

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

Sedgwick Middle School**West Hartford School District**

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Location: 128 Sedgwick Road
 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, 2009: 879
 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	214	24.3	20.0	27.1
Students Who Are Not Fluent in English	59	6.7	4.6	3.7
Students with Disabilities	99	11.3	12.6	11.7
Students Identified as Gifted and/or Talented	95	10.8	15.3	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	491	93.0	95.7	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,043	1,018

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	20.4	20.2	20.8

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	42.8	56.7	37.8
World Language	82.7	87.0	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	47	36
Computer Education	0	20
English Language Arts	197	236
Family and Consumer Science	0	9
Health	47	25
Library Media Skills **	6	10
Mathematics	148	152
Music *	47	35
Physical Education	47	58
Science	148	145
Social Studies	142	142
Technology Education	47	26
World Languages	148	89

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.3% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

** Interdisciplinary approach
* Elective hours also offered

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	6.6	4.6	3.6
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	45.5	53.8	77.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all 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	1.8	2.0	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	97.6	95.4
# of Print Volumes Per Student*	33.9	30.0	21.3
# of Print Periodical Subscriptions	31	29	27

*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	64.00
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	9.70
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	3.00
Administrators, Coordinators, and Department Chairs	5.43
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	26.60

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	14.0	13.0	14.1
% with Master's Degree or Above	88.2	83.2	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.5	7.9	9.0
% Assigned to Same School the Previous Year	92.1	90.6	89.8

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Sedgwick prides itself on excellent communication between the home and school. Traditional means of keeping in touch with parents include a monthly newsletter from the school, phone calls home from teachers, e-mails, homework hotlines and homework websites (where parents can confirm their students' current homework assignments), parent/teacher/student conferences and, when needed, weekly progress reports are carried home by students and signed by parents. We send home detailed progress reports for every student mid-way through each quarter. The school website is an excellent source of information about the school and its activities and events. We have a PTO listserve that is available to parents who wish to have immediate notice of events and activities as they are posted. We have one assistant principal and one school counselor who are fluent in Spanish and made a special effort to reach out to our Latino community. Many sections of our school website have been translated into Spanish and our school newsletter, the Sedgwick Scene, is also published in Spanish. The Sedgwick staff has a monthly potluck breakfast and Friday dress-down days, collecting donations for participation. The funds collected go toward scholarships for our students needing financial assistance for field trips. Parents voluntarily contributed money towards our field trip scholarship fund. Parents are a valuable resource to our students. In addition to helping chaperone some field trips, parents also help out with our grade 8 school dance, classroom activities, mentor / tutor students, and volunteer in our Media Center. Parents also support our school by making contributions to the Foundation for the West Hartford Public Schools. Their fund-raising has provided competitive grants to teachers at Sedgwick. We have a parent representative on our School Improvement Committee. The PTO organized a "Read-a-Thon" to financially support team activities and an "Ice Skating Social" for our 6th graders. The PTO helps to publish our school newsletter "The Sedgwick Scene," and has a web page on our school website. This year, we conducted extensive parent interviews with over 100 parents to learn more about how we can involve parents at Sedgwick. We have a very active Parental Involvement Committee here at Sedgwick comprised of administrators, teachers, and parents.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	109	12.4
Black	96	10.9
Hispanic	162	18.4
White	511	58.1
Total Minority	368	41.9

Percent of Minority Professional Staff: 10.1%

Open Choice:

6 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:

20.6% 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 31.

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.

Sedgwick is committed to closing the achievement gap in part by reducing racial, ethnic, and economic isolation. Some activities that helped us support this goal are the following: after school grade level Homework Clubs, the Equity & Excellence Committee, the Student Council Annual Talent show, and our Spanish for Spanish Speakers course. Additional activities that support this effort include student and faculty participation at HANOC (a neighborhood community center that provides after school homework assistance), after school clubs such as Step Team, intramurals, and Art Club, all of which attract a diverse population of students. A sixth grade welcoming barbeque, Science Fair, and "Tour of the Americas" project bring families together who are representative of our entire student population. African drumming and dancing are taught as a part of our music curriculum and "Gifts of Music" is a program that provides free, private instrumental lessons to students of low income families. Throughout the school year, our academic teams visited college campuses to encourage students to begin thinking about their academic plans for after high school.

