

**STRATEGIC SCHOOL PROFILE 2008-09**

Middle and Junior High School Edition

**Sedgwick Middle School  
West Hartford School District**

BENJAMIN J. SKAUGHT, Principal

NEELA THAKUR, Asst. Principal

JUAN MELIAN, Asst. Principal

Telephone: (860) 570-6500

Website: [www.whps.org/schools/sedgwick/index.html](http://www.whps.org/schools/sedgwick/index.html)

Location: 128 Sedgwick Road

West Hartford,

Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: 6- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 866

5-Year Enrollment Change: -17.9%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	195	22.5	18.2	25.1
Students Who Are Not Fluent in English	44	5.1	4.3	3.7
Students with Disabilities	91	10.5	11.4	11.7
Students Identified as Gifted and/or Talented	98	11.3	14.7	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	570	93.1	92.3	92.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	1,005	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	18.5	21.2	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	39.6	52.8	34.2
World Language	88.4	88.7	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	47	33
Computer Education	0	15
English Language Arts	202	229
Family and Consumer Science	0	13
Health	47	24
Library/Media Skills <sup>I</sup>	6	6
Mathematics	142	152
Music <sup>E</sup>	47	24
Physical Education	47	53
Science	142	144
Social Studies	136	143
Technology Education	47	23
World Languages	142	77

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

### Lunch

An average of 20 minutes is provided for lunch during full school days.

<sup>I</sup>Interdisciplinary approach

<sup>E</sup>Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	5.1	4.3	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	54.9	54.8	76.8

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.7	2.1	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	36.1	30.1	21.0
# of Print Periodical Subscriptions	33	31	28

\*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.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	63.90
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	10.50
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	5.43
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	26.00

In 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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.2	12.6	14.0
% with Master's Degree or Above	82.9	78.1	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.5	7.2	9.0
% Assigned to Same School the Previous Year	86.8	86.2	86.7

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Sedgwick Middle School coordinates excellent communication between the home and school. Traditional means of keeping in touch with parents include mailings from the interdisciplinary teams, a monthly newsletter from the school, phone calls home from teachers, e-mails, homework hotlines and homework websites (where parents can confirm their students' current homework assignments), parent / teacher / student conferences and, when needed, weekly progress reports are carried home by students and signed by parents. We send home detailed Progress Reports for every student mid-way through each quarter. The school website is an excellent source of information about the school and its activities and events. Several listservs are available to parents who wish to have immediate notice of events and activities as they are posted. We have one Assistant Principal and one School Counselor who are fluent in Spanish and make a special effort to reach out to our Latino community. Many sections of our school website have been translated into Spanish and our school newsletter, the Sedgwick Scene, is also published in Spanish. The Sedgwick staff has a monthly potluck breakfast and Friday dress-down days, collecting donations for participation. The funds collected go toward scholarships for our students needing financial assistance for field trips. Parents voluntarily contributed money towards our field trip scholarship fund. Parents are a valuable resource to our students. In addition to helping to chaperone some field trips, parents also help out with our school dances, classroom activities, mentor and tutor students, and volunteer in our Media Center. Parents also support our school by making contributions to the West Hartford Foundation for Public Schools. Their fund-raising has provided competitive grants to teachers at Sedgwick. We have a parent representative on our School Improvement Committee. The PTO, our Parent Teacher Organization, organized a "Read-a-Thon" to financially support team activities and an "Ice Skating Social" for our 6th graders. The PTO helps to publish our school newsletter "The Sedgwick Scene" and have a web page on our school website.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	103	11.9
Black	92	10.6
Hispanic	159	18.4
White	511	59.0
Total Minority	355	41.0

**Percent of Minority Professional Staff:** 12.5%

**Open Choice:** 5 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 21.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 27.

