach and support to parents throughout the year. Teachers maintain regular contact with parents via phone, e-mail and conferences, as well as through use of interactive team blogs and our PowerSchool program. A school newsletter is published and sent home monthly, as well as posted online. Several teachers have web pages where homework, upcoming events and information regarding team activities are displayed. All of our incoming sixth grade parents are welcomed into the building via a "Sixth Grade Meet & Greet" program in August, and are invited to attend a grade six parent workshop held midway through the school year. King Philip regularly recruits parents and community volunteers to serve as mentors and tutors, both during the school day and at our after school extra help sessions. We have a very involved Parent Teacher Organization which has helped us to support community building events, such as a faculty basketball game and a school book fair to celebrate our literacy initiative. In addition, several educational evening programs are held for parents throughout the year. Some topics include: understanding the middle school learner, alcohol, tobacco and drug awareness, and cyber safety guidelines for use online.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.7
Asian American	104	11.8
Black	85	9.6
Hispanic	120	13.6
Pacific Islander	1	0.1
White	549	62.1
Two or more races	19	2.1
Total Minority	335	37.9

Percent of Minority Professional Staff: 0.0%

Open Choice:

15 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:

19.6% 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 31.

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.

Ongoing efforts have been in place throughout the 2011-12 school year. The following initiatives are aimed at fostering inclusion and promoting acceptance: Morning Advisory Program, a school-wide initiative to foster healthy relationships and promote positive character traits; and, KP Safe Zone, which promotes tolerance and acceptance of individual differences based on race, ethnicity, socio-economic background and gender. School counselors foster parent/student integration to the KP school community for new and at-risk students. Our PTO sponsors a volunteer program to assist at-risk students' families with transportation to school events. In addition, we collaborate with the Sisterhood/Brotherhood program through the Bridge Family Counseling Center. Our student-led school-wide drives for contributions (food, clothing, finances) assist natural disaster victims and multiple nonprofit organizations. In addition, participation in various community service projects throughout the year has increased, including: Hurricane Irene Relief and a local recycling drive; as well as volunteer efforts at local soup kitchens and shelters. We incorporate multiple interdisciplinary units related to students' ethnic heritage/backgrounds, including a focus on classroom novels and literature. Peer tutors/buddies for special needs students are utilized regularly through our Unified Learning Lab program, and our inclusive Unified Sports Program engages in competitions against other teams across the state. The team organization plan at KPM is designed to integrate students from six different West Hartford feeder elementary schools and other communities. KP students are exposed to a cross section of the West Hartford community that is approximately twenty-two percent minority. Further, ESOL students are fully integrated onto teams at each grade level along with more than forty multi-handicapped, special needs students.

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	55.7	58.8	50.7	61.9
Grade 8	63.1	57.2	49.8	77.9

*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	86.4	84.5	74.1	75.1
Writing	82.7	81.1	67.4	77.9
Mathematics	84.7	82.4	69.3	77.8
Grade 7 Reading	89.7	87.2	79.8	73.1
Writing	79.5	76.9	65.6	75.5
Mathematics	79.6	75.8	68.1	69.6
Grade 8 Reading	87.6	85.3	76.8	73.1
Writing	80.0	77.8	68.3	70.1
Mathematics	81.2	76.2	67.2	69.9
Science	75.3	72.7	61.9	67.5

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.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	91.5	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, 74 students were responsible for these incidents. These students represent 8.3% 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, 2 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	12	0
Theft	4	0
Physical/Verbal Confrontation	12	0
Fighting/Battery	14	2
Property Damage	0	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	100	16
Total	142	19

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

King Philip Middle School is in its eighth year of a research-based Professional Learning Community (PLC) Initiative. We are committed to working collaboratively towards continuous school improvement. The KPM faculty is dedicated to the school goals of embedding literacy strategies into all areas, study skills integration, infusion of technology, and the incorporation of Effective Teaching Strategies to improve instruction and student learning. School goals are monitored on a regular basis via the School Improvement Committee, which is comprised of parents, teachers and administrators. KPM enhances student learning through implementation of cornerstone assessments in all curricular areas and utilizes professional development programs facilitated by department supervisors and teachers during the school year. Department grade level data teams meet weekly to analyze student work. Data obtained is used to both inform and improve instruction, in accordance with the SRBI model. We utilize the co-taught model in all grade levels, with an emphasis on the infusion of regular and special education learning strategies in daily classroom instruction. The Behavior & Citizenship Committee focuses on exploring ways to improve student behavior and celebrate a positive school climate. The following program enhancements are ongoing: pilot program to improve eighth grade physical science instruction involving lab simulations and corresponding instruction; staff development programs during CSI (Curriculum and Staff Improvement) time to support student academic achievement; guaranteed research experience across all grade levels, and integration of technology into classroom instruction. Small group daily learning labs and after school support sessions are in place and offer supervised guided practice. Various support groups exist for at-risk students, which include a mentor/tutor program, and after school team homework clubs and Saturday Academy provide individual assistance for students who have not mastered objectives. Team level parent conferences are ongoing, as well as teacher-developed Individual Performance Plans for struggling students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

King Philip is proud of its efforts to function as a professional learning community with a focus on students' academic, social and emotional well-being. Some examples include: students recognized on "Wall of Fame" for demonstrating positive character traits in our "Character Counts at KP!" program, as well as high levels of student participation in performance music concerts for orchestra, band, jazz band, and choir. In addition, three student drama/talent show productions were performed involving a cross-section of students and efforts are consistently made to engage the entire community through various school and PTO family activities. Our Gifts of Music program supports low-income students' participation in music performance groups. Anti-bullying efforts are promoted school wide via our Morning Advisory program, including a celebration of Safe School Climate Day with school-wide assemblies held to raise awareness. Special programs at KPM continue to enhance the school learning environment. These include: Professional Learning Community initiative for teacher collaboration on the development of common formative assessments and rubrics in all disciplines, as well as 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 is an enrichment program for gifted and talented students. Developmental math classes are designed to address students' remedial math needs and increase student achievement on CMTs, and the incorporation of the Study Island CMT technology program during summer months is in place for targeted students. Trained peer mediators meet with their peers to resolve student conflicts, and our Student Success Team identifies and assists students experiencing academic and/or social difficulties.
