

**STRATEGIC SCHOOL PROFILE 2005-06**

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).
 

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**STUDENT ENROLLMENT**

Total Enrollment: 1006

5-Year Enrollment Change: -8.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6- 8

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District Middle/Junior High Schools</b>	<b>State Middle/Junior High Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2005-06	10.9	14.5	23.9
	2002-03	11.4	14.9	24.4
% of K-12 Students with Non-English Home Language	2005-06	15.8	17.5	10.8
	2000-01	16.3	17.0	10.6
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	91.7	91.6	91.5
	2000-01	91.3	94.1	90.2

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District Middle/Junior High Schools</b>	<b>% in State Middle/Junior High Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	42	4.2	5.2	3.7
Compensatory Education	0	0.0	0.0	13.8
Gifted and Talented Program	156	15.5	13.2	4.9
Special Education	129	12.8	12.0	11.7

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	75	7.5
Black	96	9.5
Hispanic	114	11.3
White	719	71.5

**Total Minority 2005-06** 28.5%

**Total Minority 2000-01** 25.2%



### 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 2005-06 school year. Specifically, the following initiatives and ongoing programs are aimed at fostering inclusion and promoting acceptance:

- Second 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.
- Minority guest speakers spoke to and met with at-risk students and their parents several times to share their personal experiences about meeting challenges and overcoming obstacles.
- Anti Defamation League (ADL) World of Difference staff training and implementation of diversity lessons throughout the year.
- 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.
- Dance teams were established to provide students with another connection to the school.
- 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
- Student Council members led several school wide drives for contributions (food, clothing, finances) to assist Hurricane Katrina victims and multiple non-profit organizations that have a direct impact on KP families.
- 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.
- Unified Sports Program, joining regular and special needs students at both King Philip and Sedgwick Middle Schools, competed against other teams in the state.

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 teams at each grade level along with more than twenty multi-handicapped, special needs students.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Total Hours of Instruction Per Year	1,019	1,015	1,015

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Video	100.0	100.0	77.3
Voice	100.0	100.0	75.9
Internet Access	100.0	100.0	98.7
Multi-Room Network (LAN)	100.0	100.0	77.2

<b>Computers</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Students Per Academic Computer	3.3	2.9	3.1
% of Computers that are High or Moderate Power	91.2	93.5	84.3
% of Computers with Internet Access, All Speeds	100.0	100.0	97.6
% of Computers with High Speed Internet Access	100.0	100.0	96.3
% of Internet Computers with Filtering Software	100.0	100.0	99.3

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.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Print Volumes Per Student*	29.0	28.7	19.5
% of Print Volumes Purchased in the Last Three Years	11.8	21.3	12.5
# of Print Periodical Subscriptions	39	30.3	28.0
# of Non-Print Materials	800	526.0	513.7

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Gr. 5	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
Gr. 7	2005-06	20.9	20.8	21.1
	2000-01	22.5	21.2	21.9

<b>Professional Staff</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2000-01</b>
% Minority	0.9	1.7	3.1

<b>School Staff Count Full-Time Equivalent</b>	<b>2005-06</b>	<b>2004-05</b>
# of Certified Staff		
Teachers	87.7	91.9
Administrators	3.0	5.8
Department Chairs	1.7	2.8
Library/Media Staff	1.5	1.5
Counselors, Social Workers, and School Psychologists	8.6	7.2
Other Professionals	2.6	1.6
# of Non-Certified Instructional	19.2	21.0

<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Average Number of Years Experience in Connecticut	12.2	12.1	13.2
% with Master's Degree or Above	73.5	67.7	78.0
% Trained as Mentors, Assessors, or Cooperating Teachers	26.5	32.3	27.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	41	40	39	No
Computer Education	0	0	21	N/A
English Language Arts	169	166	168	No
Family and Consumer Science	0	0	15	N/A
Health	41	40	25	No
Mathematics	149	146	146	No
Music	91	89	58	No
Physical Education	62	61	54	No
Reading	0	30	91	N/A
Science	149	146	142	No
Social Studies	149	146	142	No
Technology Education	41	40	28	No
World Languages	149	146	97	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	2005-06	50.9	44.9	28.9
	2000-01	22.2	26.6	25.6
World Language	2005-06	82.1	85.2	46.9
	2000-01	87.1	85.7	44.3

### 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 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 (2005)	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 2004-05 School Year	0.3	0.2	0.6
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	6.9	7.5	9.0
% Certified Staff Assigned to Same School the Previous Year	90.3	78.2	86.2

### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	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	77.4	74.3	63.6	2.4	97.3
Writing	69.5	69.7	62.2	0.0	94.4
Mathematics	70.5	70.5	58.6	0.0	95.1
Grade 7 Reading	84.6	78.9	66.7	5.7	95.5
Writing	74.8	67.5	60.0	0.0	93.4
Mathematics	73.9	68.1	57.0	0.0	93.5
Grade 8 Reading	79.3	76.0	66.7	0.0	100.0
Writing	64.2	62.8	62.4	0.0	96.4
Mathematics	75.3	69.3	58.3	0.0	97.3



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 % Passing All 4 Tests	School	District	State
 Grade 4	N/A	N/A	N/A
Grade 6	24.7	32.5	34.6
Grade 8	42.3	34.8	35.7

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2005	96.8	97.2	96.4



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## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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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.

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 showed increase in mathematics to 75% at proficiency, an increase of four percentage points. Reading remained constant at 79% and writing dropped to 64%. Grade 7 was strong in all areas with proficiency rates for reading at 79%, writing above 74%, and mathematics almost at 74%. Grade 6 results show a slight decrease in reading at 77%, a drop in mathematics to just below 71%, and a drop in writing to less than 70%.

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.

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## SUPPLEMENTAL SCHOOL INFORMATION

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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.

Some accomplishments at KPM that reflect our efforts:

- Students recognized on “Wall of Fame” for demonstrating “Qualities of Leadership”.
- Seventeen percent of the eighth grade 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.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://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](http://www.whps.org/school/kingphilip/index.htm)



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