

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

**Waddell School****Manchester School District**

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Location: 163 Broad St.  
Manchester,  
Connecticut

Website: [waddell.ci.manchester.ct.us/](http://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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 352  
5-Year Enrollment Change: -2.2%

**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   | 202              | 57.4              | 53.5               | 41.3       |
| K-12 Students Who Are Not Fluent in English  | 24               | 6.8               | 6.7                | 8.1        |
| Students with Disabilities   | 42               | 11.9              | 12.1               | 11.2       |
| Students Identified as Gifted and/or Talented  | 0                | 0.0               | 0.6                | 2.0        |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart                | 45               | 68.2              | 72.1               | 79.3       |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 275              | 96.2              | 96.1               | 95.5       |

**PROGRAM AND INSTRUCTION**

| Instructional Time   | School | State Elementary Schools |
|----------------------|--------|--------------------------|
| Total Days per Year  | 183    | 181                      |
| Total Hours per Year | 1,026  | 999                      |

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 full-day kindergarten.

| Average Class Size | School | District | State |
|--------------------|--------|----------|-------|
| Kindergarten       | 22.0   | 19.3     | 18.9  |
| Grade 2            | 17.7   | 18.1     | 19.8  |
| Grade 5            | 17.7   | 19.5     | 21.3  |

| Required Hours of Instruction Per Year in Selected Subject Areas |        |       |
|--|--------|-------|
| Grade 5  | School | State |
| Art **   | 39     | 33    |
| Computer Education **  | 20     | 19    |
| English Language Arts **   | 475    | 429   |
| Family and Consumer Science                                      | 0      | 0     |
| Health **  | 13     | 20    |
| Library Media Skills **  | 18     | 20    |
| Mathematics **   | 203    | 201   |
| Music **   | 39     | 35    |
| Physical Education   | 39     | 43    |
| Science **   | 108    | 99    |
| Social Studies **  | 72     | 90    |
| Technology Education   | 0      | 3     |
| World Languages  | 0      | 15    |

**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                 | 6.8    | 6.7                | 8.1   |
| % of Identified Gifted and/or Talented Students Who Received Services  | N/A    | N/A                | N/A   |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 54.8   | 76.7               | 79.2  |

**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 | Elementary Schools |       |
|--|--------|--------------------|-------|
|  |        | District           | State |
| # of Students Per Computer                     | 1.8    | 2.3                | 2.7   |
| % of Computers with Internet Access            | 100.0  | 99.9               | 98.1  |
| % of Computers that are High or Moderate Power | 93.8   | 97.7               | 93.5  |
| # of Print Volumes Per Student*                | 37.6   | 30.3               | 29.7  |
| # of Print Periodical Subscriptions            | 9      | 11                 | 10    |

\*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>                               |   | 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                  |   | 19.64 |
|   | Paraprofessional Instructional Assistants |   | 4.40  |
| Special Education:  | Teachers and Instructors                  |   | 4.00  |
|   | Paraprofessional Instructional Assistants |   | 12.00 |
| 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) |   |   | 4.00  |
| Counselors, Social Workers, and School Psychologists                            |   |   | 1.50  |
| School Nurses   |   |   | 1.00  |
| Other Staff Providing Non-Instructional Services and Support                    |   | 14.00   |       |

| <b>Teachers and Instructors</b>   | <b>School</b> | <b>Elementary Schools</b> |              |
|---|---------------|---------------------------|--------------|
|   |               | <b>District</b>           | <b>State</b> |
| Average Number of Years of Experience in Education                            | 14.2          | 12.0                      | 13.7         |
| % with Master's Degree or Above   | 39.3          | 52.5                      | 81.8         |
| Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time | 10.0          | 10.2                      | 9.1          |
| % Assigned to Same School the Previous Year                                   | 75.0          | 70.1                      | 84.2         |

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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

