

STRATEGIC SCHOOL PROFILE 2006-07

Middle and Junior High School Edition

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

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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

Total Enrollment: 946

5-Year Enrollment Change: -15.2%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6- 8

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	2006-07	12.5	14.5	23.1
	2002-03	11.4	14.9	24.4
% of K-12 Students with Non-English Home Language	2006-07	16.8	18.1	10.4
	2001-02	14.3	15.2	10.7
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	97.1	94.5	92.5
	2001-02	94.7	92.9	90.5

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)	28	3.0	3.3	3.5
Compensatory Education	0	0.0	0.0	13.3
Gifted and Talented Program	141	14.9	13.6	5.4
Special Education	118	12.5	11.4	11.7

Race/Ethnicity	Number	Percent
American Indian	4	0.4
Asian American	85	9.0
Black	102	10.8
Hispanic	106	11.2
White	649	68.6

STUDENT RACE/ETHNICITY

Total Minority 2006-07	31.4%
Total Minority 2001-02	25.5%

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.

Efforts at King Philip have been ongoing throughout the 2006-07 school year. Specifically, the following initiatives and ongoing programs are aimed at fostering inclusion and promoting acceptance: Third year of bridging the digital divide through the grant-funded G.E.T.T. Connected Program. Economically disadvantaged students assemble their own desktop computer in this after school program, receive software and Internet training with their parents and are allowed to keep the computer to assist with school assignments. WHIREd, West Hartford Initiative on Racial and Ethnic Diversity, a local community organization, presented professional development for staff in ways to increase awareness of racial and ethnic differences through classroom instructional strategies and materials. Anti-Defamation League (ADL) World of Difference implementation of diversity lessons throughout the year to include Mix It Up Day and an International Week celebration planned and led by ESOL students. Home to School Liaison fosters parent/student integration to KP school community for new and at-risk students. Continuation of the Equity and Excellence Committee to address the achievement gap at KP. PTO volunteer program to assist at-risk students' families with transportation to school events to promote greater participation from families. Sisterhood/Brotherhood collaboration with The Bridge Family Counseling Center. 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; high school students as tutors for students after school. The team organization plan at KP 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 WH community that is approximately 22% minority. Further, the English as A Second Language students are fully integrated into 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	1,010	1,016

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District Middle/Jr	State Middle/Jr
Video	100.0	100.0	77.8
Voice	100.0	100.0	77.5
Internet Access	100.0	100.0	99.3
Multi-Room Network (LAN)	100.0	100.0	80.9

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	2.8	2.6	3.0
% of Computers that are High or Moderate Power	95.6	98.2	92.0
% of Computers with Internet Access, All Speeds	100.0	100.0	98.1
% of Computers with High Speed Internet Access	100.0	100.0	97.5
% of Internet Computers with Filtering Software	100.0	100.0	99.7

This school does not have a functional satellite link.

SCHOOL RESOURCES, continued

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*	28.3	27.7	20.1
% of Print Volumes Purchased in the Last Three Years	13.0	27.4	13.1
# of Print Periodical Subscriptions	34	34.7	27.8
# of Non-Print Materials	810	657.7	520.6

*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
Gr. 5	2006-07	N/A	N/A	N/A
	2001-02	N/A	N/A	N/A
Gr. 7	2006-07	19.0	19.3	20.8
	2001-02	21.9	22.0	21.9

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	80.7	87.7
Administrators	3.0	3.0
Department Chairs	1.9	1.7
Library/Media Staff	1.0	1.5
Counselors, Social Workers, and School Psychologists	8.0	8.6
Other Professionals	1.3	2.6
# of Non-Certified Instructional	18.8	19.2

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	1.0	0.9	1.9
Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Years of Experience in Connecticut and Other Locations	12.8	13.0	14.4
% with Master's Degree or Above	81.7	82.3	78.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	50	46	38	No
Computer Education	0	0	21	N/A
English Language Arts	149	138	169	No
Family and Consumer Science	0	0	15	N/A
Health	50	53	24	No
Mathematics	149	138	149	No
Music	102	95	56	No
Physical Education	50	53	55	No
Reading	0	20	98	N/A
Science	149	138	144	No
Social Studies	149	138	144	No
Technology Education	50	46	25	No
World Languages	149	138	97	No

E indicates elective, I indicates integrated courses.

