

STRATEGIC SCHOOL PROFILE 2002-03

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).

STUDENT ENROLLMENT

School Grade Range	6- 8
Total January Enrollment	1039
5-Year Oct. Enrollment Change	1.9%

**FACILITIES, 2001-02**

# 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
% of Students Eligible for Free/Reduced-Price Meals	2002-03	18.7	14.9	24.4
% of K-12 Students with Non-English Home Language	2002-03	14.5	15.0	10.1
	1998-99	19.3	18.3	10.3
% of Students who Attended This School the Previous Year	2002-03	92.5	93.4	90.7
	1997-98	95.8	94.2	87.7

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)	36	3.5	2.7	2.5
Compensatory Education	155	14.8	12.2	15.8
Gifted and Talented Program	134	12.8	15.1	3.9
Special Education	135	12.9	12.9	12.5

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	78	7.5
Black	109	10.5
Hispanic	152	14.6
White	698	67.2
Other	0	0.0

Total Minority 2002-03 32.8%

Total Minority 1997-98 28.1%



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.

A Ghanaian master drummer worked with Sedgwick sixth grade students for a full day of workshops and performances. The program was designed to expose students to Ghanaian culture through the art of drumming and dance. The Windsor High School Gospel Choir held workshops with Sedgwick's select sixth grade choir and performances for staff and students. For the sixth year, Sedgwick students participated in the inter-district River to the Sea program. Opera Express from the Connecticut Opera performed for Sedgwick students.

The Young Educators Society, Y.E.S., was established to introduce and promote the field of teaching to students. Y.E.S. focused on the need of students from all racial and ethnic backgrounds to consider the teaching profession. Twenty students from grade six through eight participated and were invited to the statewide convention held at Eastern Connecticut State University.

Sedgwick participated in the Bushnell Partnership 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.

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 sixty-seven 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 the various cultures of our community. Students and teachers also demonstrated native customs by performing dances and playing instruments. Five hundred and fifty students and their families participated in this event.

This year sixty students participated in Sedgwick's Step Team. 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 school events, as well as a performance at the Doc Hurly Basketball Classic held at the Hartford Civic Center.

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 as well as covering the cost of participating in music festivals and competitions.

The Sedgwick chapter of the national Technology Students Association, consisting of male and female students, participated in technology and leadership activities at the state TSA conference held at Naugatuck Valley Community College.

The Sedgwick PTO and faculty facilitated an action plan developed by the Sedgwick community members of Conversations on Race. An international potluck supper was held in September bringing together a large and diverse group of parents and faculty. The evening included a performance by the Step Team and was followed by Sedgwick's first PTO meeting. Additional study circles were held throughout the year for faculty and parents to build on the success of this event.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,027	1,021	1,006

*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	72.1
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	94.6
Multi-Room Network (LAN)	100.0	100.0	69.3

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	4.1	4.3	3.7
% of Computers that are High or Moderate Power	100.0	99.8	97.5
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	87.4
% of Internet Computers with Filtering Software	100.0	100.0	91.3

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.

Print and Non-Print Materials	School	Dist Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	24.5	23.9	17.6
% of Print Volumes Purchased in the Last Three Years	17.1	15.1	13.4
# of Print Periodical Subscriptions	65	50.5	32.2
# of Non-Print Materials	480	575.0	471.9

*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
Grade 5	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
Grade 7	2002-03	19.8	20.3	21.7
	1997-98	23.1	22.2	21.9

Professional Staff	2002-03	2001-02	1997-98
% Minority	10.0	10.8	8.1

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	87.6	77.3
Administrators	5.8	5.8
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	6.0	7.0
Other Professionals	3.4	4.2
# of Non-Certified Instructional	17.0	15.0

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	12.0	11.6	13.4
% with Master's Degree or Above	66.4	66.4	77.2
% Trained as Mentors, Assessors, or Cooperating Teachers	34.5	33.2	23.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	40	41	40	No
Computer Education	0	0	23	N/A
English Language Arts	165	167	163	No
Family and Consumer Science	0	0	21	N/A
Health	40	41	26	Yes
Mathematics	145	147	145	Yes
Music	99	96	60	No
Physical Education	60	61	55	No
Reading ^I	63	32	96	No
Science	145	147	140	No
Social Studies	145	147	140	No
Technology Education	40	41	30	Yes
World Languages	145	147	101	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	2002-03	37.5	44.2	25.1
	1997-98	22.9	23.8	24.4
World Language	2002-03	86.8	88.3	43.9
	1997-98	90.0	91.5	41.1

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 (2002)	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 2001-02 School Year	0.9	0.6	1.0
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	7.6	7.2	8.6
% Certified Staff Assigned to Same School the Previous Year	83.6	84.5	83.7


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. 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.

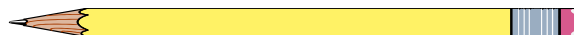
Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 6 Reading	78	75.8	77.7	64.1
Writing	75	70.1	72.5	60.8
Mathematics	78	78.2	77.9	61.0
All Three Tests	62.7	60.6	63.1	46.2
Grade 8 Reading	72	79.9	81.2	68.1
Writing	68	74.1	73.0	60.0
Mathematics	64	74.7	74.1	56.1
All Three Tests	51.5	62.2	61.8	45.2
Participation Rate	93.6	97.0	97.2	96.5



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	31.5	26.6	33.8
Grade 8	30.3	28.1	35.3

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2002	96.4	96.1	96.3



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.

Diversity is highly prized at Sedgwick Middle School. The 35% minority have enriched our school and programs as we continue to improve our scores on the Connecticut Mastery Test. We are at or above goal in reading (80%), mastery in mathematics (75%), and in writing (74%). Since sixth grade CMT scores reflect previous preparation, the study of eighth grade data represents the effectiveness of Sedgwick's programs and interventions taken to improve student performance.

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

- MathCounts team placed fourth in regional competition and an eighth grade student placed second.
- Three students scored in the top rank of a national French contest.
- Seven students scored in the top 5% on the American Mathematics Competition Test.
- Two students were recognized by the Department of English at UCONN for excellence in writing.
- A student was selected by the Hart School of Music to participate in their piano honors concert.
- The CT Tech. Assoc. recognized several students for their outstanding work in Technology Education.

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 while an after school homework center is available. The following program changes are being implemented

- Academic literacy program to include a reader's handbook and reading strategies for all grades
- 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 6th and 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 *Into The Woods*.
- The Sedgwick student council and service club participated in various community activities and fund raisers.
- An annual project co-sponsored with the West Hartford Rotary Club emphasized student writing.
- Thirty 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 with visits from poet Elizabeth Thomas and a performance troupe.
- Developmental Math Program for students in grades six and seven.
- Community advisory group assisting in the construction of the 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

