

STRATEGIC SCHOOL PROFILE 2001-02

Middle and Junior High School Edition

**Sedgwick Middle School
West Hartford School District**JAMIE Y NEWMAN, 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).
Data were provided by the local school district during the fall of 2001.

STUDENT ENROLLMENT

School Grade Range 6- 8
Total Enrollment 1026
5-Year Enrollment Change -2.4%

**FACILITIES**

of Permanent General Classrooms 66
of Portable Classrooms 0
Yr. of Original Construction 1931

SCHOOL NEED

Current and Past School Need	Year	School	District Middle/Junior High Schools	State Middle/Junior High Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	18.1	14.6	22.0
	2000-01	7.9	6.8	22.4
% of K-12 Students with Non-English Home Language	2001-02	16.2	15.2	10.7
	1998-99	19.3	18.3	10.3
% of Students who Attended This School the Previous Year	2001-02	90.9	92.9	90.5
	1996-97	90.0	91.6	87.8

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)	35	3.4	2.9	2.4
Compensatory Education	151	14.7	13.3	13.2
Gifted and Talented Program	176	17.2	18.4	5.0
Special Education	147	14.3	14.2	13.1

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	67	6.5
Black	115	11.2
Hispanic	157	15.3
White	686	66.9

Total Minority 2001-02 33.1%

Total Minority 1996-97 28.4%



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.

Sixth grade students participated with fifty other students from Avon, Bloomfield, Simsbury, and East Hartford in "Feeling the Culture of Ghana". This program was designed to expose students to Ghanaian culture through drumming and dance. Sedgwick students also participated in the "Festival of the Arts, 2001", a program for students from East Hartford, Simsbury, West Hartford, Bloomfield, Canton and Avon. Eight students participated in six afternoon sessions of music and dance to learn about the Latino influence on popular culture. For the fifth year, Sedgwick students participated in the inter-district River to the Sea program.

Sedgwick participated in the Bushnell PARTNERS Program. One hundred fifteen students worked with a diverse group of visual and performing artists. Students attended various cultural events at the Bushnell while the artists conducted a series of workshops that introduced students to art forms from different cultures. Eighth grade students attended a monologue by "Frederick Douglass" and sixth grade students danced with the group Pilobolus.

The Sedgwick International Celebration was an evening when students, parents and faculty sponsored a potluck supper and school-wide art show, and shared music, games and dances from their country of origin. A committee led by students from our ESOL program planned the program. This year fifty-four different cultures and ethnic groups were represented and many students and parents dressed in traditional clothing. In addition, students produced a fashion show that reflected historical immigration patterns. Students and teachers also demonstrated native customs by performing dances and playing instruments. Five hundred students and their families participated in this event.

This year the Sedgwick Drill Team grew from forty to a maximum of seventy students. Participants represented a cross section of Sedgwick's diverse population. The group was divided into two performing units to accommodate student interest and skill level. Students developed and choreographed original drills. They performed at several elementary schools and for two hundred guests who attended an evening performance for families and friends. The Drill Team marched in the Park Road Parade and the West Hartford Memorial Day Parade.

The Gifts of Music is a program that encourages students to learn to play a musical instrument. Students are provided private music lessons during the school day. Students who cannot afford a musical instrument are provided one and also the cost of participating in music festivals and competitions.

Parents from our school participated in Conversations on Race, a community sponsored program. A diverse group of parents met in study circles to develop an action plan for our school community. As a result, the PTO adopted a community outreach plan for the 2002-2003 school year to include additional study circles for faculty and parents and an international potluck supper for faculty and parents.

A chapter of the national Technology Students Association was established with male and female participants. Students participated in technology and leadership activities at the state TSA conference held at Naugatuck Valley Community College.

Students and teachers on a sixth grade team presented a play, *Lupita Manana*, to the entire school. The play included culturally relevant singing and dancing with the entire script and dialogue in Spanish.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,002	1,002	1,009

*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	72.9
Voice	100.0	100.0	69.1
Internet Access	100.0	100.0	92.4
Multi-Room Network (LAN)	100.0	100.0	57.8

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	3.6	3.7	4.2
% of Computers that are High or Moderate Power	100.0	100.0	94.6
% of Computers with Internet Access, All Speeds	100.0	100.0	86.7
% of Computers with High Speed Internet Access	100.0	100.0	84.1
% of Internet Computers with Filtering Software	100.0	100.0	84.2

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*	23.9	23.4	17.2
% of Print Volumes Purchased in the Last Three Years	14.7	10.2	14.3
# of Print Periodical Subscriptions	60	55.0	32.2
# of Non-Print Materials	540	544.5	468.1

*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 students.

