

STRATEGIC SCHOOL PROFILE 2003-04

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).

STUDENT ENROLLMENT

School Grade Range	6- 8
Total January Enrollment	1151
5-Year Oct. Enrollment Change	11.5%

**FACILITIES, 2002-03**

# of Permanent General Classrooms	68
# of Portable Classrooms	5
Yr. of Original Construction	1955

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	2003-04	11.6	15.5	24.9
	2002-03	11.4	14.9	24.4
% of K-12 Students with Non-English Home Language	2003-04	15.3	16.5	10.6
	1998-99	17.3	18.3	10.3
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	94.8	95.0	91.1
	1998-99	92.8	92.6	91.0

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)	36	3.1	4.4	3.0
Compensatory Education	100	8.7	9.4	16.1
Gifted and Talented Program	197	17.2	15.1	4.4
Special Education	155	13.5	13.3	12.2

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	77	6.7
Black	129	11.2
Hispanic	116	10.1
White	828	71.9
Other	0	0.0

Total Minority 2003-04 28.1%

Total Minority 1998-99 25.5%



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 2003-04 school year. Specifically, students have participated in and been exposed to the following initiatives aimed at embracing inclusion and promoting acceptance:

- Teacher directed middle school basketball skills and "pet therapy programs" to increase personal connections to KPM for at risk students.
- Team-led efforts for 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.
- Visiting author David Lubar held a series of workshops to improve literacy and writing skills for 6th graders.
- PTO volunteer program to assist at-risk students' families with transportation needs to school events.
- Sisterhood/brotherhood collaboration with The Bridge Family Counseling Center.
- "Bridges Across the Ages" Mentoring Program with local community agency adult mentors.
- Student participation in Connecticut Association of Schools leadership conference.
- 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.
- 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.
- Two 8th grade student organized bands planned and held an 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, yearlong Anti Bullying initiative, where activities were aimed at developing a greater understanding of bullying and how to prevent it. At an evening PTO program West Hartford Police Community Resource Officer educated parents about drugs and KP's prevention efforts. At the team level, individual teams developed monthly themes/activities 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.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,019	1,026	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	76.9
Voice	100.0	100.0	77.6
Internet Access	100.0	100.0	96.4
Multi-Room Network (LAN)	100.0	100.0	75.3

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	4.5	4.2	3.5
% of Computers that are High or Moderate Power	99.6	97.9	71.8
% of Computers with Internet Access, All Speeds	99.2	99.6	92.8
% of Computers with High Speed Internet Access	99.2	99.6	91.5
% of Internet Computers with Filtering Software	100.0	100.0	95.0

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*	24.0	24.0	18.2
% of Print Volumes Purchased in the Last Three Years	11.6	13.6	13.2
# of Print Periodical Subscriptions	35	40.5	31.1
# of Non-Print Materials	700	625.0	480.7

*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
Grade 5	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
Grade 7	2003-04	19.4	20.1	21.6
	1998-99	22.3	21.8	21.7

Professional Staff	2003-04	2002-03	1998-99
% Minority	1.7	0.9	2.3

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	95.5	90.3
Administrators	5.8	4.8
Library/Media Staff	1.5	1.0
Counselors, Social Workers, and School Psychologists	6.5	5.0
Other Professionals	2.1	2.1
# of Non-Certified Instructional	19.0	19.0

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	11.3	11.7	13.5
% with Master's Degree or Above	68.6	66.1	77.7
% Trained as Mentors, Assessors, or Cooperating Teachers	25.4	30.8	25.4

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	23	N/A
English Language Arts	169	168	165	No
Family and Consumer Science	0	0	19	N/A
Health	41	41	26	No
Mathematics	149	148	145	No
Music	87	93	59	No
Physical Education	61	61	54	No
Reading	0	44	94	N/A
Science	149	148	141	No
Social Studies	149	148	140	No
Technology Education	41	41	28	No
World Languages	149	148	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 Level Math	2003-04	51.5	41.9	28.3
	1998-99	22.8	21.4	27.6
World Language	2003-04	88.8	86.2	45.5
	1998-99	88.9	90.3	44.0

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 (2003)	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 2002-03 School Year	0.2	0.5	0.9
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	7.7	7.3	8.7
% Certified Staff Assigned to Same School the Previous Year	82.2	85.9	86.2


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 Gen. % Meeting State Goal	School 2000-01	School 2003-04	District 2003-04	State 2003-04
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	79.3	75.1	61.9
Writing	75	76.0	76.2	62.2
Mathematics	77	78.8	76.2	62.0
All Three Tests	63.9	66.1	61.6	46.4
Grade 8 Reading	79	78.7	76.3	66.7
Writing	78	72.3	73.8	61.8
Mathematics	72	73.7	71.1	56.3
All Three Tests	62.7	60.6	59.5	45.7
Participation Rate	94.3	97.1	97.1	97.4



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	25.1	32.2	34.3
Grade 8	31.2	25.9	34.5

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2003	96.4	96.9	96.7



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.

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 student results remained at the 79% proficiency in reading, increased to 76% proficiency in writing and increased to 79% proficiency in math compared to 2002 results. Grade 8 student results were mixed, when compared to 2002. Proficiency in reading dropped to 79%, whereas proficiency in writing and math remained constant at 72% and 74 % respectively.

The KPM faculty continues to learn and integrate new instructional strategies to better address the academic needs all students, particularly those at risk of performing poorly. Differentiated instruction, literacy teaching strategies and infusion of technology to improve 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. Parental involvement and positive social adjustment are essential to academic success and to that end the Home-School Liaison helps to connect new families to our school. The following program enhancements are ongoing:

- Staff development programs to support student 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 through the PTO and School Improvement Committee
- Various support groups for at risk students
- Vertical Teaming in English and Social Studies to promote curriculum alignment
- CMT Improvement Plans by discipline
- Mentor/tutor program
- Team-developed Intervention Plans for students at risk for retention.
- Team level parent conferences 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.

- KP History Club prepared the "Then and Now" celebration to unearth a 25-year old time capsule.
- KP Participated in the Gift of Sight Community Service & Project Valentines for Meals-on-Wheels.
- Twenty-six percent of the eighth grade received Presidential Awards for Academic Excellence.
- A student editorial board publishes a student literacy magazine, Tip of the Pen.
- The entire community involved in "SUMMERFEST," a display of student musical/art talent and picnic.
- KPM Mock Trial Team advanced to state level and earned second place.
- KP students' artwork displayed at annual district art show "ARTBEAT 2003".
- Gifts of Music supports low-income students' participation in music performance groups.
- Inter-Mid Concert showcased best singers, band players and orchestral players from WH middle schools.

Special programs at KPM that enhanced the school:

- 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 address students' remedial math needs and increase their achievement.
- Home-School Liaison position assists new families in acclimating to the school community.
- Student Assistance Team identifies and assists students experiencing academic and/or social difficulties.
- Major ongoing literacy, study skills and staff technology training initiatives.
- Students sewed and packaged more than 150 CUREchiefs in honor of two faculty members with cancer.

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

