

**STRATEGIC SCHOOL PROFILE 2005-06**

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: 966

5-Year Enrollment Change: -5.8%

**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	2005-06	18.1	14.5	23.9
	2002-03	18.7	14.9	24.4
% of K-12 Students with Non-English Home Language	2005-06	19.4	17.5	10.8
	2000-01	17.6	17.0	10.6
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	91.5	91.6	91.5
	2000-01	97.2	94.1	90.2

<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)	62	6.4	5.2	3.7
Compensatory Education	0	0.0	0.0	13.8
Gifted and Talented Program	110	11.4	13.2	4.9
Special Education	112	11.6	12.0	11.7

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	92	9.5
Black	99	10.2
Hispanic	164	17.0
White	608	62.9

**Total Minority 2005-06** 37.1%

**Total Minority 2000-01** 31.5%



### 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.

Sedgwick Middle School is committed to closing the achievement gap by reducing racial, ethnic and economic isolation. A committee of faculty members (The Equity & Excellence Committee) was formed to provide leadership and organize activities that would address the isolation. They purchased posters to display around the school that portray successful adults reflective of the diverse community within our school. A school-wide event, "Becoming an Ally Day", was held with guest speakers, team activities and video presentations that increased student awareness and fostered the discussion of issues surrounding anti-Semitism, genocide in Africa, and the damage done by stereotyping. Additional activities include:

- School-wide mentoring program matching staff members with at-risk students.
- Faculty volunteers at HANOC, a neighborhood community center, providing homework assistance.
- After school activities that attract a diverse population, Step Team, Knitting and Crocheting Club, Cartooning Club.
- Participation in the inter-district River to the Sea program.
- Science ACT program that connects students interested in Science with a diverse population within the school and between schools statewide.
- Sixth grade parents/students/teachers gather together at the beginning of the school year for a barbecue to get acquainted and establish connections. This activity and the "Tour of the Americas" activity in the spring bring out the largest participation of parents representative of our diverse community throughout the school year.
- African drum and dance is taught within the music program engaging all students and giving them an appreciation of Ghanaian culture.
- Gifts of Music provides private lessons at no cost to minority students.
- Our ESOL program sponsors an International Day where over sixty different cultures are represented in a fashion show, talent show, artistic displays and numerous classroom activities.
- Thule Swize, a South African dance troupe performed for the entire student body.
- Sixth grade classes engaged all students in team building days at Winding Trails.
- Former students, currently in high school, gave a panel presentation to teachers about what helps minority students succeed in school.
- A diverse committee of students reviewed and revised a standard code of classroom rules for the school that guarantees students the right to learn.
- Sixth grade teams held science fairs and a social studies evening featuring group projects and food from Central and South America.

## SCHOOL RESOURCES

Instructional Time*	School	District Middle/Jr	State Middle/Jr
Total Hours of Instruction Per Year	1,005	1,015	1,015

\*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	77.3
Voice	100.0	100.0	75.9
Internet Access	100.0	100.0	98.7
Multi-Room Network (LAN)	100.0	100.0	77.2

Computers	School	Dist Mid/Jr	State Mid/Jr
# of Students Per Academic Computer	3.1	2.9	3.1
% of Computers that are High or Moderate Power	92.5	93.5	84.3
% of Computers with Internet Access, All Speeds	100.0	100.0	97.6
% of Computers with High Speed Internet Access	100.0	100.0	96.3
% of Internet Computers with Filtering Software	100.0	100.0	99.3

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*	29.5	28.7	19.5
% of Print Volumes Purchased in the Last Three Years	15.2	21.3	12.5
# of Print Periodical Subscriptions	45	30.3	28.0
# of Non-Print Materials	733	526.0	513.7

\*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



Average Class Size		School	District	State
Gr. 5	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
Gr. 7	2005-06	19.8	20.8	21.1
	2000-01	19.8	21.2	21.9

Professional Staff	2005-06	2004-05	2000-01
% Minority	12.5	10.9	9.0

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	80.3	87.5
Administrators	3.0	5.8
Department Chairs	1.7	2.8
Library/Media Staff	1.5	1.5
Counselors, Social Workers, and School Psychologists	5.8	5.8
Other Professionals	3.4	3.3
# of Non-Certified Instructional	12.0	15.0

