

STRATEGIC SCHOOL PROFILE 2004-05

Middle and Junior High School Edition

**Sedgwick Middle School
West Hartford School District**

BENJAMIN J SKAUGHT, Principal

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

Total Enrollment: 1123

5-Year Enrollment Change: 11.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6-8

SCHOOL NEED

Current and Past School Need	Year	School	District Middle/Junior High Schools	State Middle/Junior High Schools
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	16.0	13.2	23.9
	2002-2003	18.7	14.9	24.4
% of K-12 Students with Non-English Home Language	2004-2005	17.4	15.7	10.6
	1999-2000	20.4	18.8	10.1
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	94.0	93.4	92.0
	1999-2000	89.2	91.5	90.4

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)	67	6.0	4.2	3.2
Compensatory Education	0	0.0	0.0	13.5
Gifted and Talented Program	139	12.4	13.5	4.0
Special Education	130	11.6	12.1	11.8

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	107	9.5
Black	111	9.9
Hispanic	177	15.8
White	728	64.8

Total Minority 2004-2005 35.2%

Total Minority 1999-2000 33.3%



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 continues 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. The Sedgwick Mentoring Program, in its second year, continued with sixty students who were mentored on a regular basis. In addition, Sedgwick faculty members volunteered their time to work with students at HANOC. HANOC, a neighborhood community center, provided homework assistance and leadership activities to a diverse student population.

Twenty students participated in Sedgwick's Step Team. Participants represented a cross section of Sedgwick's diverse population. They performed at elementary schools and school events as well as at community celebrations. A morning basketball and weight training program was created to build connections between students and school.

A Ghanaian master drummer worked with Sedgwick sixth grade students for a full day of workshops. The program was designed to expose students to African culture through the art of drumming and dance. For the eighth 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 fourth year at Sedgwick, Y.E.S. encouraged students from all racial and ethnic backgrounds to consider the teaching profession. Twenty-five students from grade six through eight participated and were invited to the statewide convention held at Eastern Connecticut State University.

For the third year, the Sedgwick Cartooning Club met to share cartooning ideas and philosophies. Culturally diverse animation techniques were presented. 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.

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.

A Knitting and Crocheting Club was created which attracted a diverse group of students. It emphasizes charitable work as part of a student's participation.

Grade six students worked on a joint interdisciplinary project with a sister school in New Britain to gain a better understanding of our communities' similarities and differences. Students worked collaboratively and designed a model of a future town that celebrates the unique characteristics of New Britain and West Hartford while also addressing the needs of each community. Sedgwick students also participated in a program called Learning through Videoconferencing. A program designed to help students from different socioeconomic levels make connections with each other.

SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,007	1,014	1,014

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

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District Middle/Jr	State Middle/Jr
Video	100.0	100.0	77.2
Voice	100.0	100.0	77.9
Internet Access	100.0	100.0	97.8
Multi-Room Network (LAN)	100.0	100.0	77.9

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	4.1	4.2	3.3
% of Computers that are High or Moderate Power	84.9	85.7	80.1
% of Computers with Internet Access, All Speeds	100.0	100.0	96.1
% of Computers with High Speed Internet Access	100.0	100.0	94.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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.

Print and Non-Print Materials	School	Dist Mid/Jr	State Mid/Jr
# of Print Volumes Per Student*	24.9	25.0	19.0
% of Print Volumes Purchased in the Last Three Years	16.4	14.1	13.1
# of Print Periodical Subscriptions	50	43.5	31.2
# of Non-Print Materials	650	692.5	473.5

*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



Average Class Size		School	District	State
Gr. 5	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
Gr. 7	2004-2005	20.5	20.0	20.9
	1999-2000	19.7	20.5	21.9

Professional Staff	2004-2005	2003-2004	1999-2000
% Minority	10.9	10.1	8.5

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	87.5	86.4
Administrators	3.0	5.3
Department Chairs	2.8	N/A
Library/Media Staff	1.5	1.5
Counselors, Social Workers, and School Psychologists	5.8	6.0
Other Professionals	3.3	4.2
# of Non-Certified Instructional	15.0	17.0

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	11.2	11.4	13.3
% with Master's Degree or Above	62.7	66.4	78.0
% Trained as Mentors, Assessors, or Cooperating Teachers	36.4	33.2	26.4

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	21	N/A
English Language Arts	162	166	167	No
Family and Consumer Science	0	0	20	N/A
Health	40	41	25	Yes
Mathematics	142	146	146	Yes
Music	88	91	93	Yes
Physical Education	60	61	54	No
Reading ^I	62	31	91	No
Science	142	146	142	No
Social Studies	142	146	142	No
Technology Education	40	41	29	Yes
World Languages	142	146	97	No

E indicates elective, I indicates integrated courses.

