

**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Duffy School**  
**West Hartford School District**

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Location: 95 Westminster Street  
 West Hartford,  
 Connecticut

Website: [www.whps.org/school/duffy/index.htm](http://www.whps.org/school/duffy/index.htm)

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: K- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 589

5-Year Enrollment Change: 7.7%

**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   | 45               | 7.6               | 16.1               | 34.2       |
| K-12 Students Who Are Not Fluent in English  | 18               | 3.1               | 10.3               | 7.0        |
| Students with Disabilities   | 60               | 10.2              | 11.5               | 10.9       |
| Students Identified as Gifted and/or Talented  | 16               | 2.7               | 4.7                | 2.3        |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart                | 94               | 97.9              | 90.3               | 79.7       |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 463              | 93.9              | 91.5               | 84.8       |

**PROGRAM AND INSTRUCTION**

| Instructional Time   | School | State Elementary Schools |
|----------------------|--------|--------------------------|
| Total Days per Year  | 184    | 181                      |
| Total Hours per Year | 989    | 988                      |

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       | 19.0   | 19.9     | 18.3  |
| Grade 2            | 20.4   | 19.2     | 19.3  |
| Grade 5            | 26.8   | 24.0     | 21.0  |

| Required Hours of Instruction Per Year in Selected Subject Areas |        |       |
|--|--------|-------|
| Grade 5  | School | State |
| Art  | 36     | 30    |
| Computer Education   | 0      | 17    |
| English Language Arts  | 418    | 427   |
| Family and Consumer Science                                      | 0      | 1     |
| Health   | 32     | 22    |
| Library Media Skills   | 25     | 18    |
| Mathematics  | 201    | 198   |
| Music  | 36     | 32    |
| Physical Education   | 54     | 40    |
| Science  | 76     | 98    |
| Social Studies   | 75     | 91    |
| Technology Education   | 0      | 2     |
| World Languages  | 36     | 12    |

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.4% of elementary and middle schools that serve Grade K start world language instruction by this grade.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

| Special Programs   | School | Elementary Schools |       |
|--|--------|--------------------|-------|
|  |        | District           | State |
| % of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services                 | 3.1    | 10.3               | 7.0   |
| % of Identified Gifted and/or Talented Students Who Received Services  | 100.0  | 100.0              | 78.7  |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 68.3   | 75.0               | 80.3  |

**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                     | 3.5    | 3.2                | 3.3   |
| % of Computers with Internet Access            | 100.0  | 100.0              | 99.0  |
| % of Computers that are High or Moderate Power | 100.0  | 100.0              | 94.6  |
| # of Print Volumes Per Student*                | 26.4   | 33.4               | 28.2  |
| # of Print Periodical Subscriptions            | 32     | 20                 | 13    |

\*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                                     | 36.10 |
| Paraprofessional Instructional Assistants                                       | 2.50  |
| Special Education: Teachers and Instructors                                     | 5.50  |
| Paraprofessional Instructional Assistants                                       | 3.00  |
| Library/Media Specialists and/or Assistants                                     | 1.50  |
| Administrators, Coordinators, and Department Chairs                             | 1.20  |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 1.00  |
| Counselors, Social Workers, and School Psychologists                            | 1.60  |
| School Nurses   | 1.00  |
| Other Staff Providing Non-Instructional Services and Support                    | 11.90 |

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>Elementary Schools</b> |              |
|---|---------------|---------------------------|--------------|
|   |               | <b>District</b>           | <b>State</b> |
| Average Number of Years of Experience in Education                            | 13.6          | 11.6                      | 13.3         |
| % with Master's Degree or Above   | 80.4          | 79.2                      | 78.1         |
| Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time | 5.9           | 7.0                       | 8.6          |
| % Assigned to Same School the Previous Year                                   | 78.3          | 82.0                      | 83.3         |

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**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.

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

One of the four Duffy goals is to "improve our system of parent and teacher communication throughout the Duffy Community." We have a standing committee that assesses the Action Steps for this goal and takes action to accomplish them. The committee worked on recommendations to improve the welcoming atmosphere in the lobby, including adding a digital picture frame of current school activities and framed student works of art. They have also included a pictorial map of the school to facilitate access to the school.

The school provides many formal and informal events during the year where parents can learn how to support students' learning at home. Curriculum Night, PTO Presentations, Parenting Classes and a night of reading instruction provided by the school's Early Intervention Specialist are just a few. The school is widely used by the community with activities such as scouts, high school gymnastics and cheer teams, political events, voting, athletic events, Kids Link and school/community enrichment programs.

Multiple resources are available for parents to gain access to information about events and curricula. Duffy has an award-winning website. Additionally, the Duffy community is kept well informed by the following communication avenues: voice mailboxes, e-mail, the Duffy Dateline sent electronically, First Day and Kindergarten Packets, classroom news letters, the Duffy Reader and posted committee minutes.

The Duffy families and the community are invited to participate in special ways including the Opening Day Ceremony, the Halloween Parade, Welcome Wagon events, Ice Cream Socials, the annual Parent-Teacher basketball game, the Duffy Fair, Family Nights, and Children's Night that bring families to Duffy to see students' curricular progress. The Duffy Student Council and PTO sponsor yearly community service events.

The volunteer programs at Duffy are exceptional. More than 300 parents volunteer in an active way at school. At least 40 parents volunteer to support the Library Media Center and 32 parents devoted one hour a week to a tutoring program called "Learning Buddies." Six parents are active on the Site Council and countless parents volunteer on Site Committees and the Safety and Wellness Committee. One hundred percent of the families attend conferences and fully support activities at the school.

