

**STRATEGIC SCHOOL PROFILE 2000-01**

Middle and Junior High School Edition

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

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 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).  
 Data were provided by the local school district during the fall of 2000.

**STUDENT ENROLLMENT**

School Grade Range                      6- 8  
 Total Enrollment                            1026  
 5-Year Enrollment Change                1.2%

**FACILITIES**

# 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
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	7.9	6.8	22.4
% of K-12 Students with Non-English Home Language	2000-01	17.6	17.0	10.6
	1998-99	19.3	18.3	10.3
% of Students who Attended This School the Previous Year	2000-01	97.2	94.1	90.2
	1995-96	90.4	94.1	86.2

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)	31	3.0	3.1	2.2
Compensatory Education	122	11.9	9.3	13.9
Gifted and Talented Program	137	13.4	15.8	5.0
Special Education	152	14.8	15.4	13.2
Migrant Education	0	0.0	0.0	0.3

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	76	7.4
Black	105	10.2
Hispanic	139	13.5
White	703	68.5

**Total Minority 2000-01** 31.5%

**Total Minority 1995-96** 28.8%



### 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.

Sedgwick Middle School participated in "Feeling the Culture of Ghana", a program designed to expose students to the Ghanaian culture through drumming and dance. One teacher accompanied ten sixth grade students from Sedgwick to the program. Other participating districts were Avon, Bloomfield, Simsbury, and East Hartford. The program was held at the Sunset Ridge Hill School in East Hartford and involved fifty students from five districts.

In addition, Sedgwick also participated in the "Festival of the Arts, 2001". This program brought together fifty students from the towns of East Hartford, Simsbury, West Hartford, Bloomfield, Canton and Avon. Eight students and one teacher from Sedgwick traveled to Henry James Middle School in Simsbury for six afternoon sessions where they learned about the Latino influence on popular culture through music and dance.

Our International Celebration provided every student and their family the opportunity to experience the fifty-four cultures and ethnic groups represented by our student body. Students from our ESOL program along with students from each of our nine academic teams planned this program held during the evening. Activities included a potluck supper, artwork, music, dance, and games. Many parents dressed in traditional clothing from their country of origin. In addition, a fashion show was held reflecting historical immigration patterns. Students and teachers also demonstrated native custom by performing dances and playing instruments. Five hundred students and their families participated in this event.

The Sedgwick Drill Team grew from forty students to a maximum of seventy. Participants represent a variety of ethnic and racial backgrounds. The group was divided into two units to accommodate student interest and skill level. Students developed, organized, and practiced original drills and traveled to elementary schools to perform. Two hundred guests attended an evening performance for families and friends. The group also performed in the 2000 West Hartford Memorial Day Parade for the first time. The Drill Team serves as a vehicle for involving a diverse group of students and their families in the Sedgwick school community.

For three years Sedgwick has participated in a sister-school partnership program. This year brought twenty-four sixth grade students from Sedgwick together with twenty first grade students from Gaffney Elementary School, New Britain. The sixth grade students studied the various cultures, customs, and holidays represented by the first grade students and wrote cards and letters to the students. A mentor relationship developed. Our students selected books based on the reading levels in the first grade class and planned activities to present to the students. One teacher from each school facilitated the project with Sedgwick parents participating. Students visited each other's schools to tour and share activities.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Total Hours of Instruction Per Year	1,003	1,003	1,007

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Video	100.0	100.0	65.4
Voice	100.0	100.0	61.7
Data	100.0	100.0	72.3
Internet Access	100.0	100.0	77.9
Multi-Room Network (LAN)	100.0	100.0	48.0

<b>Computers</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Students Per Academic Computer	4.5	4.9	4.4
% of Computers that are High or Moderate Power	98.7	99.3	89.4
% of Computers with High Speed Internet Access	100.0	100.0	71.3
% of Internet Computers with Filtering Software	100.0	100.0	64.8

This school does not have a functional satellite link.

### LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 65.5% of the middle/junior high schools subscribe to at least one service.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Print Volumes Per Student*	23.7	23.1	17.6
% of Print Volumes Purchased in the Last Three Years	15.5	13.8	12.4
# of Print Periodical Subscriptions	22	34.5	33.6
# of Non-Print Materials	399	439.5	448.6

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade 5	2000-01	N/A	N/A	N/A
	1995-96	N/A	N/A	N/A
Grade 7	2000-01	19.8	21.2	21.9
	1995-96	22.7	21.9	21.7

<b>Professional Staff</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1995-1996</b>
% Minority	9.0	8.5	3.6