### 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. Some activities that helped us support this goal are the following: Interscholastic Track & Field and Cross-Country Teams, after school grade level Homework Clubs, the Equity in Excellence Committee, Career Day, and our Spanish for Spanish Speakers Course. Additional activities that support this effort include student and faculty participation at HANOC (a neighborhood community center that provides after school homework assistance), after school clubs such as Step Team, intramurals, and Art Club, all of which attract a diverse population of students. A sixth grade welcoming barbeque, Science Fair, and "Tour of the Americas" project brings families together who are representative of our entire student population. African drumming and dancing is taught as a part of our music curriculum and "Gifts of Music" is a program that provides free private instrumental lessons to students of low income families. In the spring, we had a school-wide "Celebrate Our Diversity" Day with day-long activities in all classrooms. Throughout the school year, our academic teams visited college campuses to encourage students to begin thinking about their academic plans for after high school. Author-in-Residence, Sharon Draper, made presentations for all grade levels this year, and her novels that portray the lives of diverse characters were widely read by our students and teachers.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	37.8	31.5	35.3	57.9
Grade 8	28.8	39.4	36.8	39.3

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**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 Schools in State with Equal or Lower Percent Meeting Goal
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
Grade 5 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
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	75.5	78.9	68.9	58.1
Writing	62.5	70.7	62.2	50.3
Mathematics	72.5	81.4	68.8	54.5
Grade 7 Reading	83.3	86.0	74.9	69.9
Writing	71.9	71.9	62.9	66.3
Mathematics	76.8	79.2	66.0	70.6
Grade 8 Reading	80.7	83.1	68.4	70.5
Writing	75.6	76.2	66.5	64.2
Mathematics	76.0	75.5	64.5	66.3
Science	74.6	74.2	60.6	71.2

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.com](http://www.ctreports.com).

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 Schools	State Middle/Jr. High Schools
% Present on October 1	96.7	93.3	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 114 students were responsible for these incidents. These students represent 13% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	27	0
Theft	5	0
Physical/Verbal Confrontation	47	0
Fighting/Battery	13	0
Property Damage	12	0
Weapons	6	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	183	0
Total	299	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Sedgwick continues to demonstrate growth in many areas that are measured by CMT scores. Math and English Departments closely analyzed all CMT scores and determined which particular strands and objectives were the weakest among students in each particular grade. Interdisciplinary efforts were made to address those weakest strands and re-assess routinely throughout the school year. On each academic team, individual students were identified who were not meeting with proficiency in certain CMT areas (Band 1 and Band 2 students). Instruction for these students was differentiated and targeted. Some students came in on Saturdays to work on computerized programs (ALEKS and Study Island) that targeted CMT skills. Each grade level set up an after school Homework Center. These Homework Centers provided students with a structured environment to get their homework done with the assistance of a certified classroom teacher. In addition to our math support classes, we offer a "Math Cave" program where students can receive additional instruction in math during their Learning Lab (Study Hall) time period. Teachers in every discipline utilize a common set of instructional and CMT terms. At Sedgwick, we teach students to use the ASC method when they respond in writing to open-ended questions about a text. We continued to refine and improve our system for administering district-wide common Interim Assessments in the areas that are tested on the CMT. These assessments were given 3 - 4 times throughout the school year. Teachers worked in Data Teams under the supervision of Department Supervisors to analyze the data and plan for future instruction. Sedgwick adheres to a school-wide REACH philosophy. By teaching all students the value of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work, students helped to create a better school environment and demonstrated increased academic achievement. The REACH model is also used by the Amistad Academy in New Haven, Connecticut and was created by Achievement First.

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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 engage students and help them to foster a connection to school. These school activities also help to create a very natural mentor / mentee relationship between the advisor of the club / activity and the student. Our Drama Club is open to any student who has an interest in any aspect of theater production. This includes acting, sound, light, stage crew, costume design, and set design. The Sedgwick Scroll is an award-winning literary magazine open to students who wish to express themselves through writing and who wish to improve upon their written communication skills. Student Council is made up of students who are elected by their peers. They help organize many social and community service activities throughout the school year. Our Technology Student Association is an award-winning program that offers opportunities for students to participate in activities, competitions, and workshops covering a broad spectrum of technology. Unified Sports and Unified Theater are two programs in which special needs students partner with regular education students in both sporting competitions and theatrical productions. Yearbook Club is open to 8th grade students who wish to work collaboratively to produce the school yearbook. Our intramural program is open to all students, regardless of ability level, and runs almost every day after school. These intramurals include soccer, flag football, volleyball, basketball, weight training, badminton, wrestling, and softball. We have an Interscholastic Cross Country Team and a Track & Field Team. We have an Odyssey of the Mind Team. We also have a Step Team that is open to all students.

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