SCHOOL PROCESSES, continued

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School Level Math	2006-07	46.2	41.7	30.1
	2001-02	44.9	38.5	26.8
World Languages	2006-07	84.4	82.2	46.8
	2001-02	88.8	87.6	41.5



Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2006)	No	No
Other	No	No

Student and Teacher Statistics	School	District Mid/Jr	State Mid/Jr
% of Students Retained in Grade after 2005-06 School Yr	0.4	0.3	0.6
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	6.9	6.7	9.2
% Certified Staff Assigned to Same School the Previous Yr	85.6	77.6	85.6

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

King Philip is committed to supporting the family's role in the education of its students. In the spring of each year, King Philip has an extensive transition program that includes several parent nights for the following year's incoming sixth grade. The Home-School Liaison meets with new and at-risk families to establish an early and efficient home and school connection. The school has regular newsletters posted to its website for dissemination of information. Families without internet access receive the newsletter in the mail. Teams maintain a homework hotline for parents and students to access for clarification of homework assignments. "Thursday Flyer" is an established day as a tool for parents to know when informational handouts are given on a consistent basis. Teams create weekly progress reports (paper and e-mail) as necessary to support student success and enhance constant effective communication with parents. Regularly scheduled progress reports, report cards and parent conferences aid in communicating at specific published times. Additionally, team leaders, teachers and counselors field parent phones calls and meet with parents as needed. At each marking period, any student who is in danger of being retained meets with her/his teachers and parents/guardians to discuss and design a retention prevention plan that all parties sign and review at a later date. King Philip has a very active PTO that supports students and families in their ability to attend activities offered at the school during the day and evening.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State 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 All Schools in State	
				Lowest %	Highest %
Grade 4 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 6 Reading	78.5	79.6	64.3	0.0	100.0
Writing	74.9	72.3	63.0	0.0	97.5
Mathematics	76.8	76.3	63.9	0.0	97.4
Grade 7 Reading	80.2	79.0	65.9	2.7	97.8
Writing	75.2	74.8	60.4	0.0	95.0
Mathematics	72.6	70.0	60.3	0.0	97.0
Grade 8 Reading	80.7	78.7	66.6	2.4	96.2
Writing	76.7	73.7	64.0	0.0	96.4
Mathematics	74.8	75.6	60.8	0.0	98.1

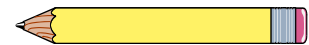


These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

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	State Middle/Jr High
% on October 1, 2006	96.6	97.0	96.1



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State		
				Lowest %	Highest %	
	Grade 4	N/A	N/A	N/A	0.0	86.6
	Grade 6	20.2	30.6	35.5	0.0	93.8
	Grade 8	61.8	41.2	36.7	0.0	92.0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The KPM faculty is committed to the school goals of embedding literacy strategies into all areas, study skills integration, infusion of technology, and using the UBD planning tool to improve instruction and student learning. KPM enhanced student learning through implementation of cornerstone assessments in most areas through the use of professional development programs facilitated by department supervisors and teachers during the school year. Analysis of student test data (both CMT results and in house assessments) indicates that many students are consistently demonstrating high percentages in terms of CMT skill mastery. Grade 8 results show an increase in mathematics to 76%. Reading is up to 79% and writing increases dramatically to 74 %. Grade 7 remains constant in reading at 79%, and shows nice gains in writing to 75%, and mathematics at 70%. Grade 6 results show an increase in reading to an 80% level, growth in mathematics to 76%, and growth in writing to 72%.

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 included Professional Learning Community initiative for development of cornerstone assessments in all disciplines, guaranteed research experience across all grade levels, training for holistic scoring of CMT writing prompt and reading comprehension answers, and integration of technology into classroom instruction.
- Small group learning labs during each school day and after school support for supervised guided practice.
- Various support groups for at-risk students, to include a mentor/tutor program and a Saturday Academy.
- Team level parent conferences and team-developed Intervention Plans 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.

Some accomplishments at KPM that reflect our efforts:

- Students recognized on “Wall of Fame” for demonstrating “Qualities of Leadership.”
- Seventeen percent of the gr. 8 received the Presidential Award for Academic Excellence.
- Students participated in performance music concerts for orchestra, band, jazz band, and choir. Three student drama/talent show productions were performed involving a cross-section of students.
- Efforts made to engage the entire community through various school and PTO family activities.
- Gifts of Music supports low-income students’ participation in music performance groups.

Special programs at KPM that enhanced the school:

Professional Learning Community initiative for teacher collaboration on the development of cornerstone assessments and rubrics in all disciplines.

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 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 designed to address students’ remedial math needs and increase student achievement on CMTs.

Trained Peer Mediators to address resolution of student conflicts.

Student Assistance Team identifies and assists students experiencing academic and/or social difficulties.

<p>To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.</p>

<p>For the school/district website, see www.whps.org/school/kingphilip/index.htm</p>
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Creation Date: 11/29/2007 8:38 AM
Change Number: 1
Last Saved On: 11/29/2007 8:38 AM
Last Saved By: csde
Total Editing Time: 0 Minutes
Last Printed On: 12/4/2007 2:45 PM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,355 (approx.)
Number of Characters: 13,001 (approx.)