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School	2004-2005	37.1	49.3	29.0
Level Math	1999-2000	27.3	35.9	26.0
World	2004-2005	85.4	85.4	46.8
Language	1999-2000	87.1	88.7	43.8

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 Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2004)	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 2003-04 School Year	0.3	0.5	0.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	7.8	7.2	8.7
% Certified Staff Assigned to Same School the Previous Year	83.6	86.3	85.2


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.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
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	69.1	72.7	60.5
Writing	72.0	75.2	61.3
Mathematics	72.5	75.4	60.9
All Three Tests	56.9	60.2	45.3
Grade 8 Reading	77.3	78.3	64.9
Writing	73.9	74.6	60.7
Mathematics	67.8	69.3	55.7
All Three Tests	59.1	61.3	45.2
Participation Rate	98.5	98.8	99.0



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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	N/A	N/A	N/A
Grade 6	36.1	31.7	34.3
Grade 8	29.1	31.5	35.2

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2004	97.3	96.6	96.2



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.

Student Performance and Accomplishments

Many Sedgwick students continue to score well on the CMT. Our eighth grade is at or above goal in reading (77%), mastery in mathematics (68%) and in writing (73.9%). Sixth grade CMT scores are: reading (69%), mathematics (73%) and writing (72%). We continue to make progress and AYP.

- A student qualified for state MathCounts competition placing 2nd in the state for countdown competition and 12th overall in the state.
- A 6th grade student placed in the top 4% grade level, 10% overall and a 7th grade student placed in the top 1% grade level, 4% overall among nationwide participants in the American Mathematics Competition.
- One student had a piece published by the Department of English at UCONN for excellence in writing.
- A grade eight student placed 1st, a grade seven student placed 1st and two grade six students placed 2nd and 3rd and several students received honorable mention in the Connecticut Center for the Book Letters About Literature statewide competition.
- An increasing number of students accelerate through the math continuum resulting in the opportunity to take high level math courses at the high school.
- Unified Sports received state recognition for an exemplary program.
- Unified Theater, in it's inaugural year, students wrote and produced a theatrical production.
- Circle of Friends, students participated in a grant sponsored program provided by A.C.T. and produced a report on energy conservation which was presented to the Town Council.

Plans for Improvement

- The faculty continues to focus on reading strategies in the content areas and reading comprehension.
- Teachers provide opportunities for tutorial assistance and homework support in all academic areas while an after school homework center in the library is available.
- Academic literacy program to include a reader's handbook and reading strategies for all grades.
- Study skills program adapted uniformly in all classes .

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:

- The Sedgwick Scroll, a student published magazine was recognized for excellence by the NCTE
- Approximately two-hundred fifty students participated in the drama club production of Joseph and the Amazing Technicolor Dreamcoat as well as approximately 200 parents
- 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
- Twenty-five percent of eighth grade students received the Presidential Award for Educational Excellence
- Select music groups Sounds, First String and Jazz Band performed at the Fiesta-Val International Music Festival and received superior /excellent ratings at a regional music festival
- Four students recognized for Excellence in French for the state and three students nationally
- A Sedgwick ESOL student won first prize in an essay contest sponsored by the Connecticut Center for the Book through the Hartford Public Library. The topic was "Why We Came And What We Brought"

Special programs at Sedgwick that enhanced the school:

- Standards based developmental guidance program
- An active PTO that includes a Team-Parent program to promote parental involvement
- Math resource center provides directed assistance to students as well as coordinate a parent tutor program
- Author-in-Residence program sponsored visits from author Sharon Draper
- A supplemental Math program provides additional math instruction for low achieving math students
- A Talented Art Student Collaboration task force identifies and assists talented art students
- Visiting Artists Program hosted three visiting artists, a quilt maker, a doll maker and a mixed media artist

Strategic School Profiles may be viewed on the internet at 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

Filename: JR138.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\File1
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 155-52
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:29 PM
Change Number: 1
Last Saved On: 12/12/2005 3:29 PM
Last Saved By: CSDE
Total Editing Time: 0 Minutes
Last Printed On: 1/6/2006 12:31 PM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,393 (approx.)
Number of Characters: 13,187 (approx.)