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 families and supporting home and school communication. Our Parent Teacher Association (PTA) plans activities that attract and welcome families to the school with numerous opportunities for staff, students and their families to come together and have fun. The PTA sponsored events include, a Hot Dog Dinner in September, a Halloween event in October, Turkey Bingo in November, a Family Dance in February, a Pasta Dinner and Talent Show in April and an Ice Cream Social in May. Waddell School makes school and home connections in many different ways. Art teacher, Emma Craib is the webmaster of our school's extremely informative website. It's continuously being updated with new pictures, links, upcoming events and notices so families can keep up with the Waddell current events. We also send out a monthly newsletter that is distributed to all parents/guardians. In this newsletter, we provide information of what occurs in all grade levels, and the unified arts. There is also a Principal's section that gives families information about school procedures. Some of the teachers make it a priority to keep continuous contact with families and send home their own classroom newsletter on a weekly basis. Other special events that involve families include, a Family Reading Program known as, Flashlight Night which includes UCONN athletes. The reading and math coaches hold math and literacy nights which help families to understand the different standards that students were expected to master.

### SCHOOL DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 0      | 0.0     |
| Asian American         | 54     | 15.3    |
| Black                  | 64     | 18.2    |
| Hispanic               | 90     | 25.6    |
| Pacific Islander       | 0      | 0.0     |
| White                  | 122    | 34.7    |
| Two or more races      | 22     | 6.3     |
| Total Minority         | 230    | 65.3    |

**Percent of Minority Professional Staff:** 10.8%

**Non-English Home Language :**

19.6% 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 17.

### 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.

Waddell School’s racially balanced student population for the 2012-2013 school year ranged from kindergarten through grade five. During the school day, students have daily opportunities to interact with children, teachers and staff from diverse racial, ethnic and economic backgrounds; these interactions take place throughout the entire building. Numerous opportunities are offered to reduce racial, ethnic and economic isolation. These include classrooms with culturally responsive materials, full day kindergarten classrooms, a daily breakfast program and school wide assemblies that celebrate diversity. These assemblies include performing arts productions from around the world. Many Waddell students took advantage of the district-wide summer school program that brought students from the entire town of Manchester of different ethnic, social and economic backgrounds together for a new initiative of creating academic support and social enrichment. Along with celebrating diversity, Waddell School held several programs that focused on closing the achievement gap. Title I funds were used to purchase current multi-cultural books for the classroom libraries. Hispanic month was celebrated with morning announcements about important Hispanics. Black History Month was celebrated with classroom projects and morning announcements that shared the contributions of famous African Americans. Waddell School also held its annual talent show in the spring which presented talented students from numerous ethnicities, including, Bengali, Pakistani, Indian, African American and Hispanic cultures.

### 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   | 82.1   | 60.5     | 52.0  | 94.8  |
| 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            | 37.8   | 46.4     | 56.9  | 22.8   |
| Writing                    | 31.9   | 53.7     | 60.0  | 14.3   |
| Mathematics                | 58.7   | 53.8     | 61.4  | 42.0   |
| Grade 4 Reading            | 54.5   | 55.3     | 62.6  | 35.3   |
| Writing                    | 40.4   | 45.6     | 63.0  | 17.5   |
| Mathematics                | 60.0   | 55.6     | 65.1  | 41.0   |
| Grade 5 Reading            | 68.8   | 59.9     | 66.9  | 51.5   |
| Writing                    | 59.2   | 52.7     | 65.6  | 38.6   |
| Mathematics                | 76.0   | 66.0     | 69.2  | 59.6   |
| Science                    | 70.0   | 55.0     | 62.3  | 60.6   |
| 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.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 Elementary Sch. | State Elementary Sch. |
|------------------------|--------|--------------------------|-----------------------|
| % Present on October 1 | 96.6   | 96.7                     | 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 2011-12 school year, 22 students were responsible for these incidents. These students represent 6.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

