

STRATEGIC SCHOOL PROFILE 2001-02

Elementary School K-6 Edition

Duffy School
West Hartford School District

KATHLEEN TRACY, Principal
 School Type: Traditional/Regular

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 Data were provided by the local school district during the fall of 2001.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 498
 5-Year Enrollment Change 4.8%

**FACILITIES**

of Permanent General Classrooms 27
 # of Portable Classrooms 2
 Year of Original Construction 1952

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	11.8	12.3	25.7
	2000-01	7.0	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	6.6	15.1	14.1
	1998-99	7.4	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	95.7	89.6	86.2
	1996-97	87.6	84.6	85.4
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	100.0	85.7	75.1
	1996-97	73.1	77.7	69.4

Enrollment in Special Programs	Students in School	Percent in School	% in District K-6 Schools	% in State K-6 Schools
Bilingual Education and English as a Second Language Services (K-12)	22	4.4	6.7	5.3
Compensatory Education	40	8.0	12.4	24.1
Full or Extended Day Kindergarten	80	N/A	N/A	N/A
Gifted and Talented Program	15	3.0	3.7	2.2
Special Education	76	15.3	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	19	3.8
Black	18	3.6
Hispanic	34	6.8
White	426	85.5

Total Minority 2001-02 14.5%

Total Minority 1996-97 15.8%



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.

In an effort to unify the diverse areas of our school population, Duffy School created an exciting and collaborative program for a segment of our community that is located in an ethnically diverse, primarily low-income area which borders the city of Hartford. HANOC (Hillcrest Area Neighborhood Outreach Center) is a grassroots, collaborative effort that has become a cooperative venture with Duffy teachers and parents, Sedgwick Middle School and Wolcott Elementary School, the Bridge Family Center, the West Hartford Housing Authority, the West Hartford Neighborhood Services, the Brookstone Court Property Management and the West Hartford Police Department. A Homework Center Program is provided on Monday, Tuesday, and Thursday afternoons from 4:30-5:30 p.m. It is staffed by parent volunteers living in the Brookstone Apartments and by our teachers from Duffy School, who volunteer one hour per week. The purpose of the Homework Center is to improve student study habits, to provide assistance with homework, to make tutoring available, and to provide computers with printers as needed for completing homework assignments. At times, children also have the opportunity to work on arts and crafts projects. As a result of this program, student attendance has significantly improved and the academic areas have improved as well.

Another use of HANOC is our summer program. Two teachers headed a three-week, four hour per day experience. The objective of this summer session is to support our students throughout the summer so that upon their return to school, academic regression is diminished. Students who attended HANOC for our summer pre-kindergarten program have demonstrated great success as they transition into our full-day kindergarten.

In the fall of 2001, parents were given an opportunity to attend seven sessions of parenting classes where childcare was provided. In addition to classes provided at school, efforts were made to provide parenting support at HANOC so transportation was not a problem.

Besides using HANOC to prepare racially and economically isolated youth for a successful school experience, Duffy provides a social studies curriculum that prepares all students to understand and appreciate different cultures including Mexico, Africa, Japan and the West Indies. The Spanish language program for intermediate students also educates students about the cultures of Spanish-speaking nations.

One of the goals of Duffy School is to develop the character of all students. Through our character education program, students learn the value of diversity and respect for others. Our support staff uses friendship circles at all grade levels to assist with this goal. Students at Duffy have a sense of belonging that is a key to integrating and including all students and helping them to be successful at school and in their future.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	982

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
Video	100.0	100.0	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.7	4.6	4.8
% of Computers that are High or Moderate Power	99.0	99.8	91.6
% of Computers with Internet Access, All Speeds	100.0	84.5	77.1
% of Computers with High Speed Internet Access	100.0	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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 K-6	State K-6
# of Print Volumes Per Student*	19.7	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	16.0	15.1	17.2
# of Print Periodical Subscriptions	27	23.6	18.2
# of Non-Print Materials	252	193.6	406.3

*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
Grade K	2001-02	20.3	20.3	18.3
	1996-97	22.3	20.2	19.2
Grade 2	2001-02	19.0	19.6	19.6
	1996-97	19.8	18.4	20.5
Grade 5	2001-02	21.5	21.4	21.5
	1996-97	22.5	21.5	21.7

