

STRATEGIC SCHOOL PROFILE 2010-11

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

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: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 559
5-Year Enrollment Change: 6.1%

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	35	6.3	17.0	38.3
K-12 Students Who Are Not Fluent in English	15	2.7	8.4	7.7
Students with Disabilities	39	7.0	9.8	10.8
Students Identified as Gifted and/or Talented	33	5.9	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	73	100.0	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	481	99.0	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	987

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	18.8	19.4	18.4
Grade 2	20.0	20.4	19.9
Grade 5	21.0	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	75	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% of elementary and middle schools that serve Grade 3 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	2.3	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.2	84.0	81.3

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.1	92.9
# of Print Volumes Per Student*	29.7	37.7	29.5
# of Print Periodical Subscriptions	29	20	12

*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	35.60	
Paraprofessional Instructional Assistants	3.00	
Special Education: Teachers and Instructors	4.80	
Paraprofessional Instructional Assistants	2.00	
Library/Media Specialists and/or Assistants	2.00	
Administrators, Coordinators, and Department Chairs	1.27	
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	11.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.2	12.0	13.7
% with Master's Degree or Above	82.2	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.4	7.3	8.7
% Assigned to Same School the Previous Year	91.1	88.1	83.9

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.

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 continues to work on recommendations they found through assessing the welcoming atmosphere at Duffy. Grade level and committee minutes are electronic, providing access to a larger population. 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-mails, the electronic Duffy Dateline newsletter, first day and kindergarten packets, classroom newsletters and posted site-based 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 basketball game, the Duffy fair, family nights, ESOL night 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 actively at school. At least 40 parents volunteer to support the library media center and 25 parents and community members devote one hour a week to a tutoring program called "Learning Buddies." Fifty-one parents chair PTO Committees, twelve parents serve on the PTO Board, six parents are active on the Site Council and countless parents volunteer on Site Committees, as room parents and for school events. One hundred percent of the families attend conferences and fully support activities at the school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	4.5
Black	30	5.4
Hispanic	29	5.2
Pacific Islander	0	0.0
White	449	80.3
Two or more races	26	4.7
Total Minority	110	19.7

Percent of Minority Professional Staff: 7.7%

Open Choice:

24 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 :

5.2% 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 16.

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. 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 enrolls students in grades K-5 where space is available. As a result, we continue to increase our percent of ethnically diverse 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 grades 3-5 educates them 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, Responsive Classroom, 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. This year, Duffy was named a National School of Character which is a five-year designation. Character Counts at Duffy.

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	84.7	68.1	50.9	97.7
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	75.9	71.5	58.4	81.8
Writing	81.6	74.0	61.1	87.1
Mathematics	80.5	76.4	63.0	81.2
Grade 4 Reading	82.3	77.7	62.5	84.0
Writing	77.6	77.8	65.5	68.8
Mathematics	82.3	81.4	67.0	75.7
Grade 5 Reading	75.3	73.5	61.4	73.5
Writing	79.8	80.5	66.8	71.1
Mathematics	83.8	83.3	72.5	69.5
Science	61.5	68.2	59.9	51.2
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	98.0	97.6	94.8

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 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No 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, 2009-10		
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	2	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At Duffy we continue to track our Annual Yearly Progress on standardized tests (CMT). In 2010-2011, our average participation rate was 100% including all special education and ESOL students. Duffy students achieved 96% proficiency in math and 91% in reading and we continued to meet our target in writing. The CMT scores reflected a slight increase in the achievement levels of the previous year. Over a six-year period, Duffy cohorts repeatedly improve, moving scores from the 60's in math, reading and writing, to the 80's for this year's assessments. At the start of each year, Duffy staff assesses the data from the standardized assessments and makes 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, develop goals to improve instruction. This year we focused on reading, using our reading and curriculum specialists to lead the way. Teachers continue to use Data Teams to analyze student work. For the second year, we have scheduled 90-minute uninterrupted reading blocks to ensure the fidelity of instruction. All teachers effectively used AIMSweb as a student monitoring tool to assess reading levels and identify students who needed more targeted instruction. Classroom teachers progress monitored students who fell below the average mark to make certain the interventions were working and students were being successful. Our school is part of a district-wide plan to align instruction and assessment with both National and State Standards. We support the district mission to inspire and prepare all students to realize their potential and enhance our global community. 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 will focus on increasing students' working knowledge of technology as they integrate technology into our curriculum. All teachers are equipped with interactive white boards and document cameras. That includes both classroom as well as special area teachers. We are beginning to acquire clickers to enhance student engagement. At Duffy we continued to integrate our town-wide special education program for the severely learning disabled students in grades four and five with our regular education program.

SUPPLEMENTAL SCHOOL INFORMATION

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 5% of the student population to enrich their curriculum with independent projects. Duffy has an early intervention program that supports reading readiness in primary grades. The early intervention teacher and tutor work one-on-one with students in need, as well as small groups of K-1 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's ESOL (English Speaker of Other Language) students, who come from a variety of different countries, 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 student achievement, technology integration, character education and the emphasis on the importance of excellent communication. Duffy opened a new library media center (LMC) in 2007 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.

Duffy School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Duffy School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient												
	Mathematics			Reading			Mathematics (91% proficient needed)			Reading (89% proficient needed)									
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole School	290	100.0	100.0	100.0	Yes	290	100.0	100.0	100.0	Yes	90.9	4.7	95.6	Yes	85.0	5.8	90.9	Yes	
American Indian or Alaska Native	0					0													
Asian	8					8													
Black or African American	10					10													
Hispanic/Latino	18					18													
White	243	100.0	100.0	100.0	Yes	243	100.0	100.0	100.0	Yes	93.8	4.4	98.2	Yes	89.6	5.6	95.2	Yes	
Native Hawaiian or Other Pacific Islander	0					0													
More than one race	11					11													
English Language learners	7					7													
Students with Disabilities	34					34													
Economically Disadvantaged	22					22													
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?		Yes						

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
Duffy School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