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	53.5	62.8	51.4	57.6
Grade 8	40.0	61.5	50.6	38.1

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

Connecticut Mastery Test, Fourth Generation, % 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	82.9	84.9	74.9	64.2
Writing	74.3	75.3	65.9	64.4
Mathematics	75.4	80.6	70.7	55.5
Grade 7 Reading	82.5	89.4	77.4	57.5
Writing	66.3	70.6	61.2	59.0
Mathematics	73.0	82.6	68.5	58.3
Grade 8 Reading	79.6	81.9	73.3	61.5
Writing	64.5	72.8	62.6	53.5
Mathematics	75.7	77.0	67.3	63.5
Science	70.2	69.7	62.8	58.0

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	95.0	96.5	96.8

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 2008-09 school year, 109 students were responsible for these incidents. These students represent 12.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	18	0
Theft	4	0
Physical/Verbal Confrontation	32	0
Fighting/Battery	1	0
Property Damage	1	0
Weapons	4	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	127	1
Total	189	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Sedgwick continues to demonstrate growth in many areas that are measured by CMT scores. Math, English, and science departments closely analyzed all CMT scores and determined which strands and objectives were the weakest among students in each grade. Efforts were made to address those weakest strands and re-assess routinely throughout the school year. On each academic team, individual students were identified who were not meeting with proficiency in certain CMT areas (Band 1 and Band 2 students). Instruction for these students was differentiated and targeted. Some students were given computer support programs (ALEKS, Study Island, and Read Naturally) to work on targeted CMT skills. Each grade level set up an after school Homework Center. These Homework Centers provided students with a structured environment to get their homework done with the assistance of a certified classroom teacher. In addition to our math support classes, we offer a "Math Cave" program where students can receive additional instruction in math during their Learning Lab (Study Hall) time period. Teachers in every discipline utilize a common set of instructional and CMT terms. At Sedgwick, we teach students to use the ASC (Answer – Support – Connection) method when they respond in writing to open-ended questions about a text. We continued to refine and improve our system for administering district-wide common Interim Assessments in the areas that are tested on the CMT. These assessments were given 3 - 4 times throughout the school year. Teachers worked in Data Teams to analyze the data from their students' assessments and plan for future instruction. Sedgwick adheres to a school-wide REACH philosophy. By teaching all students the value of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work, students help to create a better school environment and demonstrate increased academic achievement. The REACH model is also used by the Amistad Academy in New Haven, Connecticut and was created by Achievement First.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Sedgwick offers a variety of clubs and activities designed to engage students and help them to foster a connection to school. These school activities also help to create a very natural mentor / mentee relationship between the advisor of the club / activity and the student. Our Drama Club is open to any student who has an interest in any aspect of theater production. This includes acting, sound, light, stage crew, costume design, and set design. The Sedgwick Scroll is an award-winning literary magazine open to students who wish to express themselves through writing and who like to improve their written communication skills. Student Council is made up of students who are elected by their peers. There are reps from each homeroom as well as elected officers. They help organize many social and community service activities throughout the school year. Our Technology Student Association is an award-winning program that offers opportunities for students to participate in activities, competitions, and workshops covering a broad spectrum of technology. Unified Sports and Unified Theater are two programs in which special needs students partner with regular education students in both sporting competitions and theatrical productions. Yearbook Club is open to 8th grade students who wish to work collaboratively to produce our school yearbook. Our intramural program is open to all students, regardless of ability level, and runs almost every day after school. These intramural activities include soccer, flag football, volleyball, basketball, weight training, badminton, wrestling, and softball. We have an Odyssey of the Mind Team. We also have a large Step Team that is open to all students.
