

STRATEGIC SCHOOL PROFILE 2001-02

Middle and Junior High School Edition

**King Philip Middle School
West Hartford School District**MARY HOURDEQUINN, 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 2001.

STUDENT ENROLLMENT

School Grade Range	6- 8
Total Enrollment	1115
5-Year Enrollment Change	10.6%

**FACILITIES**

# of Permanent General Classrooms	74
# 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	2001-02	11.5	14.6	22.0
	2000-01	5.7	6.8	22.4
% of K-12 Students with Non-English Home Language	2001-02	14.3	15.2	10.7
	1998-99	17.3	18.3	10.3
% of Students who Attended This School the Previous Year	2001-02	94.7	92.9	90.5
	1996-97	93.2	91.6	87.8

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)	27	2.4	2.9	2.4
Compensatory Education	134	12.0	13.3	13.2
Gifted and Talented Program	219	19.6	18.4	5.0
Special Education	157	14.1	14.2	13.1

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	74	6.6
Black	101	9.1
Hispanic	108	9.7
White	831	74.5

Total Minority 2001-02 25.5%

Total Minority 1996-97 19.9%



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.

KPM students participated in the following initiatives aimed at embracing inclusion and promoting acceptance of diversity:

- Student assemblies on Native American & Mexican cultures
- Sisterhood/brotherhood collaboration with The Bridge Family Counseling Center
- Bridges Across the Ages Mentoring Program with local community agency adult mentors
- Students participated in CAS Conference to reduce bullying
- Students baked bread for homeless through King Arthur Flour Co. "Day of Caring" program
- Through CREC Sister School Grant, KP launched "One Hartford, No Boundaries" middle school program and students participated in Diversity Conference and completed community service.
- Student participation in poster/essay contest recognizing disabilities and differences
- Peer tutors/buddies for special needs students
- Interpreters provided at student assemblies/programs where needed
- Unified Sports Program joined regular & special needs students from KP and Sedgwick MS
- Members of the KPM Student Council attended the Connecticut Association of Schools Leadership Conference at Quinnipiac College, where more than 500 student leaders from urban and suburban communities learned leadership skills and compared programs at their schools.

The team organization 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. At KP, students are exposed to a cross section of the WH community, approximately 22% minority. Further, ESOL students are fully integrated on teams along with more than 20 multi-handicapped, special needs students.

To foster a culture of acceptance, faculty participated in staff development programs to develop a greater understanding and more points of natural connections with diverse students and colleagues, including:

- Two professional staff development programs presented by The National Conference for Community and Justice (NCCJ). These programs focused on identifying faculty needs to increase cultural understanding based on an initial faculty needs assessment. Additional efforts involved a review of current support programs designed to support school goals regarding issues of diversity. The faculty and staff plan to continue with this initiative in the fall of 2002.
- Totem Pole Project was completed with the installation in the KPM courtyard of a totem pole exemplifying King Philip's six character traits through the various carved animals.
- Development of monthly themes/activities by individual teams focusing on Cap's six character education traits (respect, responsibility, honesty, caring, tolerance, and excellence)

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,001	1,002	1,009

*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	72.9
Voice	100.0	100.0	69.1
Internet Access	100.0	100.0	92.4
Multi-Room Network (LAN)	100.0	100.0	57.8

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	3.8	3.7	4.2
% of Computers that are High or Moderate Power	100.0	100.0	94.6
% of Computers with Internet Access, All Speeds	100.0	100.0	86.7
% of Computers with High Speed Internet Access	100.0	100.0	84.1
% of Internet Computers with Filtering Software	100.0	100.0	84.2

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*	23.0	23.4	17.2
% of Print Volumes Purchased in the Last Three Years	5.8	10.2	14.3
# of Print Periodical Subscriptions	50	55.0	32.2
# of Non-Print Materials	549	544.5	468.1

*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 students.