Professional Staff Experience and Training	School	District Middle/Jr	State Middle/Jr
Average Number of Years Experience in Connecticut	11.6	12.1	13.2
% with Master's Degree or Above	58.7	67.7	78.0
% Trained as Mentors, Assessors, or Cooperating Teachers	30.8	32.3	27.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	39	40	39	No
Computer Education	0	0	21	N/A
English Language Arts	162	166	168	Yes
Family and Consumer Science	0	0	15	N/A
Health	39	40	25	Yes
Mathematics	142	146	146	Yes
Music	86	89	58	Yes
Physical Education	59	61	54	No
Reading	60	30	91	No
Science	142	146	142	Yes
Social Studies	142	146	142	Yes
Technology Education	39	40	28	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 Level Math	2005-06	33.9	44.9	28.9
	2000-01	31.0	26.6	25.6
World Language	2005-06	88.2	85.2	46.9
	2000-01	84.4	85.7	44.3

### 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 (2005)	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 2004-05 School Year	0.2	0.2	0.6
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	8.1	7.5	9.0
% Certified Staff Assigned to Same School the Previous Year	88.5	78.2	86.2


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth 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.

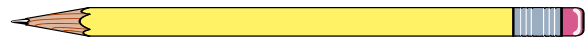
Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Grade 6 Reading	70.3	74.3	63.6	2.4	97.3
Writing	70.7	69.7	62.2	0.0	94.4
Mathematics	69.4	70.5	58.6	0.0	95.1
Grade 7 Reading	76.9	78.9	66.7	5.7	95.5
Writing	62.8	67.5	60.0	0.0	93.4
Mathematics	68.4	68.1	57.0	0.0	93.5
Grade 8 Reading	73.7	76.0	66.7	0.0	100.0
Writing	62.4	62.8	62.4	0.0	96.4
Mathematics	64.1	69.3	58.3	0.0	97.3



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 % Passing All 4 Tests	School	District	State
 Grade 4	N/A	N/A	N/A
Grade 6	41.8	32.5	34.6
Grade 8	27.8	34.8	35.7

Student Attendance	School	District Mid/Jr	State Mid/Jr
% on October 1, 2005	97.3	97.2	96.4



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### EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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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.

Sedgwick students continue to score well above the state average on the CMT at the proficiency level in reading, (86%) and math, (84%). Examples of student accomplishments include:

- A student qualified for state MathCounts competition placing 1st in the regional competition and 4th overall.
- AMC 8 (American Mathematics Contest), Sedgwick boasts the top achieving student in the state of CT, scoring in the top 1/2 of 1/10 of 1% nationwide, two students in the top 2% nationwide and a 6th grader earning merit by scoring in the top 4% of all sixth graders nationwide.
- A grade 6 math team placed 1st regionally in the Continental Mathematics League competition.
- A grade 8 student won 1st place at the state and national level in the 7th/8th grade competition in the Letters About Literature contest sponsored by the Connecticut Center for the Book. A grade 6 student won 2nd place in the state. Numerous students at all levels won honorable mention.
- A grade 8 student placed 5th in the state in the National Geographic Geography Bee.
- Two grade 7 students placed 9th and 10th at the national level and 6th and 7th at the state level in the National French Test.
- A grade 7 student was one of only four Connecticut students to receive an award in a writing competition sponsored by The Hartford Stage Company, The Harriett Beecher Stowe House and the Amistad Center for Art & Culture.
- An active Sedgwick student council and service club whose many activities included the collection of \$5300 in support of Hurricane Katrina relief and a letter writing campaign to soldiers stationed in Iraq.
- The Sedgwick Scroll, a student published magazine was only one of two middle schools recognized by the NCTE with a ranking of "very good".
- The Sedgwick News and Video Club's story, Thule Sizwe Visits Sedgwick was a finalist in The Rock 106.9 WCCC Award on Best Entertainment News Story.

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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. For instance, character education or programs designed to improve school climate may be described.

Special programs at Sedgwick that enhanced the school and reflect our efforts:

- 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 a year of poetry with Poetry Alive and Poet Elizabeth Thomas.
- A supplemental Math program provides additional math instruction for low achieving math students.
- A Talented Art Student Collaboration task force which identifies and assists talented art students.
- A Visiting Artists Program hosted a Doll maker for six sessions.
- An annual project co-sponsored with the West Hartford Rotary Club emphasized student writing.
- Academic literacy program to include a reader's handbook and reading strategies for all grades.
- An increasing number of students take high level math courses at the high school.
- Unified Theater Program in which students wrote and produced a theatrical production.
- Students participated in a program sponsored by Science A.C.T. entitled Science Act. They produced and presented a report on energy conservation and an energy plan to the Town Council and concerned citizens.
- Saturday Academy tutored 38 students preparing for the CMT's in reading, math and writing.
- Development of a track & field team fostering friendly interscholastic competition and school spirit.
- Study Skills adapted uniformly in all classes.

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)



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