

**STRATEGIC SCHOOL PROFILE 2003-04**

Middle and Junior High School Edition

**Sedgwick Middle School  
West Hartford School District**JERRY S COPPINIS, Principal  
School Type: Traditional/Regular

Telephone: 860-521-0610

---

 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

---

**STUDENT ENROLLMENT**

School Grade Range	6- 8
Total January Enrollment	1055
5-Year Oct. Enrollment Change	4.5%

**FACILITIES, 2002-03**

# of Permanent General Classrooms	68
# of Portable Classrooms	0
Yr. of Original Construction	1931

---

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District Middle/Junior High Schools</b>	<b>State Middle/Junior High Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2003-04	19.7	15.5	24.9
	2002-03	18.7	14.9	24.4
% of K-12 Students with Non-English Home Language	2003-04	17.8	16.5	10.6
	1998-99	19.3	18.3	10.3
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	95.2	95.0	91.1
	1998-99	92.4	92.6	91.0

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District Middle/Junior High Schools</b>	<b>% in State Middle/Junior High Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	60	5.7	4.4	3.0
Compensatory Education	107	10.1	9.4	16.1
Gifted and Talented Program	134	12.8	15.1	4.4
Special Education	137	13.1	13.3	12.2

## JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	99	9.4
Black	102	9.7
Hispanic	171	16.2
White	681	64.5
Other	0	0.0

**Total Minority 2003-04** 35.5%

**Total Minority 1998-99** 28.6%



### 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.

The Sedgwick Mentoring Program was established to address the issue of closing the achievement gap. Selected students were paired with a staff volunteer mentor who met for discussion and group activities. A local college professor and author spoke to participants on the benefits of mentoring and minority achievement. The Sedgwick Mentoring program was well received and sixty students were mentored on a regular basis.

Fifty students participated in Sedgwick's Step Team. Participants represented a cross section of Sedgwick's diverse population. They performed at several elementary schools and school events as well as a performance at Celebrate West Hartford and the West Hartford Memorial Day parade.

A Ghanaian master drummer worked with Sedgwick sixth grade students for a full day of workshops. An African dance and drumming group performed for the sixth grade as well. The two programs were designed to expose students to African culture through the art of drumming and dance. The Windsor High School Gospel Choir held workshops with Sedgwick's select sixth grade choir and performed for staff and students. For the seventh year, Sedgwick students participated in the inter-district River to the Sea program.

The Young Educators Society, Y.E.S., introduces students to the field of teaching. In its third year at Sedgwick, Y.E.S. encouraged students from all racial and ethnic backgrounds to consider the teaching profession. Thirty students from grade six through eight participated and were invited to the statewide convention held at Eastern Connecticut State University. The Sedgwick chapter of the national Technology Students Association consisted of male and female students who participated in technology and leadership activities at the state TSA conference held at Naugatuck Valley Community College.

For the second year, the Sedgwick Cartooning Club met to share cartooning ideas and philosophies. Culturally diverse animation techniques were presented at a workshop with a professional cartoonist. The year culminated with the publication of the collection of student cartoon drawings.

A committee led by students and staff from our ESOL program coordinated the annual Sedgwick International Celebration. Sixty-seven different cultures and ethnic groups were represented and many students and parents dressed in traditional clothing. Students produced and performed in a fashion show and talent show that reflected the various cultures of our community. Five hundred students and their families participated in this event.

The Gifts of Music, a program that encourages students to learn to play a musical instrument, offered private music lessons to students during the school day. Students who could not afford a musical instrument were provided one and also provided with the cost of participation in music festivals and competitions. The Talented Art Student Collaboration task force was created to identify talented art students and provide them the opportunity to explore their talent with additional projects and instruction.

The Sedgwick PTO and faculty facilitated an action plan developed by the Sedgwick community members of Conversations on Race. Additional study circles were held throughout the year for faculty and parents to build on the success of this committee. In addition, Sedgwick faculty members volunteered their time to work with Sedgwick and West Hartford students at HANOC. HANOC, a neighborhood community center, provided homework assistance and leadership activities to a diverse student population.

## 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	1,032	1,026	1,014

\*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	76.9
Voice	100.0	100.0	77.6
Internet Access	100.0	100.0	96.4
Multi-Room Network (LAN)	100.0	100.0	75.3

<b>Computers</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Students Per Academic Computer	4.0	4.2	3.5
% of Computers that are High or Moderate Power	96.2	97.9	71.8
% of Computers with Internet Access, All Speeds	100.0	99.6	92.8
% of Computers with High Speed Internet Access	100.0	99.6	91.5
% of Internet Computers with Filtering Software	100.0	100.0	95.0

This school does not have a functional satellite link.

### LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

<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*	24.0	24.0	18.2
% of Print Volumes Purchased in the Last Three Years	15.7	13.6	13.2
# of Print Periodical Subscriptions	46	40.5	31.1
# of Non-Print Materials	550	625.0	480.7

\*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	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
Grade 7	2003-04	20.8	20.1	21.6
	1998-99	21.2	21.8	21.7

<b>Professional Staff</b>	<b>2003-04</b>	<b>2002-03</b>	<b>1998-99</b>
% Minority	10.1	10.0	9.3

<b>School Staff Count Full-Time Equivalent</b>	<b>2003-04</b>	<b>2002-03</b>
# of Certified Staff		
Teachers	86.4	87.6
Administrators	5.3	5.8
Library/Media Staff	1.5	1.0
Counselors, Social Workers, and School Psychologists	6.0	6.0
Other Professionals	4.2	3.4
# of Non-Certified Instructional	17.0	17.0

<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	12.0	11.7	13.5
% with Master's Degree or Above	64.2	66.1	77.7
% Trained as Mentors, Assessors, or Cooperating Teachers	35.8	30.8	25.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	40	41	39	No
Computer Education	0	0	23	N/A
English Language Arts	166	168	165	No
Family and Consumer Science	0	0	19	N/A
Health	40	41	26	Yes
Mathematics	146	148	145	Yes
Music	98	93	59	Yes
Physical Education	60	61	54	No
Reading <sup>I</sup>	88	44	94	No
Science	146	148	141	No
Social Studies	146	148	140	No
Technology Education	40	41	28	Yes
World Languages	146	148	101	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	2003-04	30.6	41.9	28.3
	1998-99	20.0	21.4	27.6
World Language	2003-04	83.2	86.2	45.5
	1998-99	91.7	90.3	44.0

### 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 (2003)	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 2002-03 School Year	0.9	0.5	0.9
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	6.8	7.3	8.7
% Certified Staff Assigned to Same School the Previous Year	89.9	85.9	86.2


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2003-04</b>	<b>District 2003-04</b>	<b>State 2003-04</b>
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
All Three Tests	N/A	N/A	N/A	N/A
Grade 6 Reading	78	70.9	75.1	61.9
Writing	75	76.4	76.2	62.2
Mathematics	78	73.8	76.2	62.0
All Three Tests	62.7	57.3	61.6	46.4
Grade 8 Reading	72	73.4	76.3	66.7
Writing	68	75.6	73.8	61.8
Mathematics	64	68.2	71.1	56.3
All Three Tests	51.5	58.3	59.5	45.7
Participation Rate	93.6	96.5	97.1	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests			
 Grade 4	N/A	N/A	N/A
Grade 6	39.6	32.2	34.3
Grade 8	22.0	25.9	34.5

<b>Student Attendance</b>	<b>School</b>	<b>District Mid/Jr</b>	<b>State Mid/Jr</b>
% on October 1, 2003	97.3	96.9	96.7



---

## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

---

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.

Many Sedgwick students continue to score well on the CMT. Our eighth grade is at or above goal in reading (73%), mathematics (68%) and in writing (76%). Sixth grade CMT scores are: reading (71%), mathematics (74%) and writing (76%). When looking at the cohort of students who took both the 6th and 8th grade CMTs at Sedgwick, an increased number of students met goal in both reading and writing.

Other measures of success include Sedgwick students distinguishing themselves in various disciplines:

- MathCounts team placed third and a eighth grade student placed fifth in the state level competition
- Seven students scored in the top 5% on the American Mathematics Competition Test.
- Two students were recognized by the Department of English at UCONN for excellence in writing.
- A student placed second in the Connecticut Center for the Book Letters About Literature, a statewide competition.

The Sedgwick faculty reviewed and studied new instructional strategies to address academic literacy and differentiation. Faculty members planned and facilitated professional development activities that addressed the academic needs of our students. The faculty continues to focus on reading strategies in the content areas and reading comprehension. An increasing number of students accelerate through the math continuum resulting in the opportunity to take high level math courses at the high school. Teachers provide opportunities for tutorial assistance and homework support in all academic areas while an after school homework center in the library is available.

The following program changes are being implemented:

- Academic literacy program to include a reader's handbook and reading strategies for all grades
- Study skills program adapted uniformly in all classes
- FOCUS program to provide academic support for selected under-achieving students in grade 8
- Unified Sports and Circle of Friends programs
- Further development of a Technology Students Association on the national level
- Enhanced math program for underachieving math students

---

## SUPPLEMENTAL SCHOOL INFORMATION

---

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:***

- Connecticut Center for the Book's Annual Letters About Literature recognized 6th and 7th grade students.
- The Sedgwick Scroll, a student published magazine was recognized for excellence by the NCTE.
- Approximately two-hundred students participated in the drama club production of Tom Sawyer.
- The Sedgwick student council and service club participated in various community activities & fundraisers.
- An annual project co-sponsored with the West Hartford Rotary Club emphasized student writing.
- Thirty percent of eighth grade students received the Presidential Award for Educational Excellence.
- Select music groups First String and Jazz Band performed at the CME annual conference and received superior ratings at a regional music festival.
- Sedgwick technology program was recognized as the C. Middle School Tech Ed program of the year.

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

- School-wide character development program.
- Standards based developmental guidance program.
- An active PTO that includes a Team-Parent program to promote parental involvement.
- A school site plan to guide the focus and goals of the school for five years.
- Math resource center provides directed assistance to students.
- Math Coaches program with volunteer parents as tutors.
- Author-in- Residence program sponsored visits from author Rodman Philbrick.
- Developmental Math Program for students in grades six and seven.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). 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/schools/sedgwick/index.html](http://www.whps.org/schools/sedgwick/index.html)