<b>School Staff Count Full-Time Equivalent</b>	<b>2000-2001</b>	<b>1999-2000</b>
# of Certified Staff		
Teachers	73.7	68.7
Administrators	3.1	3.1
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	5.0	N/A
Other Professionals	2.5	N/A
# of Non-Certified Instructional	11.0	11.0

<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Average Number of Years Experience in Connecticut	14.6	13.3	14.1
% with Master's Degree or Above	70.8	69.2	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	32.6	32.4	22.8

## SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	48	48	37	No
Computer Education	0	0	24	N/A
English Language Arts	151	151	153	No
Family and Consumer Science	0	0	22	N/A
Health	48	48	27	No
Mathematics	145	145	142	No
Music	85	84	59	Yes
Physical Education	48	48	56	No
Reading I	66	66	95	No
Science	145	145	137	No
Social Studies	145	145	138	No
Technology Education	48	48	30	Yes
World Languages	145	145	102	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	2000-01 1995-96	31.0 21.7	26.6 24.4	25.6 22.5
World Language	2000-01 1995-96	84.4 90.1	85.7 93.0	44.3 40.5

### 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 (2000)	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 1999-2000 School Year	0.1	0.0	0.9
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	6.0	6.4	7.9
% Certified Staff Assigned to Same School the Previous Year	87.6	84.9	82.0

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** Results on the Third Generation test are not comparable to test results of previous years.

Connecticut Mastery Test, 3 <sup>rd</sup> Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Grade 6 Reading	78	78	62.1
Writing	75	75	61.1
Mathematics	78	77	57.5
All Three Tests	62.7	63.2	43.7
Grade 8 Reading	72	75	66.4
Writing	68	72	60.4
Mathematics	64	68	54.8
All Three Tests	51.5	56.8	43.5
Participation Rate	93.6	94.4	92.8




The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

**Connecticut Mastery Test Index, Third Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). Results on the Third Generation test are not comparable to test results of previous years.

Connecticut Mastery Test Index	School	District	State
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	80.6	82.9	76.1
Writing	81.8	83.9	76.9
Mathematics	79.7	81.5	73.6

For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	N/A	N/A	N/A
Grade 6	47.9	38.0	33.3
Grade 8	21.4	24.1	35.5

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2000	95.6	95.8	95.7



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## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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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.

During the past three years, Sedgwick students consistently improved their level of performance on the Connecticut Mastery Tests. Although the results of the third generation CMT are not directly comparable to previous years, an analysis of data indicates the percent of students at or above goal growing in reading to (78%), writing (75%), and mathematics (78%). Other measures of success include Sedgwick students distinguishing themselves in various disciplines:

- An eighth grade student was recognized by the National Council of Teachers of English in the Promising Young Writers Program.
- MathCounts team placed sixth in the state and an eighth grade student placed seventh.
- Several students were recognized on a National French Test; one finished seventh in the nation.
- A sixth grade team placed fourth in the nation in the Wordmasters competition.

The Sedgwick faculty continues to develop new instructional strategies through professional development to address academic need. The faculty is focused on further developing reading comprehension. Select students accelerate through the math continuum to provide opportunities to take courses at the high school. Teachers provide opportunities for tutorial assistance and homework support in all academic areas.

### **The following program changes are being implemented:**

- Continued staff development in reading strategies for all academic disciplines.
- Academic literacy reading strategies program.
- Study skills program adapted uniformly in all classes.
- Foundations course for low ability readers in grade eight social studies and English.
- FOCUS program for selected under-achieving students in grade eight social studies and English.

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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. For instance, character education or programs designed to improve school climate may be described.

### **Some accomplishments at Sedgwick that reflect our efforts:**

- Seventh grade students were recognized by the Connecticut Center for the Book's Annual Letters About Literature.
- A student editorial board published an award winning magazine, Sedgwick Scroll.
- Two-hundred students participated in the drama club production of "The Music Man."
- The student council sponsored a food drive to benefit the local food pantry.
- An annual project with the Rotary Club emphasized student writing.
- Thirty-five percent of eighth grade students received the Presidential Academic Fitness Award.

### **Special programs at Sedgwick that enhanced the school:**

- A school-wide character development program.
- An active PTO that includes a Team-Parent program to promote parental involvement.
- A school site plan that has guided the focus and goals of the school for four years.
- A sister school in New Britain to promote understanding among students.
- Mentor program involving students from Central Connecticut State University.
- Math resource center provides directed assistance to eighth grade students.
- Math Coaches program involving parent tutors.
- Author-in-Residence program sponsored the author Avi to talk to students.

Strategic School Profiles may be viewed on the internet at [www.csde.state.ct.us/public/der/datacentral](http://www.csde.state.ct.us/public/der/datacentral). 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](http://www.whps.org)

