

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Waddell School**Manchester School District**

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Location: 163 Broad Street
Manchester,
Connecticut

Website: waddell.ci.manchester.ct.us/

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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 343
5-Year Enrollment Change: -7.5%*
*Between 2002 and 2007, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	217	63.3	55.1	39.4
K-12 Students Who Are Not Fluent in English	36	10.6	7.3	7.8
Students with Disabilities	43	12.5	13.0	10.9
Students Identified as Gifted and/or Talented	2	0.6	0.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	38	62.3	68.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	275	98.2	97.7	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,026	993

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.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	19.0	18.6	18.5
Grade 2	16.7	17.8	19.7
Grade 5	20.0	19.3	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	39	32
Computer Education **	20	21
English Language Arts **	475	430
Family and Consumer Science	0	1
Health **	13	21
Library Media Skills **	18	19
Mathematics **	203	200
Music **	39	34
Physical Education	39	43
Science **	108	97
Social Studies **	72	87
Technology Education	0	3
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

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

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	10.6	7.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	41.9	69.3	78.8

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	1.9	2.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	85.9	95.4	94.2
# of Print Volumes Per Student*	36.4	31.0	29.7
# of Print Periodical Subscriptions	12	13	11

*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

Full-Time Equivalent Count of School Staff		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.
General Education: Teachers and Instructors	20.62	
Paraprofessional Instructional Assistants	7.64	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	13.57	
Library/Media Specialists and/or Assistants	1.50	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00	
Counselors, Social Workers, and School Psychologists	1.50	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	15.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.1	13.0	13.7
% with Master's Degree or Above	44.8	55.6	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.8	9.7	8.7
% Assigned to Same School the Previous Year	75.9	73.1	85.0

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 website is devoted to homepages.

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

Waddell School is committed to reaching out to school families and involving them in a wide variety of ways. Over 61% of students had an adult family member attend the annual fall Open House. Over 94% of parents or guardians attended parent-teacher conferences held in November and March. Over 91% of parents of special education students attended PPT meetings. Over 84% of kindergarten parents attended the special kindergarten orientation program on the opening day of school. Waddell has a monthly newsletter called the Waddell News which informs parents about what is going on in the school. Each teacher has an e-mail address so that parents can communicate with teachers by e-mail. Other teachers send home weekly newsletters informing parents of what content will be covered the following week and also send reminders to parents about special events such as fieldtrips and special projects. The Waddell Website is extremely informative and of high quality. School events and notices of upcoming events are regularly updated. Student art work and special projects are posted. Through the various links, valuable information for parents is provided as well as historical information about Waddell. The website has visitors from all over the world. There are a number of activities which involve parents in literacy. First grade teachers have long instituted a "Book in the Bag" program, with 100% parent participation. The school's Literacy Facilitator plans numerous activities with families that support literacy. Various programs were offered school wide or to a specific grade or grades and 100% of the students and families directly benefitted from the literacy programs. One on the most popular program K-5 is "Lunch Bunch." Parents join their children for lunch, a story time, and a special literacy activity. Other programs include Family Math, Family Game Nights, Family Fridays at the Lutz Museum, and a special speaker who spoke with parents about improving children's literacy skills at home. The percentage range of parent-student participation ranged from 47% for fifth grade, 65% for third second grade and 90% for kindergarten. The PTA also sponsored family activities: a Hot Dog Dinner for Open House in September, Halloween Fitness Night in October, Turkey Bingo in November, a Family Dance in February, a Pasta Dinner and Talent Show in March, and an Art Show and Ice Cream Social in May.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	55	16.0
Black	55	16.0
Hispanic	70	20.4
Pacific Islander	0	0.0
White	133	38.8
Two or more races	29	8.5
Total Minority	210	61.2

Percent of Minority Professional Staff: 8.3%

Non-English Home Language :

18.8% 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 18.

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.

In the 2011-2012 school year, Waddell School had a minority population of 59.1%, a 1.9% decrease from the 2010-2011 school year. Since the 2000-2001 school year, there has been a 30% increase of students of color attending Waddell School, more than doubling the percentage of students of color from 29.8% in 2000-2001. Waddell over the past few years has consistently reflected the percentage of students of color that is the average for the Manchester district. The percentage of students receiving free/reduced lunch was 68.2%, a 6% increase from the previous year. Therefore, with a minority population of 59.1% and 68.2% of students receiving free/reduced lunch, the school contains a significant degree of racial, ethnic and economic diversity. Educational opportunities occur on a daily basis for students to interact with students of diverse racial, ethnic and economic backgrounds within individual classrooms, at recess, at lunch and through regular classroom curricular activities. In order to celebrate Waddell's diversity as well as to address Achievement Gap issues, the school implemented an Equity Plan through a variety of activities. With the use of Title I funds, multi-cultural books were purchased to be used as take home books to increase home libraries. Teachers continued to be trained in the development of lessons integrating cultural relevance, affirming students' ethnicity in the curriculum. Hispanic Month was celebrated with morning announcements about important Hispanics, e.g., highlighting the life of educator Jaime Escalante and other famous Hispanics. Black History Month was celebrated throughout the school with special classroom projects and morning announcements of contributions of famous African Americans. Finally, a Talent Show was held in the spring which showcased talented students of Bengali, Pakistani, Indian, African American and Hispanic cultures. The school's diversity is part of the school's culture that is celebrated.

