

**STRATEGIC SCHOOL PROFILE 2000-01**

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 2000.

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**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
 Total Enrollment                              500  
 5-Year Enrollment Change                -3.8%\*

**FACILITIES**

# of Permanent General Classrooms      27  
 # of Portable Classrooms                      1  
 Year of Original Construction                1952

\*Between 1995 and 2000, was redistricted

**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	2000-01	7.0	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	7.6	15.3	13.8
	1998-99	7.4	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	97.0	89.8	86.3
	1995-96	88.7	87.0	85.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	96.8	88.5	74.7
	1995-96	69.6	78.8	69.1

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	6.1	5.1
Compensatory Education	17	3.4	12.3	23.1
Extended Day Kindergarten	93	N/A	N/A	N/A
Gifted and Talented Program	22	4.4	4.9	2.3
Special Education	76	15.2	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	19	3.8
Black	21	4.2
Hispanic	38	7.6
White	421	84.2

**Total Minority 2000-01** 15.8%

**Total Minority 1995-96** 16.7%



### 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 was to support our students throughout the summer so that upon their return to school, academic regression is diminished. Students who attend HANOC for our summer pre-kindergarten program have demonstrated great success as they transition into our full-day kindergarten. In the fall of 2000, parents were given an opportunity to attend seven sessions of parenting classes. Busses were provided to transport parents from the Hillside neighborhood and childcare was provided. Out of the 63 parents who participated, 15 participants took advantage of the opportunity from the Hillside Neighborhood. This year, we will be providing parenting support at HANOC.

In addition to 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	979

\*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	5.3	4.9	5.2
% of Computers that are High or Moderate Power	98.9	97.8	86.6
% of Computers with High Speed Internet Access	100.0	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

### LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	17.7	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	11.3	14.5	16.5
# of Print Periodical Subscriptions	30	23.1	18.6
# of Non-Print Materials	247	239.1	401.6

\*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	2000-01	18.4	19.3	18.1
	1995-96	21.0	19.1	19.6
Grade 2	2000-01	23.0	19.7	19.5
	1995-96	20.3	19.8	20.6
Grade 5	2000-01	24.7	20.8	21.7
	1995-96	27.3	23.3	21.9

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	40.2	38.5
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.5	N/A
Other Professionals	3.1	N/A
# of Non-Certified Instructional	8.5	6.0

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% Minority	5.8	4.2	4.2
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	12.2	11.7	13.2
% with Master's Degree or Above	71.2	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	34.6	35.5	25.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	184	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	96	No
Social Studies*	75	73	96	No
Technology Education	0	0	2	N/A
World Languages*	36	41	10	No

\*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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2000)	Yes	Yes
Other	Yes	Yes



### 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 1999-2000 School Year	0.0	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	7.3	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	88.5	85.3	80.9

## 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.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	87	74	56.9
Writing	88	75	57.5
Mathematics	87	81	60.2
All Three Tests	77.6	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	88.4	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




**Connecticut Mastery Test Index, Third Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

<b>Connecticut Mastery Test Index, Third Generation</b>	<b>School</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	93.7	83.4	69.2
Writing	95.5	87.9	76.5
Mathematics	95.4	90.7	78.1
Grade 6 Reading	90.3	86.3	73.0
Writing	94.6	87.5	79.3
Mathematics	94.1	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests			
 Grade 4	77.4	44.2	31.6
Grade 6	N/A	N/A	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2000	96.0	96.5	96.1

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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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 2000 Connecticut Mastery Test with the results of years past shows continued excellent results. The math results for grade four show that in 2000, 88% of our students were at or above goal as compared to 77% in the fall of 1994. In the fall of 2000, the Writing Sample results showed that 89% of our students were at or above goal as compared to 1994 when only 44% of our students were. The results of the Reading Assessment showed that in 2000, 86% of our students were at or above goal.

***Student Accomplishments***

The Student Council, which includes students from grades one to five, took part in monthly community service projects. Activities included visiting a local retirement home to celebrate Valentines Day, making soup and sandwiches for a local soup kitchen, collecting peanut butter and tuna fish for Food Share, participating in a food drive sponsored by the local high school where Duffy students collected an impressive total of food items. 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 72 students that participate in the Sign Language Club before school. We also had the first elementary school Computer Club for intermediate students.

***Areas of Need and 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. In doing so, we hope to continue to update and improve the teaching and learning in our school. We are also working on programs that increase student's knowledge of technology as we integrate that technology into our curriculum. Our computer lab supports our new connection to the Internet.

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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. For instance, character education or programs designed to improve school climate may be described.

Duffy has a unique school population because it is 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 school is ethnically and racially diverse with a student population that is 84% White, 8% Hispanic, 4% Black, 4% Asian, and less than 1% Native American. 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. 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 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, plans to implement Enrichment Clusters to bring significant enrichment opportunities to all students. Site Based Planning was 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.csde.state.ct.us/public/der/datacentral](http://www.csde.state.ct.us/public/der/datacentral). 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](http://www.whps.org)