### Truancy

During the 2011-12 school year, 27 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, 2011-12 |                      |                |
|---|----------------------|----------------|
| Offense Category  | Location of Incident |                |
|   | School               | Other Location |
| Violent Crimes Against Persons                                | 5                    | 1              |
| Sexually Related Behavior                                     | 2                    | 0              |
| Personally Threatening Behavior                               | 2                    | 0              |
| Theft   | 3                    | 0              |
| Physical/Verbal Confrontation                                 | 4                    | 0              |
| Fighting/Battery  | 0                    | 0              |
| Property Damage   | 1                    | 0              |
| Weapons   | 0                    | 0              |
| Drugs/Alcohol/Tobacco   | 0                    | 0              |
| School Policy Violations                                      | 8                    | 7              |
| Total   | 25                   | 8              |

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Waddell School's improvement plan focuses on literacy, numeracy and school climate. We have involved all certified staff. During the 2012-2013 school year, training for grades 2 and 3 was provided to coaches and consultants in order to better support the teachers in our reading program, MONDO. In math, classroom teachers received training in implementing the common core for the math subject area. As outlined in our school improvement plan, Waddell School continues to organize, track and analyze student benchmark data. This provides teachers the opportunity to design and implement lessons in order to meet the needs of all students. Waddell has implemented the practice of Scientific Researched Based Interventions (SRBI). During the 2012-2013 school year Waddell continued to incorporate the three tier intervention approach. The teachers identified students for tier intervention and tracked their progress through weekly progress monitoring, graphing data and meeting every six (6) weeks to review student progress. This practice was found to be successful as many students grew academically. Secondly, Waddell School has an active vertical data team that meets regularly. Waddell also has an active Student Assistance Team (SAT) that meets weekly to analyze student progress and offer assistance to those students who need extra support with being successful. During the 2012-2013 school year, Waddell entered its 7th year implementing the Positive Behavior Intervention Supports (PBIS) program. This program has a significant positive impact on the climate at Waddell. Three overarching school-wide rules are emphasized on the announcements everyday: Respect Yourself, Respect Others and Respect the Environment. Lessons are taught at the beginning of each school year at all of the grade levels to establish clear expectations for what being safe, being respectful and being responsible looks like for the bus, cafeteria, playground, hallway and classroom. Lessons are retaught when/if needed throughout the school year. Waddell also focused on improving behavior. With PBIS, teachers focus more on the positive behaviors and less on the negative behaviors. Students earn incentives for Fun Friday and Fab Friday activities. Pep rallies take place each month for the entire school to celebrate students who have demonstrated positive behavior.

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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.

Waddell continued with its initiatives of SRBI, Analyzing literacy data for SRBI, MONDO, LLI and PBIS in order to drive our instruction for math, literacy and student behavior. Office referrals have dropped by 50% since implementing PBIS 7 years ago. We supplement the PBIS program with ongoing character education activities, a student mentoring program, Second Step lessons, Circles of Respect lessons and the use of "put ups" across all of the grade levels. For students who have difficulty exhibiting positive behavior, the BEP Team comes together to support both the teacher and student with strategies to improve behavior. Waddell continues to meet the needs of a growing English Language Learner population. Students and their families can be offered Bengali, Urdu, Chinese and Spanish translators for conferences, PPT's and other meetings if needed. School documents can also be translated for parents into multiple different languages. These ELL services help students to understand the English language and to communicate effectively with families in their native language. In 2012-2013, Waddell implemented the Common Core State Standards along with thousands of other schools in numerous states across America. Teachers received continuous training on unwrapping the standards and plugging in what's required into the new Language Arts and Math curricula. The Common Core State Standards (CCSS) are sets of common standards in mathematics and literacy, replacing a mix of local standards. The standards set high expectations for students and provide a clear, year-by-year picture of what they need to learn in order to be successful in a rapidly changing world. Teachers are required to teach new, more rigorous content aligned to the standards and to engage students in more challenging work. Students will be expected to read more complex texts and increase their volume of writing. In math, there will be increased emphasis on deep understanding of concepts, making connections between topics and solving real-world problems.

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