

STRATEGIC SCHOOL PROFILE 2010-11

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, 2010: 879
 5-Year Enrollment Change: -23.2%

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	136	15.5	19.6	29.2
Students Who Are Not Fluent in English	31	3.5	4.1	3.5
Students with Disabilities	124	14.1	12.0	11.7
Students Identified as Gifted and/or Talented	180	20.5	15.9	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	557	94.9	94.9	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,015	1,017

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	19.1	20.4	20.6	Mathematics	57.2	51.1	34.4
				World Language	80.5	77.4	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	50	36
Computer Education	0	20
English Language Arts	143	242
Family and Consumer Science	0	10
Health	50	23
Library Media Skills	0	14
Mathematics	143	158
Music *	50	32
Physical Education	50	55
Science	143	145
Social Studies	143	143
Technology Education	50	24
World Languages	143	83

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.6% 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.

* 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	3.5	4.0	3.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	54.0	66.7	77.7

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	2.0	1.9	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	96.8	98.1	96.6
# of Print Volumes Per Student*	26.4	28.5	21.3
# of Print Periodical Subscriptions	32	28	21

*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	64.07
Paraprofessional Instructional Assistants	6.00
Special Education: Teachers and Instructors	12.00
Paraprofessional Instructional Assistants	16.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	5.12
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.50
School Nurses	1.90
Other Staff Providing Non-Instructional Services and Support	26.13

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	14.2	14.0	14.2
% with Master's Degree or Above	81.8	85.5	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.0	7.4	10.1
% Assigned to Same School the Previous Year	93.5	90.3	87.7

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. 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 work shop 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 study center. 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 and alcohol, tobacco and drug awareness.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.7
Asian American	89	10.1
Black	82	9.3
Hispanic	108	12.3
Pacific Islander	0	0.0
White	571	65.0
Two or more races	23	2.6
Total Minority	308	35.0

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:

20.5% 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 2010-11 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 the Anti-Defamation League (ADL) World of Difference Program, a continued implementation of diversity lessons which promote tolerance and acceptance of individual differences. School counselors foster parent/student integration to the KP school community for new and at-risk students. A minority parent forum was initiated and meetings were held to discuss strategies to close the achievement gap and improve home-to-school communication. 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) to assist natural disaster victims and multiple non-profit organizations. In addition, participation in various community service projects throughout the year has increased, including: Japan 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, 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 thirty 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	60.1	60.8	51.2	67.3
Grade 8	67.6	57.4	50.8	81.5

*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	87.9	86.0	76.0	76.8
Writing	82.3	79.2	65.2	83.3
Mathematics	86.9	82.8	71.3	78.9
Grade 7 Reading	86.7	86.6	77.8	67.7
Writing	71.4	70.7	58.9	71.9
Mathematics	80.4	79.5	68.4	70.7
Grade 8 Reading	84.9	81.8	74.7	68.5
Writing	79.3	72.5	64.8	73.8
Mathematics	84.6	78.8	66.6	80.9
Science	79.4	74.0	63.1	72.8

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	95.6	96.4	95.6

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 2009-10 school year, 65 students were responsible for these incidents. These students represent 7.2% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	11	6
Theft	3	0
Physical/Verbal Confrontation	10	2
Fighting/Battery	1	0
Property Damage	3	0
Weapons	2	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	121	3
Total	154	12

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative 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. 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 work shop 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 study center. 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 and alcohol, tobacco and drug awareness.

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. 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.

King Philip Middle School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

This school is identified as In Need of Improvement. Year Improvement = 7

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

King Philip Middle School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient									
	Mathematics					Reading					Mathematics (91% proficient needed)					Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?		
Whole School	879	100.0	100.0	100.0	Yes	875	100.0	100.0	100.0	Yes	93.1	2.8	95.8	Yes	88.3	3.9	92.2	Yes		
American Indian or Alaska Native	6					6														
Asian	91	100.0	100.0	100.0	Yes	88	100.0	100.0	100.0	Yes	93.1	6.6	99.7	Yes	88.5	8.5	97.0	Yes		
Black or African American	83	100.0	100.0	100.0	Yes	83	100.0	100.0	100.0	Yes	82.5	10.1	92.6	Yes	75.0	11.6	86.6	No		
Hispanic/Latino	107	100.0	100.0	100.0	Yes	106	100.0	100.0	100.0	Yes	81.4	9.2	90.5	Yes	72.5	10.7	83.2	No		
White	571	100.0	100.0	100.0	Yes	571	100.0	100.0	100.0	Yes	96.8	2.6	99.4	Yes	92.8	3.9	96.7	Yes		
Native Hawaiian or Other Pacific Islander	0					0														
More than one race	21					21														
English Language Learners	30					26														
Students with Disabilities	123	100.0	100.0	100.0	Yes	123	100.0	100.0	100.0	Yes	69.2	9.5	78.7	No	58.6	10.4	69.0	No		
Economically Disadvantaged	140	100.0	100.0	100.0	Yes	139	100.0	100.0	100.0	Yes	79.1	8.4	87.5	No	68.7	9.8	78.4	No		
Additional Academic Indicator: Writing (70% At or Above Basic)										AYP Target Met?										
										Yes										

Legend:
- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
King Philip Middle School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