STAFFING RESOURCES



Average Class Size		School	District	State
Grade 5	2001-02	N/A	N/A	N/A
	1996-97	N/A	N/A	N/A
Grade 7	2001-02	22.1	22.0	21.9
	1996-97	23.2	23.5	22.2

Professional Staff	2001-02	2000-01	1996-97
% Minority	10.8	9.0	4.6

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	77.3	73.7
Administrators	5.8	3.1
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	7.0	5.0
Other Professionals	4.2	2.5
# of Non-Certified Instructional	15.0	11.0

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	12.3	11.9	13.7
% with Master's Degree or Above	70.6	70.4	77.4
% Trained as Mentors, Assessors, or Cooperating Teachers	28.4	27.2	21.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	48	50	38	No
Computer Education	0	0	25	N/A
English Language Arts	151	141	158	No
Family and Consumer Science	0	0	21	N/A
Health	48	50	27	No
Mathematics	145	138	145	Yes
Music	99	95	59	Yes
Physical Education	48	50	55	No
Reading I	66	99	94	No
Science	145	138	141	No
Social Studies	145	138	140	No
Technology Education	48	50	31	Yes
World Languages	145	138	102	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	2001-02	31.3	38.5	26.8
	1996-97	22.6	23.8	24.6
World Language	2001-02	86.3	87.6	41.5
	1996-97	87.1	91.7	43.1

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 (2001)	Yes	Yes
Other	Yes	No



Student and Teacher Statistics	School	District Middle/Jr High Schools	State Middle/Jr High Schools
% of Students Retained in Grade after 2000-01 School Year	0.2	0.1	0.9
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	7.6	7.3	8.4
% Certified Staff Assigned to Same School the Previous Year	68.6	66.7	82.1


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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2001-02	District 2001-02	State 2001-02
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	78	69	75	63.6
Writing	75	69	76	60.0
Mathematics	78	77	81	61.0
All Three Tests	62.7	58.3	64.6	45.4
Grade 8 Reading	72	72	75	66.3
Writing	68	68	70	58.8
Mathematics	64	65	68	55.4
All Three Tests	51.5	54.6	56.9	44.0
Participation Rate	93.6	95.9	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	N/A	N/A	N/A
Grade 6	32.0	27.1	33.7
Grade 8	27.4	33.2	35.5

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2001	96.8	95.8	95.3



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.

Student Performance: During the past two years, eighth grade Sedgwick students who were at or above goal on the Connecticut Mastery Tests in reading (72%) has remained consistent, while those who achieved mastery in mathematics (65%) improved.

Since sixth grade CMT scores reflect previous preparation, the study of eighth grade data reporting the effectiveness of Sedgwick programs and interventions is emphasized.

Student Accomplishments: Other measures of success include Sedgwick students distinguishing themselves in various disciplines:

- MathCounts team placed sixth in the state and an eighth grade student placed seventh,
- Several students were recognized on a National French Test; one finished seventh in the nation,
- A sixth grade team placed fourth in the nation in the Wordmasters competition

Following assessment of the data, the faculty adopted a school-wide academic literacy program to advance the use of reading strategies in the classroom and trained students to effectively use "6-S", a school-based study skills program. The Sedgwick faculty reviewed and studied new instructional strategies to address academic literacy and differentiation. Faculty members planned and facilitated professional development activities that addressed the academic needs of our students. The faculty continues to focus on reading strategies in the content areas and reading comprehension. An increasing number of students accelerate through the math continuum, resulting in the opportunity to take high level math courses at the high school. Teachers provide opportunities for tutorial assistance and homework support in all academic areas, and an after school homework center in the library.

Plans for Improvement: The following program changes are being implemented:

- Academic literacy program, including reading strategies for all disciplines
- Study skills program adapted uniformly in all classes
- FOCUS program to provide academic support for selected under-achieving students in grade 8
- Unified Sports and Circle of Friends programs
- Further development of a Technology Students Association on the national level

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.

Some accomplishments at Sedgwick that reflect our efforts:

- Connecticut Center for the Book's Annual Letters About Literature recognized 7th grade students
- A student editorial board published an award winning magazine, *Sedgwick Scroll*
- Over two-hundred students participated in the drama club production of Peter Pan
- The student council raised funds to benefit construction of a playground for physically challenged children
- The service club collected \$3000 for the victims of September 11
- An annual project co-sponsored with the West Hartford Rotary Club emphasized student writing
- Thirty-five percent of eighth grade students received the Presidential Academic Fitness Award
- Select music groups First String and Jazz Band performed at Connecticut Music Educators Conference
- The Sedgwick Marching Band was selected to perform in regional parades

Special programs at Sedgwick that enhanced the school:

- School-wide character development program
- Standards-based developmental guidance program
- An active PTO that includes a Team-Parent program to promote parental involvement
- A school site plan to guide the focus and goals of the school for five years
- Math resource center provides directed assistance to students
- Math Coaches program with volunteer parents as tutors
- Author-in- Residence program to sponsor visits from Laura Williams and Margaret Peterson Haddix
- Developmental Math Program for students in grades six and seven
- Community advisory group to assist in designing a new classroom addition

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

