

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Duffy School**West Hartford School District**

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Location: 95 Westminster St.
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, 2012: 503
5-Year Enrollment Change: -9.7%

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	28	5.6	18.0	41.3
K-12 Students Who Are Not Fluent in English	6	1.2	7.5	8.1
Students with Disabilities	14	2.8	9.4	11.2
Students Identified as Gifted and/or Talented	27	5.4	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	64	91.4	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	420	97.0	95.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	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	17.0	19.6	18.9
Grade 2	19.4	19.3	19.8
Grade 5	20.8	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	419	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	75	99
Social Studies	74	90
Technology Education	0	3
World Languages	36	15

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10% 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	1.2	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	87.1	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.5	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.7	93.5
# of Print Volumes Per Student*	33.2	37.3	29.7
# of Print Periodical Subscriptions	26	17	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

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	33.15	
Paraprofessional Instructional Assistants	2.00	
Special Education: Teachers and Instructors	1.20	
Paraprofessional Instructional Assistants	3.00	
Library/Media Specialists and/or Assistants	2.00	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	1.30	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	10.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.0	13.0	13.7
% with Master's Degree or Above	84.6	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.1	8.2	9.1
% Assigned to Same School the Previous Year	84.6	84.4	84.3

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.

Duffy School believes that a strong home-school communication is crucial to a child's success. The school communicates on a daily, weekly and bi monthly basis. Communication occurs through Curriculum Night, phone calls to parents, classroom newsletters, our school website, and parent/teacher conferences. The Duffy Dateline Newsletter and Duffy Schedule keep parents informed on current school events, academic programs and PTO events. Special notices go out regularly to keep parents abreast. Duffy has an award winning website. Duffy School has The Site Based Council Committee. The team is made up of the administrator, five certified staff and six parents. They meet formally once every other month. They communicate concerns and successes at the meetings. Throughout the year, teachers send home newsletters to keep the parents apprised of the curriculum, activities and events. Teachers meet formally with parents to discuss students' progress twice a year and more often if there are concerns. The PTO and Duffy School work collaboratively to bring a plethora of cultural events. There are over 40 parents who volunteer to support the library media center. The Duffy families and the community are invited to participate in special ways including the opening day ceremony, the Halloween parade, welcome wagon evening dinner, the Duffy fair, family nights, and children's nights bring families to Duffy to see students' academic and social curricular progress. The Duffy School community will continue to learn together to help the children be successful.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	29	5.8
Black	28	5.6
Hispanic	30	6.0
Pacific Islander	0	0.0
White	398	79.1
Two or more races	18	3.6
Total Minority	105	20.9

Percent of Minority Professional Staff: 8.9%

Open Choice:

17 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 :

4.4% 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 11.

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.

We continue to support and work collaboratively with HANOC (Hillcrest Area Neighborhood Outreach Center) in an effort to unify the diverse areas of Duffy School's population. In addition to HANOC, Duffy School participates in the Open Choice Program with Hartford Public Schools coordinated by CREC. Students are bussed from Harford and become Duffy students for the remainder of their elementary school experience. Duffy enrolls students in grades K-5 where space is available. As a result, we continue to increase our percent of ethnically and socially economic diverse students at Duffy. The Spanish language program for students in grades 3-5 educates them about the cultures of Spanish-speaking nations. 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 to assist with this goal. Duffy students have a sense of belonging that is 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	90.6	70.7	52.0	98.9
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	80.2	71.7	56.9	89.7
Writing	84.4	75.8	60.0	92.7
Mathematics	74.2	73.1	61.4	68.3
Grade 4 Reading	86.7	75.4	62.6	92.5
Writing	84.7	73.9	63.0	89.4
Mathematics	88.5	73.0	65.1	89.6
Grade 5 Reading	82.1	79.4	66.9	79.0
Writing	88.1	81.0	65.6	89.8
Mathematics	80.7	81.2	69.2	68.7
Science	84.5	76.3	62.3	83.5
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.

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	97.2	97.6	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.

Truancy

During the 2011-12 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, 2011-12		
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	0	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 collect and analyze data to drive instruction. We track our Annual Yearly Progress on standardized tests (CMT). In 2012-2013 100% of students participated in the assessment. Duffy students over the years continue to improve in reading and writing. In writing 92% of the third grade students met goal and 83% of the students met goal in reading and math. In fourth grade 86% of the students met goal in reading, 84% met goal in writing and 82% met goal in math. Fifth grade students showed growth in reading, 88% met the goal and 81% met the writing goal, where as 84% met the math goal. At the start of the year the staff assesses the data and makes a comprehensive plan to improve instruction and increase student learning. Teachers continue to use SST to analyze students' work and provide them the additional support if needed. We have a 90 minute uninterrupted reading blocks to help with the fidelity of instruction. All teachers effectively use AIMSweb as a student monitoring tool to assess reading and math levels and identify students who need a more targeted instruction. Teachers provide progress monitoring for students who fall below the average mark to make certain the interventions are working and students are being successful. Teachers continued to focus on increasing students' working knowledge of technology as they integrate technology into our curriculum. 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 all students will achieve their maximum potential. The focus this year is the Common Core State Standards. The reading and curriculum specialists lead the way. At Duffy we will do whatever it takes to help every student be successful.

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 three neighborhoods: the students of the community surrounding the school, the Open Choice students from Harford and the students in the neighborhood referred to as the Hillcrest Area who take a bus because they live far enough away from the school. This mix of students and families from the different neighborhoods make Duffy distinctive and provide opportunities for children to learn valuable lessons in respect, consideration and appreciation for differences. Our gifted and talented program, Quest works with approximately 5% of our student population to enrich their curriculum with independent projects. Duffy has an early intervention teacher who supports reading, readiness in primary grades. Additionally Duffy provides a literacy center with a reading specialist, serving students in all grades that need support in reading. Duffy has an enrichment committee which reinforce the curriculum and provides enrichment to all students. We also have Site-based committees responsible for the focus on student achievement, technology integration, character education and emphasize the importance of excellent communication.
