

STRATEGIC SCHOOL PROFILE 2008-09

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, 2008: 901
 5-Year Enrollment Change: -21.7%

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	138	15.3	18.2	25.1
Students Who Are Not Fluent in English	36	4.0	4.3	3.7
Students with Disabilities	115	12.8	11.4	11.7
Students Identified as Gifted and/or Talented	145	16.1	14.7	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	545	91.3	92.3	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	1,018	1,016

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
Grade 5	N/A	N/A	N/A
Grade 7	23.4	21.2	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	57.3	52.8	34.2
World Language	90.0	88.7	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	50	33
Computer Education	0	15
English Language Arts	149	229
Family and Consumer Science	0	13
Health	50	24
Library/Media Skills	5	6
Mathematics	149	152
Music ^E	50	24
Physical Education	50	53
Science	149	144
Social Studies	144	143
Technology Education	50	23
World Languages	149	77

^E Elective hours also offered

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 35.2% 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.

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	4.0	4.3	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	41.7	54.8	76.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut 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	2.7	2.1	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	27.5	30.1	21.0
# of Print Periodical Subscriptions	35	31	28

*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	68.47
Paraprofessional Instructional Assistants	4.60
Special Education: Teachers and Instructors	10.50
Paraprofessional Instructional Assistants	14.00
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	6.90
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	25.80

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	12.7	12.6	14.0
% with Master's Degree or Above	74.4	78.1	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.7	7.2	9.0
% Assigned to Same School the Previous Year	86.6	86.2	86.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

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, email and conferences. 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. 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 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	5	0.6
Asian American	113	12.5
Black	97	10.8
Hispanic	96	10.7
White	590	65.5
Total Minority	311	34.5

Percent of Minority Professional Staff: 3.9%

Open Choice: 5 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: 20.8% 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 38.

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 KPM have been ongoing throughout the 2008-09 school year. The following initiatives and ongoing programs are aimed at fostering inclusion and promoting acceptance: • Anti-Defamation League World of Difference continued implementation of diversity lessons throughout the year, incorporated into the social studies curriculum. These lessons promote tolerance and acceptance of individual differences. • School counselors foster 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. Newly formed minority parent forum; meetings held to discuss strategies to increase student learning and improve home-to-school communication. • 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. • Students led several school wide drives for contributions (food, clothing, finances) to assist natural disaster victims and multiple non-profit organizations that have a direct impact on KP families. Several teams participated in community service projects throughout the year, including Curechiefs for Cancer, Breast Cancer Walk and Pennies for Peace. Students volunteered at local soup kitchens and shelters. • Interdisciplinary units related to students' ethnic heritage, backgrounds, including classroom novels and literature. • 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 KP and Sedgwick schools, competed against other teams in the state. 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 West Hartford community that is approximately 22% minority. Further, the English as a Second Language (ESOL) students are fully integrated onto teams at each grade level along with more than twenty 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	27.7	31.5	35.3	38.4
Grade 8	47.2	39.4	36.8	72.2

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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 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	83.0	78.9	68.9	74.6
Writing	77.1	70.7	62.2	76.8
Mathematics	88.9	81.4	68.8	85.6
Grade 7 Reading	86.4	86.0	74.9	77.0
Writing	72.2	71.9	62.9	66.7
Mathematics	81.2	79.2	66.0	77.3
Grade 8 Reading	82.7	83.1	68.4	74.4
Writing	74.9	76.2	66.5	61.5
Mathematics	72.2	75.5	64.5	62.0
Science	70.0	74.2	60.6	61.5

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	89.3	93.3	96.2

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 2007-08 school year, 88 students were responsible for these incidents. These students represent 9.5% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	7	0
Theft	3	0
Physical/Verbal Confrontation	33	0
Fighting/Battery	9	2
Property Damage	2	0
Weapons	1	0
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	117	0
Total	177	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

King Philip Middle School is in its fifth year of a research-based Professional Learning Community (PLC) Initiative. We are committed to working collaboratively towards continuous school improvement. The KPM faculty is dedicated to the school goals of embedding literacy strategies into all areas, study skills integration, infusion of technology, and the incorporation of Effective Teaching Strategies to improve instruction and student learning. School goals are monitored on a regular basis via the School Improvement Committee, which is comprised of parents, teachers and administrators. KPM enhances student learning through implementation of cornerstone assessments in all curricular areas and utilizes professional development programs facilitated by department supervisors and teachers during the school year. Interdisciplinary data teams meet weekly to analyze student work through the use of protocols. Data obtained is used to both inform and improve instruction. We utilize the co-taught model in all grade levels, focusing on the infusion of regular and special education learning strategies in daily classroom instruction. The Behavior & Citizenship Committee focuses on exploring ways to improve student behavior and celebrate a positive school climate. 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 guaranteed research experience across all grade levels, and integration of technology into classroom instruction. • Small group daily learning labs and after school support for supervised guided practice. • Various support groups for at-risk students, to include a mentor/tutor program, an after school Study Center and CMT prep sessions for students who have not mastered objectives. • 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.

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. • 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, incorporation of Study Island CMT technology program • Trained Peer Mediators to address resolution of student conflicts. • Student Assistance Team identifies and assists students experiencing academic and/or social difficulties.