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	76.6	52.0	50.9	91.6
Grade 6	N/A	N/A	N/A	N/A

*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 3 Reading	60.4	52.8	59.2	51.0
Writing	56.1	56.0	62.7	37.4
Mathematics	49.1	61.7	66.5	24.9
Grade 4 Reading	70.5	64.2	64.1	57.9
Writing	69.6	64.6	65.3	53.1
Mathematics	64.4	68.5	68.0	39.9
Grade 5 Reading	67.9	65.4	67.6	49.5
Writing	65.5	56.2	68.1	44.0
Mathematics	56.4	66.8	71.6	25.2
Science	50.0	56.1	63.9	32.0
Grade 6 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

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.3	96.2	95.9

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 2010-11 school year, 30 students were responsible for these incidents. These students represent 8.5% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 23 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	6	0
Theft	2	0
Physical/Verbal Confrontation	23	0
Fighting/Battery	0	0
Property Damage	1	1
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	23	0
Total	56	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2011-2012 school year, Waddell School students made significant growth on the CMTs across all three grade levels that took the CMT. For example, in analyzing fourth grade students scores, in math, this group as third graders scored 78.4 proficient while they scored 86% proficient as fourth graders. In reading, this cohort of fourth grade students improved from 76.9 proficient as third graders to 86.4% as fourth graders. Similar gains were made at the third and fifth grade levels. During the school year, teachers continued to increase their skills and capacity as teachers of reading. The MONDO Workshop Program started the previous year was expanded to first grade. During the 2012-2013 school year, the program is expanding to second and third grades. The training teachers received and the experience of utilizing MONDO to teach reading is and has strengthened teachers' ability to teach reading. As part of the SRBI program, in the 2010-2011 school year first grade teachers began using a new program called Leveled Literacy Intervention (LLI) for students needing Tier 2 intervention. During the 2011-2012 school year the LLI program was expanded to be used by kindergarten and second grade teachers. Using this program gave teachers another tool to teach struggling readers. K-5 teachers all implemented SRBI with struggling readers (Tier 2) and also began to provide SRBI Tier 2 instruction in math. These improvements of the academic program certainly influenced stronger CMT scores. Grade 1-5 teachers continued to participate in the initiative with SERC called "Analyzing Literacy Data for SRBI." In this initiative, SERC consultants met with teachers on a monthly basis for data team meetings. Teachers gained greater skill in using data to drive instruction and in creating CFAs and rubrics. Special education staff participated in all of the instructional improvement initiatives discussed previously. This has certainly strengthened the school's special education program along with increased use of Inclusion as a means to deliver instruction to special education students. Parents have helped improve school programs through their input on the School Improvement Plan and they provided valuable input via the school climate surveys they completed and submitted. The 2012-2013 School Improvement Plan will align with district goals and will focus on literacy and numeracy instruction and in creating a school climate that is positive, nurturing, and a school that is safe and accepting of all students.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Waddell implemented its' initiatives of SRBI, Analyzing Literacy Data for SRBI, MONDO, LLI and PBIS to address literacy and math needs of students and affect school climate and student behavior. After implementing PBIS for 5 years, office referrals have decreased by over 50%. The PBIS program was enhanced with on-going character education activities carried out by the school social worker which included a student mentoring program, Second Step lessons, Circles of Respect lessons and use of "put ups" to reinforce "self-starting" behaviors across all grade levels. The BEP Team, a sub-committee of the PBIS Team supported teachers who had students with challenging behavior issues. Waddell continues to effectively meet the needs of an ever growing ELL student population by providing Bengali, Urdu, Chinese, and Spanish translators for parent-teacher conferences, and by providing translations of a number of important school documents for parents into multiple languages. Two major initiatives for the 2012-2013 school year will be implementation of the Common Core State Standards. New Language Arts and Math curriculums based on the Common Core State Standards will be used throughout the district. On-going training in the use of the new curriculums will provide support for teachers. The other major initiative will be implementation of Waddell's School Climate Plan. This plan will provide students with a safe and respectful school climate that will not tolerate bullying. The school's partnership with the Hartford Stage "Connections" program and West Hartford Children's Museum continued. These partnerships provide wonderful academic enrichment activities for students. A partnership with the UCONN Husky Reach Program provided student athletes that could serve as positive role models for students. Finally, sixteen reading mentors from the Hartford Jewish Coalition for Literacy worked with sixteen K-2 students to build their reading skills.
