

**STRATEGIC SCHOOL PROFILE 2012-13**

Middle and Junior High School Edition

**Sedgwick Middle School****West Hartford School District**

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Location: 128 Sedgwick Rd.  
 West Hartford,  
 Connecticut

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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 6 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 893  
 5-Year Enrollment Change: 3.2%

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**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	232	26.0	21.6	30.9
Students Who Are Not Fluent in English	41	4.6	3.9	3.4
Students with Disabilities	93	10.4	11.8	12.4
Students Identified as Gifted and/or Talented	127	14.2	17.6	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	585	97.0	97.1	97.0

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,008	1,029

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	18.8	19.3	20.2

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	54.9	36.4	33.9
World Language	78.8	49.9	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	46	37
Computer Education	0	18
English Language Arts	177	231
Family and Consumer Science	0	10
Health	46	24
Library Media Skills	16	10
Mathematics	141	164
Music *	46	36
Physical Education	46	58
Science	141	151
Social Studies	141	147
Technology Education	46	23
World Languages	141	96

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 14.7% 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.

\* 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	4.6	3.8	3.2
% of Identified Gifted and/or Talented Students Who Received Services	33.1	53.7	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	71.0	69.8	75.8

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.5	1.7	2.1
% of Computers with Internet Access	100.0	100.0	99.3
% of Computers that are High or Moderate Power	98.4	99.1	97.5
# of Print Volumes Per Student*	30.9	28.8	22.2
# of Print Periodical Subscriptions	23	21	19

\*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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	67.67
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	3.00
Administrators, Coordinators, and Department Chairs	5.33
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.70
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	23.60

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.3	13.0	14.3
% with Master's Degree or Above	79.5	82.4	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.5	7.6	9.3
% Assigned to Same School the Previous Year	87.2	86.0	87.4

**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 having excellent communication between the home and school. Methods of keeping in touch with parents include a monthly digital newsletter from the school, phone calls home from teachers, e-mails, and homework websites / blogs (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. Many of our teachers also have their own individual blogs that parents and students can access from home. All Sedgwick teachers maintain Power School online grade books and parents have access to these grade books at all times through a parent portal. Parents can receive automated e-mails via the parent portal daily, weekly, or monthly. Many of our teams send out weekly or monthly team e-mail blasts to all parents, keeping them informed of team events on a regular basis. The school website is an excellent source of information about the school and its activities / 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 make a special effort to reach out to our Latino community. Parents are a valuable resource to our students. In addition to helping chaperone some field trips, parents also help out with our Grade Eight Dance / Party, classroom activities, mentor / tutor students in math and writing, 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 help financially support many of our team activities. The PTO helps to publish our school newsletter "The Sedgwick Scene" and has a web page on our school website. This year, Sedgwick had an active Twitter account. Our Principal attended monthly PTO Meetings. Our PTO has a very active Volunteer Committee. We offer a transitional language program here at Sedgwick, and we provide translators for parent meetings, when necessary. We conducted a Safe School Climate survey, and we had parent representation on our Safe School Climate Committee.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	88	9.9
Black	85	9.5
Hispanic	176	19.7
Pacific Islander	0	0.0
White	515	57.7
Two or more races	26	2.9
Total Minority	378	42.3

**Percent of Minority Professional Staff:** 11.0%

**Open Choice:**

20 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:**

21.5% 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.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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 highly committed to closing the achievement gap in part by reducing racial, ethnic, and economic isolation. We fund after school Homework Clubs as well as a weekly after school open Computer Lab. We have Spanish for Spanish Speakers classes. Our students and faculty participate at the Hillcrest Area Neighborhood Outreach Center (HANOC) a neighborhood community center that provides after school homework assistance. We have 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. At the beginning of the year, students participate in structured, team-building field trips to bond with one another. African drumming and dancing is taught as a part of our sixth grade music curriculum and "Gifts of Music" is a program that provides free, private instrumental lessons to students from low income families. This year our entire faculty, as well as all seventh and eighth grade students, participated in an anti-bullying / empathy program led by Calvin Terrell. Our entire school participated in a school-wide read of A Long Walk to Water by Linda Sue Park that focused on global awareness and everyone's ability to make positive contributions to society. All grade seven students went on a social studies field trip to Chinatown in NYC. Eighth graders participated in a salsa dancing experience. 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 toward our field trip scholarship fund.

