

STRATEGIC SCHOOL PROFILE 2011-12

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, 2011: 942
 5-Year Enrollment Change: 3.5%

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	230	24.4	20.9	30.0
Students Who Are Not Fluent in English	48	5.1	4.0	3.4
Students with Disabilities	96	10.2	12.3	12.0
Students Identified as Gifted and/or Talented	122	13.0	17.1	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	644	99.7	99.1	98.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,008	1,024

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	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	18.3	19.0	20.3	Mathematics	49.6	33.6	37.2
				World Language	82.6	52.5	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	46	37
Computer Education	0	18
English Language Arts	206	226
Family and Consumer Science	0	12
Health	46	24
Library Media Skills **	6	9
Mathematics	138	159
Music *	46	35
Physical Education	46	55
Science	138	149
Social Studies	138	147
Technology Education	46	24
World Languages	138	91

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 15.4% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 26 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	5.0	3.9	3.2
% of Identified Gifted and/or Talented Students Who Received Services	49.2	61.6	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	65.6	61.6	76.3

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	1.6	1.8	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	98.3	98.9	97.2
# of Print Volumes Per Student*	29.8	27.9	21.6
# of Print Periodical Subscriptions	32	26	20

*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	65.87
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	10.00
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants	3.00
Administrators, Coordinators, and Department Chairs	4.23
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.60
School Nurses	1.50
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	13.9	13.0	14.2
% with Master's Degree or Above	85.9	83.8	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.8	7.6	8.9
% Assigned to Same School the Previous Year	78.2	84.8	88.2

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. Methods of keeping in touch with parents include a monthly newsletter from the school, phone calls home from teachers, e-mails, 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, which all parents must sign and return. All Sedgwick teachers maintain online grade books and parents have online access to these grade books through a parent portal. Parents can receive automated e-mails via the parent portal for any grade change. Many of our teams send out team e-mail blasts to all parents, keeping them informed of team events on a weekly basis. Teachers send individual e-mails to parents on a regular basis to update them on their child's progress. The school website is an excellent source of information about the school and its activities / events. We have a PTO list-serve 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 make a special effort to reach out to our Latino community. The Sedgwick staff has dress-down days on Fridays, collecting donations for participation. The funds collected go toward scholarships for our students needing financial assistance for field trips. Parents voluntarily contribute 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 West Hartford Foundation for Public Schools. Their fund-raising has provided competitive grants to teachers at Sedgwick. The PTO organized a "Read-a-Thon" to financially support team activities and an "Ice Skating Party" for our 6th graders. The PTO helps to publish our school newsletter "The Sedgwick Scene" and has a web page on our school website.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	97	10.3
Black	91	9.7
Hispanic	174	18.5
Pacific Islander	0	0.0
White	551	58.5
Two or more races	27	2.9
Total Minority	391	41.5

Percent of Minority Professional Staff: 11.1%

Open Choice:

14 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:

20.2% 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 36.

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 help us support this goal are the following: after school Homework Clubs, the Student Council Annual Talent Show, and our Spanish for Spanish Speakers classes. 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 and ice skating party bring families together who are representative of our entire student population. African drumming and dancing is taught as a part of our music curriculum and "Gifts of Music" is a program that provides free, private instrumental lessons to students from low income families. At Sedgwick, we also have an annual Community Day in which cross-graded activities are planned to help create a sense of unity across our learning community. We also had a Chinese dancing assembly for all of our seventh graders that combined Chinese dance with the art form of calligraphy.

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	60.3	58.8	50.7	71.6
Grade 8	48.6	57.2	49.8	49.3

*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	84.6	84.5	74.1	70.2
Writing	78.4	81.1	67.4	70.3
Mathematics	79.8	82.4	69.3	66.9
Grade 7 Reading	84.2	87.2	79.8	52.7
Writing	75.1	76.9	65.6	67.6
Mathematics	70.1	75.8	68.1	54.7
Grade 8 Reading	83.2	85.3	76.8	61.3
Writing	76.7	77.8	68.3	62.4
Mathematics	68.8	76.2	67.2	50.0
Science	69.6	72.7	61.9	58.4

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	95.9	93.5	95.9

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 2010-11 school year, 68 students were responsible for these incidents. These students represent 7.3% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	2
Personally Threatening Behavior	13	5
Theft	1	0
Physical/Verbal Confrontation	9	2
Fighting/Battery	11	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	4	0
School Policy Violations	96	4
Total	135	14

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 analyze all CMT scores and determine 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. Most of our teams set up after school Homework Centers. These Homework Centers provide 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 for Success" program where students can receive additional instruction in math during their Learning Lab (Study Hall). This provides students with targeted Tier Two Interventions through the SRBI (Scientific Research-Based Interventions) model. At Sedgwick, we teach students to use the ASC (Answer – Support – Conclusion) method when they respond in writing to open-ended questions about a text. We continued to refine and improve our system for administering Universal Screenings and Common Formative Assessments in the areas that are tested on the CMT. These assessments were given 2-3 times throughout the school year. Math, English, and science teachers worked in Collaborative Inquiry Teams (CIT) 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 values 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 after school clubs and activities designed to engage students and help them to foster a connection to school. These school activities also help 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 (TSA) 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 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. Other student activities offered by Sedgwick include Zumba, Spanish for Fun, Art Club, Mural Club, and a new Human Rights Club. Our Art Show and our Talent Show are both very well attended. At Sedgwick, we utilize high school students as volunteers to tutor many of our students after school. We also have an Advisory Program in which teachers work very closely with a group of 10 students in order to form a close connection with them here at school.
