

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Sedgwick Middle School West Hartford School District

860-570-6500 • <http://sedgwick.whps.org>

School Information

Grade Range **6-8**
Enrollment **861**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	414	48.1	48.9
Male	447	51.9	51.1
American Indian or Alaska Native	*	*	*
Asian	105	12.2	11.3
Black or African American	81	9.4	8.0
Hispanic or Latino	177	20.6	17.3
Pacific Islander	0	0.0	*
Two or More Races	*	*	4.1
White	469	54.5	59.1
English Language Learners	26	3.0	5.0
Eligible for Free or Reduced-Price Meals	233	27.1	21.2
Students with Disabilities ¹	108	12.5	12.1

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	25	6.0	30	7.2
Male	28	6.2	71	15.6
Black or African American	12	14.6	22	26.8
Hispanic or Latino	22	12.2	43	23.9
White	15	3.2	24	5.1
English Language Learners	*	*	6	19.4
Eligible for Free or Reduced-Price Meals	29	12.7	57	23.7
Students with Disabilities	23	19.3	37	30.3
School	53	6.1	101	11.6
District		5.3		4.3

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	64.3
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	8.8
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
School Level	5.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.2
Counselors, Social Workers and School Psychologists	6.8
School Nurses	1.5
Other Staff Providing Non-Instructional Services/Support	24.5

¹In 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.

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	1.7
Black or African American	3	3.1	2.3
Hispanic or Latino	8	8.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	86	88.7	92.1

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.8	8.0

Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	981
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	08:00 AM
End Time	02:50 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	34	94.4
Other Health Impairment	31	88.6
Other Disabilities	*	*
Speech/Language Impairment	12	*
School	90	83.3
District		73.5

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	104	73.2	104	64.5	34	59.9
Black or African American	76	58.8	75	45.1	23	51.3
Hispanic or Latino	172	60.6	171	48.4	53	51.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	461	78.5	459	68.0	136	67.4
English Language Learners	50	51.0	49	41.7	16	*
Non-English Language Learners	793	73.4	790	62.4	238	62.7
Eligible for Free or Reduced-Price Meals	227	59.5	226	48.0	69	50.8
Not Eligible for Free or Reduced-Price Meals	616	76.8	613	66.1	185	65.1
Students with Disabilities	116	42.9	113	33.0	34	37.7
Students without Disabilities	727	76.8	726	65.6	220	64.9
High Needs	294	56.8	291	45.7	88	48.6
Non-High Needs	549	80.3	548	69.4	166	67.9
School	843	72.1	839	61.2	254	61.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	90.0	53.4	N/A	537	73.2
Curl Up	N/A	90.7	90.3	N/A	537	90.5
Push Up	N/A	82.8	78.9	N/A	537	81.0
Mile Run/PACER	N/A	81.7	71.3	N/A	537	76.9
All Tests - School	N/A	64.8	36.4	N/A	537	51.8
All Tests - District	59.1	55.2	54.7	55.4		56.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.1	75	48.1	50	96.1	67.7
	High Needs Students	56.8	75	37.9	50	75.8	56.7
Math Performance Index	All Students	61.2	75	40.8	50	81.6	61.4
	High Needs Students	45.7	75	30.5	50	61.0	49.9
Science Performance Index	All Students	61.2	75	40.8	50	81.6	57.5
	High Needs Students	48.6	75	32.4	50	64.9	47.0
ELA Academic Growth	All Students	54.1%	100%	54.1	100	54.1	63.8%
	High Needs Students	46.2%	100%	46.2	100	46.2	58.3%
Math Academic Growth	All Students	52.1%	100%	52.1	100	52.1	65.0%
	High Needs Students	38.6%	100%	38.6	100	38.6	57.4%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.6	9.6%
	High Needs Students	13.2%	<=5%	33.6	50	67.2	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		94.0%	94%	50.0	50	99.9	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 51.8%	75%	34.5	50	69.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				587.4	900	65.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	56.8	18.2	16.6	
Math Performance Index Gap	69.4	45.7	23.7	19.1	
Science Performance Index Gap	67.9	48.6	19.3	17.3	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.0
	High Needs Students	98.4
Math	All Students	98.6
	High Needs Students	97.7
Science	All Students	98.1
	High Needs Students	94.9

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.