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## SCHOOL DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 0      | 0.0     |
| Asian American         | 32     | 5.4     |
| Black                  | 30     | 5.1     |
| Hispanic               | 33     | 5.6     |
| White                  | 494    | 83.9    |
| Total Minority         | 95     | 16.1    |

**Percent of Minority Professional Staff:** 7.4%

**Open Choice:** 21 student(s) 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:** 5.3% 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 14.

### 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 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 effort that has become a cooperative venture with the West Hartford School District, 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 to enhance integration and reduce isolation in this community.

In addition to HANOC, Duffy school participates in the Open Choice Program with Hartford Public Schools coordinated by CREC. Students are bussed from Hartford and become Duffy students for the remainder of their school experience. Duffy accepts students in grades K-3 where space is available. As a result, we have increased our percent of ethnic students at Duffy.

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 students in all grades 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 staff uses Second Step, Character Counts, Love and Logic Strategies and Circles of Respect to assist with this goal. Duffy students have a sense of belonging that is a key to integrating and including all students and helping them to be successful at school and beyond.

### 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   | 76.5   | 38.5     | 33.6  | 98.3  |
| 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            | 62.9   | 64.7     | 54.6  | 63.7   |
| Writing                    | 68.5   | 74.4     | 62.5  | 59.7   |
| Mathematics                | 59.3   | 73.2     | 62.8  | 42.7   |
| Grade 4 Reading            | 81.8   | 74.9     | 60.7  | 85.8   |
| Writing                    | 79.0   | 77.5     | 64.2  | 76.5   |
| Mathematics                | 84.6   | 77.1     | 63.6  | 86.0   |
| Grade 5 Reading            | 88.1   | 77.7     | 66.0  | 93.6   |
| Writing                    | 84.0   | 75.8     | 66.5  | 84.3   |
| Mathematics                | 87.5   | 80.5     | 68.8  | 87.5   |
| Science                    | 79.4   | 67.6     | 58.1  | 83.8   |
| 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  |

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](http://www.ctreports).

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 | 98.0   | 94.8                     | 96.2                  |

#### 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 2007-08 school year, 1 student was responsible for these incidents. This student represents 0.2% of the estimated number of students who attended this school at some point during the 2007-08 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, 2007-08 |                      |                |
|---|----------------------|----------------|
| Offense Category*   | Location of Incident |                |
|   | School               | Other Location |
| Violent Crimes Against Persons                                | N/A                  | N/A            |
| Sexually Related Behavior                                     | N/A                  | N/A            |
| Personally Threatening Behavior                               | N/A                  | N/A            |
| Theft   | N/A                  | N/A            |
| Physical/Verbal Confrontation                                 | N/A                  | N/A            |
| Fighting/Battery  | N/A                  | N/A            |
| Property Damage   | N/A                  | N/A            |
| Weapons   | N/A                  | N/A            |
| Drugs/Alcohol/Tobacco   | N/A                  | N/A            |
| School Policy Violations                                      | N/A                  | N/A            |
| Total   | 1                    | 0              |

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

At Duffy we continue to track our Annual Yearly Progress on standardized tests (CMT). In 2008-09 our average participation rate was 100% including all special education and ESOL students. Duffy students achieved 92.5% proficiency in math and 88.1% in reading and we continued to meet our target in writing. These scores reflected a slight increase in the achievement levels of the previous year. Duffy staff continues to challenge students who scored at the proficient level to move them to the goal level.

At the beginning of the year, Duffy staff assessed the data from the standardized assessments and made a comprehensive plan to improve instruction and increase student learning. Not only classroom teachers, but also special area teachers such as art, music, PE and Spanish, developed goals to improve instruction. We continued to focus on reading across the curriculum, using our new Reading Specialist to lead the way. The Duffy reading scores in grades 4 (82) and 5 (88) jumped 10 and 15 points respectively from the previous year. Our work on the Inquiry Approach really made a difference as the 5th grade science score soared from 66% to 80% of the students reaching goal. We will continue to support the Inquiry method in the primary grades, ensuring that the hands-on materials are available for each unit.

This year, 32 Duffy parents and community members participated as tutors or "Learning Buddies" for students in the school. They contributed an hour each week to support our students with the most needs. We also had ten adult mentors who worked individually with students for one hour a week to improve motivation and achievement. Our Site Council has six parents and six staff members who regularly review the School Improvement Plan and approve recommendations for change from the committees who ensure the actions plans are being followed.

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 their maximum potential. We are also working on developing conceptual math at all levels using the Trailblazer Program in grades K-5. Teachers focused on increasing student's working knowledge of technology as they integrate technology into our curriculum. We will continue to integrate our town wide special education program for the severely learning disabled students with our regular education program in grades 3-5.

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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.

Duffy's unique population is comprised of a combination of four neighborhoods: the students of the community surrounding the school, the students in the district's Special Education Program, the Open Choice students from Hartford and the students in the neighborhood referred to as the Hillcrest Area, who live far enough away to be bused to the school. This mix 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.

Our Gifted and Talented Program called QUEST, works with approximately 4% of the student population to enrich their curriculum with independent projects. Duffy has an Early Intervention Program that supports reading readiness in grade one. The Early Intervention teacher and tutor work one-on-one with students in need, as well as small groups of first grade students. Additionally, Duffy supports a Literacy Center with a Reading Specialist, serving students in all grades that need assistance in reading and teachers in their efforts to provide excellent reading instruction. Duffy has a growing number of ESOL students from a variety of countries who come to Duffy with no English. They are given specialized instruction from an ESOL teacher.

As a result of the Site-Based Planning, an Enrichment Committee was formed to reinforce the curriculum, providing enrichment 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. Duffy recently opened a new Library Media Center (LMC) with an enhanced computer lab to accommodate our largest classes. The LMC is a place where students, staff and community can come together to learn and grow and enhance relationships with one another.

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