

**STRATEGIC SCHOOL PROFILE 2006-07**

Middle and Junior High School Edition

**Sedgwick Middle School  
West Hartford School District**

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

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**STUDENT ENROLLMENT**

Total Enrollment: 910

5-Year Enrollment Change: -11.3%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6- 8

**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	2006-07	17.0	14.5	23.1
	2002-03	18.7	14.9	24.4
% of K-12 Students with Non-English Home Language	2006-07	20.2	18.1	10.4
	2001-02	16.2	15.2	10.7
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	91.3	94.5	92.5
	2001-02	90.9	92.9	90.5

<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)	36	4.0	3.3	3.5
Compensatory Education	0	0.0	0.0	13.3
Gifted and Talented Program	107	11.8	13.6	5.4
Special Education	103	11.3	11.4	11.7

Race/Ethnicity	Number	Percent
American Indian	4	0.4
Asian American	85	9.3
Black	105	11.5
Hispanic	149	16.4
White	567	62.3

## STUDENT RACE/ETHNICITY

<b>Total Minority 2006-07</b>	37.7%
<b>Total Minority 2001-02</b>	33.1%

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

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 Middle School is committed to closing the achievement gap by reducing racial, ethnic and economic isolation. To achieve this goal, Sedgwick partnered with the Amistad Academy, a charter school in New Haven with a proven record in closing the achievement gap. During the course of the year, teams of teachers visited the Amistad Academy and brought back ideas they felt could be incorporated into a suburban public school setting. The staff of the school has come together to identify key practices they have in common that promote academic excellence for all students. Their efforts have resulted in higher achievement scores, a closing of the achievement gap, and greater recognition and participation of under-represented student groups in award ceremonies and school activities. Additional activities that support this effort include a school-wide mentoring program for at-risk students, faculty volunteers at HANOC (a neighborhood community center to provide homework assistance), an inter-district River-to-the-Sea program and after-school clubs for step team, cartooning, knitting and crocheting and a science program on energy conservation, all of which attract a diverse population of students. A sixth grade welcoming barbecue and "Tour of the Americas" project brings families together who are representative of our student population. African drum and dance is taught as part of our music program, and "Gifts of Music" is a program that provides free private lessons to minority students. Our ESOL program sponsors a "Culture Day" with day long activities in all classrooms and an evening program where both students and parents participate in a celebration. In addition, guest speakers on storytelling and the struggles in Darfur have encouraged students to become socially involved and aspire to contribute their skills and talents toward improving our society.

### SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,005	1,010	1,016

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

### TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District Middle/Jr	State Middle/Jr
Video	100.0	100.0	77.8
Voice	100.0	100.0	77.5
Internet Access	100.0	100.0	99.3
Multi-Room Network (LAN)	100.0	100.0	80.9

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	2.6	2.6	3.0
% of Computers that are High or Moderate Power	99.7	98.2	92.0
% of Computers with Internet Access, All Speeds	100.0	100.0	98.1
% of Computers with High Speed Internet Access	100.0	100.0	97.5
% of Internet Computers with Filtering Software	100.0	100.0	99.7

This school does not have a functional satellite link.

## SCHOOL RESOURCES, continued

### 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*	30.1	27.7	20.1
% of Print Volumes Purchased in the Last Three Years	21.6	27.4	13.1
# of Print Periodical Subscriptions	46	34.7	27.8
# of Non-Print Materials	783	657.7	520.6

\*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



Average Class Size		School	District	State
Gr. 5	2006-07	N/A	N/A	N/A
	2001-02	N/A	N/A	N/A
Gr. 7	2006-07	18.1	19.3	20.8
	2001-02	22.1	22.0	21.9

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	76.3	80.3
Administrators	3.0	3.0
Department Chairs	2.3	1.7
Library/Media Staff	1.0	1.5
Counselors, Social Workers, and School Psychologists	5.5	5.8
Other Professionals	2.9	3.4
# of Non-Certified Instructional	14.0	12.0

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	11.8	12.5	10.8
Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Years of Experience in Connecticut and Other Locations	13.2	13.0	14.4
% with Master's Degree or Above	80.4	82.3	78.8

## SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	47	46	38	No
Computer Education	0	0	21	N/A
English Language Arts	142	138	169	Yes
Family and Consumer Science	0	0	15	N/A
Health	47	53	24	Yes
Mathematics	142	138	149	Yes
Music	87	95	56	Yes
Physical Education	47	53	55	No
Reading	60	20	98	No
Science	142	138	144	Yes
Social Studies	142	138	144	Yes
Technology Education	47	46	25	Yes
World Languages	142	138	97	Yes

E indicates elective, I indicates integrated courses.

## SCHOOL PROCESSES, continued

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School Level Math	2006-07	38.7	41.7	30.1
	2001-02	31.3	38.5	26.8
World Languages	2006-07	83.6	82.2	46.8
	2001-02	86.3	87.6	41.5



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 (2006)	Yes	Yes
Other	Yes	No

Student and Teacher Statistics	School	District Mid/Jr	State Mid/Jr
% of Students Retained in Grade after 2005-06 School Yr	0.2	0.3	0.6
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	7.5	6.7	9.2
% Certified Staff Assigned to Same School the Previous Yr	79.4	77.6	85.6

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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The following narrative was submitted by this school.

