

**STRATEGIC SCHOOL PROFILE 2007-08**

Middle and Junior High School Edition

**Sedgwick Middle School  
West Hartford School District**

BENJAMIN J. SKAUGHT, Principal  
NEELA THAKUR, Asst. Principal  
BRUCE L. BARGER, Asst. Principal  
Telephone: (860) 521-0610

Location: 128 Sedgwick Road  
West Hartford,  
Connecticut

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

---

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).

---

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 6- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 865

5-Year Enrollment Change: -16.7%

**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	179	20.7	16.0	23.6
Students Who Are Not Fluent in English	38	4.4	3.9	3.8
Students with Disabilities	91	10.5	11.1	11.6
Students Identified as Gifted and/or Talented	102	11.8	14.9	7.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	548	92.1	94.9	92.3

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	1,003	1,017

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	20.5	20.3	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	37.8	47.0	31.2
World Language	85.8	86.3	46.4

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	47	40
Computer Education	0	21
English Language Arts	142	171
Family and Consumer Science	0	17
Health	47	24
Mathematics	142	149
Music	81	15
Physical Education	47	55
Reading	60	95
Science	142	144
Social Studies	142	144
Technology Education	47	26
World Languages	142	97

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 31.7% 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.

E indicates elective, I indicates integrated courses.

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	4.3	3.8	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	76.9	64.2	74.4

## 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	1.8	2.2	2.7
% of Computers with Internet Access	99.8	99.9	98.8
% of Computers that are High or Moderate Power	100.0	99.5	94.7
# of Print Volumes Per Student*	34.6	29.2	20.5
# of Print Periodical Subscriptions	36	32	27

\*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	67.30
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	9.50
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and Assistants	3.00
Administrators, Coordinators, and Department Chairs	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	30.25

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	13.1	12.6	13.8
% with Master's Degree or Above	81.3	77.7	75.5
Classroom Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.8	6.8	9.0
% Assigned to Same School the Previous Year	75.0	73.6	74.9

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**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.

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

Sedgwick Middle School strongly supports good communication between the home and the 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 retrieve their students' current homework assignments, parent conferences and, when needed, weekly progress reports that are carried home by students and signed by parents. 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. A Home / School Liaison faculty member worked very closely with our Hispanic community to ensure that in homes where Spanish is the primary language, parents were kept informed of school events and student progress. Both our Home / School Liaison and one of our school counselors are fluent in Spanish and made a special effort to reach out to our Latino community. Our Home / School Liaison also worked closely with all families who were new to West Hartford. 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 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, volunteer in our Media Center and work in our Writing Lab. College students majoring in education at a local university also receive valuable field experience by working with teachers and assisting students in our Writing Lab. 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. Sedgwick has received several technology grants, a "Spanish for Spanish Speakers" class, and numerous other projects that enrich our educational program here 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 contributes to our school newsletter "Sedgwick Scene" and has a web page on our school website.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	92	10.6
Black	92	10.6
Hispanic	153	17.7
White	524	60.6
Total Minority	341	39.4

**Percent of Minority Professional Staff:** 12.6%

**Open Choice:** 6 students 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:** 19.7% 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 26.

### 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 fully committed to closing the achievement gap by reducing racial, ethnic, and economic isolation. To achieve this goal, Sedgwick has partnered with the Amistad Academy in New Haven, Connecticut. Amistad Academy is a charter school with a proven record of closing the achievement gap. During the course of the school year, teams of Sedgwick teachers and administrators visited the Amistad Academy and brought back new ideas that they felt could be successfully incorporated into a suburban public school setting. The faculty of Sedgwick Middle School has come together to identify common key practices that they will implement to promote academic excellence for all students. Their efforts have resulted in higher achievement scores in some areas, 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 faculty participation at HANOC (a neighborhood community center to provide homework assistance), after school clubs such as Step Team, intramurals, cartooning, and science (energy conservation), 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 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 "Unity 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. Departments select new textbooks and novels with one criteria being minority representation in photographs, illustrations, and characters. Author-in-Residence, Sharon Draper was invited for the 2008 – 2009 school year.

## 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	28.9	25.6	35.4	38.1
Grade 8	40.5	46.5	37.0	60.2

\*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	71.5	74.6	66.3	56.8
Writing	69.6	73.7	61.9	66.7
Mathematics	75.6	78.7	66.4	65.2
Grade 7 Reading	82.7	83.3	71.1	68.1
Writing	75.1	72.6	62.0	72.7
Mathematics	75.3	75.5	63.0	70.5
Grade 8 Reading	74.7	76.1	64.8	63.1
Writing	73.7	75.1	63.4	62.1
Mathematics	72.5	73.2	60.8	63.2
Science	70.1	71.2	58.6	58.1

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.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	96.6	96.6	96.5

### 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 2006-07 school year, 83 students were responsible for these incidents. These students represent 8.8% of the estimated number of students who attended this school at some point during the 2006-07 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, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	1
Sexually Related Behavior	3	0
Personally Threatening Behavior	16	0
Theft	12	0
Physical/Verbal Confrontation	20	0
Fighting/Battery	6	0
Property Damage	2	0
Weapons	1	0
Drugs/Alcohol/Tobacco	4	0
School Policy Violations	130	0
Total	195	1

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this school.

Sedgwick continues to demonstrate growth in almost all 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 amongst 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. Instruction for these students was differentiated and targeted. Some students were assigned to a Saturday Academy for three days to better prepare them for the CMT. This Saturday Academy focused on math and English. 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. A Writing Lab is also available to help students as they work on writing assignments in any content area. 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 Interim Assessments in the areas that are tested on the CMT. These assessments were given four 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 adopted a school-wide REACH initiative. 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.

---

**SUPPLEMENTAL SCHOOL INFORMATION**

---

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 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 and 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 to organize many activities throughout the school year. Our Technology Student Association is an award-winning program that is part of a national organization 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 all 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. We offer a variety of activities which include soccer, flag football, volleyball, basketball, weight training, badminton, wrestling, and softball. We also have a school-wide cross country team that competes against the two other middle schools in the district. We also have a Drill Team that is open to all students.

---



Filename: JR137.DOC  
Directory: J:\SSPbox\SSP Internet 2007-08  
Template: C:\Documents and Settings\cloudr\Application  
Data\Microsoft\Templates\Normal.dot  
Title: 155-52  
Subject:  
Author: csde  
Keywords:  
Comments:  
Creation Date: 12/2/2008 11:40 AM  
Change Number: 1  
Last Saved On: 12/2/2008 11:40 AM  
Last Saved By: csde  
Total Editing Time: 0 Minutes  
Last Printed On: 12/4/2008 9:27 AM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,826 (approx.)  
Number of Characters: 15,521 (approx.)