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	39.4	40.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	2.0	1.5
Other Professionals	3.4	3.1
# of Non-Certified Instructional	10.0	8.5

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% Minority	3.6	5.8	6.3
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.1	10.8	13.0
% with Master's Degree or Above	78.2	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	23.6	29.1	24.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	Yes
Computer Education	0	1	18	N/A
English Language Arts*	420	415	426	Yes
Family and Consumer Science	0	0	1	N/A
Health*	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	186	Yes
Music	36	38	32	Yes
Physical Education	54	54	40	No
Science*	76	79	97	Yes
Social Studies*	75	73	97	Yes
Technology Education	0	0	1	N/A
World Languages*	36	41	11	Yes

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 4 in this school. In Connecticut, 14.0% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2001)	Yes	Yes
Other	No	No



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 interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2000-01 School Year	0.2	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	7.6	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	61.8	60.4	83.0


STUDENT PERFORMANCE

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	87	80	74	57.9
Writing	88	80	77	61.2
Mathematics	87	92	81	61.0
All Three Tests	77.6	67.2	63.3	42.8
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	88.4	94.1	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	70.6	40.1	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2001	97.6	96.8	95.9

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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.

Student Performance

A comparison of the 2001 Connecticut Mastery Test with the results of years past shows continued excellent results. The Math results for grade 4 show that in 2001, 92% of our students were at or above goal as compared to 77% in the fall of 1994. In the fall of 2001, the Writing Sample results showed that 80% of our students were at or above goal as compared to 1994 when only 44% of our students met goal. The results of the Reading Assessment showed that in 2001, 80% of our students were at or above goal.

Student Accomplishments

The Student Council, which includes students from grades 1-5, took part in monthly community service projects. Students were especially attentive to supporting efforts for the 9-11 victims, making red, white and blue pins with profits going to firefighters families and Red Cross efforts. With three fire victims in our own community, Duffy students rose to the occasion by donating food, clothing and toys for their peers who were effected by the fires. Students continually strove to make more and more meaningful connections to our surrounding community. Duffy had two student-led Character Assemblies that were both motivational and informational. There are 75 students that participate in the Sign Language Club before school. We continued to sponsor a Computer Club for intermediate students.

Plans for Improvement

Our school is part of a district-wide plan to align instruction and assessment with both National and State Standards. Our goal is to differentiate instruction so that our students will achieve to their maximum potential. We are also working on developing conceptual math at all levels. Teachers will also focus on increasing students' knowledge of technology as they integrate that technology into our curriculum. We will continue to integrate our town wide special education program for the severely learning disabled student with our regular education program and curriculum.

SUPPLEMENTAL SCHOOL INFORMATION

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.

Duffy's unique population is comprised of a combination of three neighborhoods, the students of the community surrounding the school, the students of the district Special Education Program and the students of the neighborhood referred to as Stevens Street, who live far enough away to be bussed to the school. The ethnic and racial diversity of students and families from the different neighborhoods makes Duffy distinctive and provides opportunities for children to learn valuable lessons in respect, consideration, and appreciation of differences. One of our whole school objectives focuses upon Character Education.

Our Gifted and Talented Program called QUEST, works with approximately 5% of the student population to enrich their curriculum with independent projects. At the other end of the spectrum, Kindergarten students have access to a kindergarten tutor for reading readiness. Duffy also has an Early Intervention Program that supports reading readiness in grade one. The Early Intervention teacher works one-on-one with students in need, as well as small groups of first grade students. Additionally, Duffy supports a Basic Skills Program serving students in grades two through five, who need assistance in reading. We are committed to serving the needs of all Duffy students.

As a result of the Site Based Planning, an Enrichment Committee has formed to reinforce the curriculum, providing enrichment to all students. The Duffy staff, with the backing of the community, implemented Enrichment Clusters to bring significant enrichment opportunities to all students. Site Based Planning is also responsible for the focus on Technology, Character Education and the emphasis on the importance of excellent communication.

Strategic School Profiles may be viewed on the internet at 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
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