STAFFING RESOURCES



Average Class Size		School	District	State
Grade 5	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
Grade 7	2001-02	21.9	22.0	21.9
	1996-97	23.7	23.5	22.2

Professional Staff	2001-02	2000-01	1996-97
% Minority	1.9	3.1	1.1

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	84.6	82.7
Administrators	5.8	2.4
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	6.0	5.1
Other Professionals	2.5	0.8
# of Non-Certified Instructional	18.9	17.5

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	11.6	11.9	13.7
% with Master's Degree or Above	70.5	70.4	77.4
% Trained as Mentors, Assessors, or Cooperating Teachers	25.7	27.2	21.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	51	50	38	No
Computer Education	0	0	25	N/A
English Language Arts	131	141	158	No
Family and Consumer Science	0	0	21	N/A
Health	51	50	27	No
Mathematics	131	138	145	No
Music	90	95	59	Yes
Physical Education	51	50	55	No
Reading	131	99	94	No
Science	131	138	141	No
Social Studies	131	138	140	No
Technology Education	51	50	31	Yes
World Languages	131	138	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	2001-02	44.9	38.5	26.8
	1996-97	25.2	23.8	24.6
World Language	2001-02	88.8	87.6	41.5
	1996-97	96.8	91.7	43.1

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 (2001)	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 2000-01 School Year	0.1	0.1	0.9
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	7.0	7.3	8.4
% Certified Staff Assigned to Same School the Previous Year	64.8	66.7	82.1


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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

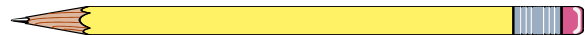
Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 6 Reading	79	80	75	63.6
Writing	75	81	76	60.0
Mathematics	77	85	81	61.0
All Three Tests	63.9	70.3	64.6	45.4
Grade 8 Reading	79	79	75	66.3
Writing	78	71	70	58.8
Mathematics	72	72	68	55.4
All Three Tests	62.7	59.3	56.9	44.0
Participation Rate	94.3	95.1	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	N/A	N/A	N/A
Grade 6	23.8	27.1	33.7
Grade 8	40.4	33.2	35.5

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2001	95.0	95.8	95.3



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

Analysis of student test data (CMT results and other assessments) indicates that the majority of KP students consistently demonstrate proficiency in reading, writing and math. Despite having only one year of historical data for comparisons on the new third generation CMT tests, KP student results show general improvements. In 6th grade, 80% achieved mastery in reading, 81% in writing and 85% in math. In 8th grade, 79% reached mastery in reading, 71% in writing and 72% in math.

Plans for Improvement

In '01-'02, the KPM faculty developed CMT Improvement Plans and integrated some new instructional strategies designed to reach all students more effectively. Several well-received professional development programs focused on Differentiation to assist teachers in developing more varied teaching and assessment strategies.

In addition, KP provides opportunities for tutorial assistance and homework support for students. Guidance counselor, team leaders and a Home-School Liaison promote parent involvement to support student success, particularly for new students.

The following programs support students' academic achievement:

- Professional staff development focused on instruction
- After school and team Homework Clubs run by teachers
- Small group learning support labs during each school day
- Developmental classes in Language Arts, Science and Math
- Effective use of high interest materials and technology to enhance learning
- Good parent participation on PTO and School Improvement Committee.

Enhanced instructional programs, planned for 2002-03 school year, include an Information Technology Literacy class for 8th graders, Thinking Skills class for 6th graders and Developmental Math classes, using special software, for students below grade level in math skills.

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.

At King Philip, the faculty identified eight key goals to focus our efforts and to support our new theme, "Successful People Set Goals." School goals focused on three broad areas: Instruction and Assessment, Character Education and Diversity, and Communication. The faculty wrote and implemented Action Plans for each goal area. Highlights of our accomplishments include:

- Each team planned and implemented at least one Interdisciplinary Unit to provide fully integrated learning opportunities for students.
- As a faculty, we explored the topic of Differentiation and integrated new strategies and assessments based on students' varied learning styles with the primary goal of maximizing each student's learning.
- We analyzed our CMT results more fully and developed plans to improve.
- We revamped our daily schedule to ensure maximum instructional time for all students.
- We infused KP's six character traits more thoroughly into our curriculum and provided more opportunities to promote these traits through assemblies and special programs.
- As a faculty, we broadened our understanding of diversity through staff development.
- We received a CREC Sister School Partnership Grant to coordinate and host a middle school student Diversity Conference and other activities to increase understanding and tolerance.
- We established a more comprehensive communication system among teachers to enhance important staff communication regarding students.

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