Sedgwick Middle School strongly supports good communication between the home and school. Traditional means of keeping in touch with parents include weekly mailings from the interdisciplinary teams, a monthly newsletter from the school/PTO, phone calls home from teachers, a homework hotline where parents can retrieve students' current homework assignments, mandatory and voluntary parent conferences, and when needed, parent signatures acknowledging receipt of information carried home by students. Current technology has allowed even greater and more rapid communication home through e-mail and website access. Many teachers utilize e-mail to keep in touch with parents. The school website contains a section where student homework assignments can be posted, and several listservs are available to parents who wish to receive immediate notice of events and activities as they are posted. A Home School Liaison works closely with our Hispanic community to ensure that homes where Spanish is the primary language are kept informed of school events. Both our liaison and chair of our guidance department are fluent in Spanish and make a special effort to reach out to the Latino community.

The Sedgwick staff holds a Friday morning coffee and dress-down day, collecting donations for participation. The funds collected are used for scholarships for our students needing financial assistance.

Parents are also a valuable resource to our students. In addition to helping chaperone field trips, school dances and classroom activities, parents volunteer as mentors to students who need assistance in math and help supervise our writing lab. College students majoring in education at a local university also receive field experience by working with teachers and assisting in the writing lab. Parents also support the school by making contributions to the Foundation for West Hartford Public Schools. Their fundraising has provided competitive grants to schools in West Hartford. Sedgwick has succeeded in being awarded grants that include an "Author-in-Residence Program," technology grants, "Spanish for Spanish speaking students," and numerous other projects that impact our instructional programs.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State 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 All Schools in State	
				Lowest %	Highest %
Grade 4 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 6 Reading	78.9	79.6	64.3	0.0	100.0
Writing	65.8	72.3	63.0	0.0	97.5
Mathematics	74.6	76.3	63.9	0.0	97.4
Grade 7 Reading	75.3	79.0	65.9	2.7	97.8
Writing	73.3	74.8	60.4	0.0	95.0
Mathematics	66.8	70.0	60.3	0.0	97.0
Grade 8 Reading	78.3	78.7	66.6	2.4	96.2
Writing	75.4	73.7	64.0	0.0	96.4
Mathematics	80.8	75.6	60.8	0.0	98.1

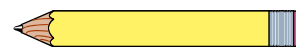


These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

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	State Middle/Jr High
% on October 1, 2006	96.9	97.0	96.1



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State		
				Lowest %	Highest %	
	Grade 4	N/A	N/A	N/A	0.0	86.6
	Grade 6	39.0	30.6	35.5	0.0	93.8
	Grade 8	31.0	41.2	36.7	0.0	92.0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Sedgwick students showed significant gains on this past year's CMT scores. After falling short of AYP for the past two years, Sedgwick attained "Safe Harbor" by reducing the percent of students in the sub groups of special education and economically disadvantaged that fell below proficiency in math, reading and writing. In addition, every grade level identified specific strands within the CMT where our students were the weakest and focused their efforts on improving in those areas. Gains were made in every one of those categories, some showing an increase of up to 30%. Scores in some areas of the CMT showed a significant reduction in the achievement gap. To assist some of our struggling students, a Saturday Academy was held to raise student skills in math and English. Many teams of teachers held regular Homework Centers to help students improve their academic standing. In addition to our more traditional math support classes, a "math cave" is available to students to provide additional math instruction during the day for those who need to improve their math skills. A writing lab is also available to students to use for help in completing writing assignments. Teachers in every discipline utilize a common set of instructional terms and methods when assigning open-ended questions to students.

Specific action plans are developed each year in the areas of Curriculum and Instruction, Supervision, Interim Assessments, and Time-on-Task to improve student achievement. Math and English teachers worked with their grade level teams to provide interdisciplinary support to improve skills needed by the students. Interim assessment testing data was analyzed to measure student improvement and modify instruction to meet students' needs. Grade six teams developed and implemented a school improvement plan entitled REACH (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work) inspired by the program developed by the Amistad Academy. REACH is a comprehensive plan for teaching students how to be successful in school and further on in life. This initiative benefits all students by setting consistent and high academic and behavioral standards. The plan's success led to the decision for implementation of a grade 7 REACH program in 2007-2008.

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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 clubs and activities designed to interest students to foster a connection to the school and help create a natural mentor relationship between the advisor of the club/activity and the student. Drama Club is open to any student who has an interest in any aspect of theater arts including acting and performing on stage as well as behind the scenes as a technician, stage crew or stage craft. Math Counts is a nation-wide competitive math coaching program open to students who wish to increase their "mathleticism." The River to the Sea Program is open to grade 7 and 8 students who collaborate with middle school students from other districts on a project to restore the salmon in the Connecticut River tributaries. The Sedgwick Scroll is an award-winning literary magazine open to students who wish to express themselves through writing and improve their written communication skills. Student Council is an elected group of students who organize activities for our students throughout the year while learning about our representative form of government. They are actively involved in many community service projects. Our Technology Students Association is part of a national organization offering opportunities for students to participate in activities, competitions and workshops covering a broad spectrum of technology. Unified Sports and Unified Theater are two programs which partner special needs students with regular education students in competitive sports and a theatrical production. Yearbook Club is open to all grade 8 students who work collaboratively to produce the school's yearbook. Our intramural sports program is open to all students at all ability levels and available on most afternoons at the close of school. We offer a variety of activities which include boys' and girls' soccer, cross country, boys' and girls' flag football, homeroom volleyball, basketball, fitness center, badminton, boys' wrestling, and softball. In addition, we have an interscholastic track and field team which is open to all students and competes against area middle schools.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data 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)



Filename: JR136.DOC  
Directory: J:\Cloud\SSP Internet 2006-07  
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Data\Microsoft\Templates\Normal.dot  
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Author: csde  
Keywords:  
Comments:  
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