

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



## King Philip Middle School West Hartford School District

860-233-8236 • <http://kingphilip.whps.org>

### School Information

Grade Range **6-8**  
Enrollment **931**

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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### Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.edSight.ct.gov).

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2014 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	455	48.9	49.0
Male	476	51.1	51.0
American Indian or Alaska Native	*	*	*
Asian	105	11.3	11.4
Black or African American	62	6.7	8.2
Hispanic or Latino	136	14.6	16.1
Pacific Islander	*	*	*
Two or More Races	42	4.5	3.5
White	583	62.6	60.6
English Language Learners	38	4.1	5.7
Eligible for Free or Reduced-Price Meals	171	18.4	21.2
Students with Disabilities <sup>1</sup>	121	13.0	12.0

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	19	4.2	*	*
Male	20	4.2	*	*
Black or African American	0	0.0	10	17.2
Hispanic or Latino	10	6.8	12	8.2
White	19	3.3	13	2.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	13	7.8	19	10.4
Students with Disabilities	10	8.7	15	11.9
School	39	4.2	44	4.6
District		5.3		3.8

**Number of students in 2013-14 qualified as truant under state statute: 18**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2014-15

## King Philip Middle School

### West Hartford School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	68.3
Paraprofessional Instructional Assistants	9.0
<b>Special Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	11.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	5.1
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	6.2
School Nurses	1.9
Other Staff Providing Non-Instructional Services/Support	23.7

<sup>1</sup>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.

### Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.2
Asian	2	2.0	1.6
Black or African American	1	1.0	2.3
Hispanic or Latino	3	2.9	3.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	96	94.1	92.6

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

### Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.2	8.5

## Instruction and Resources

### School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1017
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:00 AM
End Time	02:50 PM

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	19	57.5
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	29	87.8
Other Health Impairment	27	84.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	85	70.2
District		74.8

<sup>3</sup>Ages 6-21

# School Profile and Performance Report for School Year 2014-15

## King Philip Middle School

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## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) for the Smarter Balanced and Connecticut Alternate Assessment (CTAA) is the test performance of both assessments in the respective subject for all students in the school. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 75 because in a school with a SPI of 75 or above, students will have performed at or above the 'goal' level on the majority of tests.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	*
Asian	104	77.3	104	70.6	34	67.1
Black or African American	60	62.5	60	51.4	15	*
Hispanic or Latino	131	63.9	131	53.4	41	53.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	40	81.7	40	69.9	12	*
White	577	78.2	576	69.1	208	65.7
English Language Learners	49	51.6	49	43.9	17	*
Non-English Language Learners	866	76.5	865	67.1	295	64.7
Eligible for Free or Reduced-Price Meals	157	64.0	157	54.7	51	55.8
Not Eligible for Free or Reduced-Price Meals	758	77.5	757	68.2	261	65.2
Students with Disabilities	124	53.3	124	44.6	36	51.2
Students without Disabilities	791	78.6	790	69.2	276	65.3
High Needs	263	60.6	263	51.5	83	54.7
Non-High Needs	652	81.1	651	71.7	229	66.9
School	915	75.2	914	65.9	312	63.7

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	68.5	85.8	N/A	564	76.1
Curl Up	N/A	90.9	78.5	N/A	564	85.5
Push Up	N/A	81.4	73.7	N/A	564	78.0
Mile Run/PACER	N/A	80.8	81.0	N/A	564	80.9
All Tests - School	N/A	53.6	63.6	N/A	564	58.0
All Tests - District	63.3	62.5	56.5	55.8		59.7

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2014-15

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#### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	75.2	75	100.0	100	100.0	67.9
	High Needs Students	60.6	75	80.8	100	80.8	56.7
Math Performance Index	All Students	65.9	75	87.9	100	87.9	59.3
	High Needs Students	51.5	75	68.7	100	68.7	47.8
Science Performance Index	All Students	63.7	75	84.9	100	84.9	56.5
	High Needs Students	54.7	75	73.0	100	73.0	45.9
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.3%	<=5%	43.4	50	86.8	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		98.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		86.5%   58.0%	75%	19.3	50	38.7	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>657.9</b>	<b>800</b>	<b>82.2</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.6	14.4	16.8	
Math Performance Index Gap	71.7	51.5	20.2	19.5	
Science Performance Index Gap	66.9	54.7	12.2	17.3	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	99.5
	High Needs Students	98.9
Math	All Students	99.4
	High Needs Students	98.9
Science	All Students	100.0
	High Needs Students	100.0

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)