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### 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	57.4	54.9	50.6	65.4
Grade 8	50.0	57.9	50.6	52.0

\*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	81.1	83.6	73.3	63.4
Writing	76.0	81.0	65.1	68.0
Mathematics	72.0	76.8	67.0	59.1
Grade 7 Reading	86.5	89.0	78.9	64.7
Writing	70.7	74.7	64.9	59.8
Mathematics	76.8	78.4	65.4	69.1
Grade 8 Reading	78.5	81.5	76.2	51.6
Writing	68.1	75.0	67.2	50.0
Mathematics	62.7	67.1	65.0	47.1
Science	70.3	72.2	60.4	59.8

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	95.7	96.9	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 2011-12 school year, 224 students were responsible for these incidents. These students represent 23.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

**Truancy**

During the 2011-12 school year, 31 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	24	8
Theft	6	0
Physical/Verbal Confrontation	4	3
Fighting/Battery	12	6
Property Damage	4	2
Weapons	1	1
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	159	16
Total	215	36

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Sedgwick continues to demonstrate growth in many areas measured by the CMT. Mathematics, English, and science departments analyze all CMT scores to determine which strands and objectives were the weakest among students in each grade. Instruction for our weakest students is 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 offered after school Homework Centers. These Homework Centers provide a structured environment with homework assistance by a certified classroom teacher. A student computer lab was available Thursdays after school supported by a certified classroom teacher. We offer a “Math4Success” program where students can receive additional instruction in mathematics during their Learning Lab. This provides students with targeted Tier II Interventions through the SRBI model. We teach students to use the ASC (Answer – Support – Conclusion) method when they respond in writing to open-ended questions about a text. Mathematics, English, science, social studies, and world language teachers met weekly as Collaborative Inquiry Teams to analyze their student assessment data and plan for future instruction. Sedgwick adheres to a school-wide REACH philosophy. By teaching all students the important values of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work, students help to improve the school environment and demonstrate increased academic achievement. Our REACH model was adapted from the Amistad Academy in New Haven, Connecticut and was created by Achievement First. All faculty members participate in our school-wide advisory model. Advisors lead small groups of 12-13 students. Twice a month in Advisory, we implemented Student Success Plan activities. In the areas of mathematics, language arts, and social studies, teachers began to restructure curriculum units to align with the Common Core State Standards. Our Alternative Individualized Middle School (AIMS), mathematics, and technology education departments were reviewed in the five year curriculum review process this year. Many teachers were involved in the creation of the district’s new teacher evaluation model, and helped to roll this out to our faculty. Grade six and seven students participated in the SBAC Scientific Pilot Test. Grade eight students participated in the CCSS Aligned Practice Assessment. Our students did a great job of collecting items for our local food pantry.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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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 foster a connection to our school. Our Drama Club is open to all students. Roles include: acting, sound, lighting, stage crew, costume design, and set design. This year’s production was The Wizard of Oz. The Sedgwick Scroll is our award-winning literary magazine of student work. Student Council is made up of student representatives elected by their peers and sponsored social and community service activities. Our Technology Student Association is an award-winning program that offers opportunities for students to participate in activities, competitions, and workshops. Students with special needs partner with regular education students in our Unified Sports and Unified Theater programs. Yearbook Club is open to students who wish to work collaboratively to produce our school yearbook. Our intramural program is open to all students and runs almost every day after school. These intramural activities include: soccer, flag football, volleyball, tennis baseball, basketball, weight training, badminton, wrestling, and softball. We have an Odyssey of the Mind Team that requires students to work collaboratively to come up with creative ways to solve complex hypothetical problems. We have a large Step Team that is open to all students. Other student activities offered by Sedgwick include: Art Club, Knitting Club, and Peace Club. We also began the mentoring program, Girls Rising, for our female students. They will be mentored by Conard High female students. Our Art Show and our music concerts are very well attended. Our Quest History Day students became finalists at the state and national levels. A Sedgwick student was a district Spelling Bee Finalist. We implemented Bring Your Own Device in all of our classrooms. All students were issued their own Gmail accounts. To encourage school spirit, we held faculty vs. student sporting competitions.

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