

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-6 Edition

Duffy School
West Hartford School District

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 543

5-Year Enrollment Change: 8.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 5

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2005-06	3.5	13.5	27.6
	2002-03	6.5	13.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	5.3	17.5	13.3
	2000-01	7.6	15.3	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	98.9	89.5	86.8
	2000-01	97.0	89.8	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	99.0	84.0	79.2
	2000-01	96.8	88.5	74.7

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)	15	2.8	9.5	6.7
Compensatory Education	44	8.1	12.2	24.1
Full or Extended Day Kindergarten	98	N/A	N/A	N/A
Gifted and Talented Program	19	3.5	3.9	1.9
Special Education	72	13.3	11.0	11.2
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	18	3.3
Black	20	3.7
Hispanic	21	3.9
White	483	89.0

Total Minority 2005-06 11.0%

Total Minority 2000-01 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 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.

A Homework Center Program is provided on Monday, Tuesday, Wednesday and Thursday afternoons from 4:00-5:30 p.m. Personnel from the school district as well as volunteers staff the program. 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. Additionally, the Bridge and Hope Works come in to provide programs for social emotional development. As a result of the Homework Center Program, student attendance has significantly improved and their social and academic areas have improved as well.

Another use of HANOC is our summer program. Staff members along with volunteers operate a three-week, two and a half hour 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. Breakfast and snacks are provided to support better nutrition for the children.

Each year in the fall, parents are given an opportunity to attend seven sessions of parenting classes where childcare is provided. In addition to classes provided at school, efforts are made to provide parenting support at HANOC so transportation is 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 (grades 4-5) 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 Circles of Respect at all grade levels 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. Our PTO supports this goal by hosting a Welcome Back Dinner for all parents new to the school, helping parents and students to establish connections and friendships in the school. A family atmosphere prevails.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	988

*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	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.7	4.1	3.9
% of Computers that are High or Moderate Power	93.2	95.0	80.8
% of Computers with Internet Access, All Speeds	100.0	100.0	96.5
% of Computers with High Speed Internet Access	100.0	100.0	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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*	24.6	32.4	27.2
% of Print Volumes Purchased in the Last Three Years	13.3	11.5	13.6
# of Print Periodical Subscriptions	27	21.5	15.1
# of Non-Print Materials	188	247.7	408.8

*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	
Gr. K	2005-06	19.8	20.2	18.3
	2000-01	18.4	19.3	18.1
Gr. 2	2005-06	21.4	19.5	19.7
	2000-01	23.0	19.7	19.5
Gr. 5	2005-06	24.8	22.4	21.2
	2000-01	24.7	20.8	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	41.0	39.8
Administrators	1.2	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	2.2	2.2
Other Professionals	2.5	2.5
# of Non-Certified Instructional	6.5	3.5

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	5.6	5.6	5.8
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	12.2	10.9	12.8
% with Master's Degree or Above	70.4	70.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	27.8	34.4	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	32	No
Computer Education	0	2	17	N/A
English Language Arts*	427	420	425	No
Family and Consumer Science	0	0	1	N/A
Health*	31	30	23	No
Library Media Skills*	18	18	19	No
Mathematics*	202	200	192	No
Music	36	36	34	No
Physical Education	54	54	41	No
Science*	76	79	96	No
Social Studies*	75	73	96	No
Technology Education	0	0	1	N/A
World Languages*	36	41	11	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, 13.4% of K-6 schools have started world language instruction at this grade or earlier.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	No	Yes
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2005)	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 2004-05 School Year	0.0	0.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	6.0	6.7	8.4
% Certified Staff Assigned to Same School the Previous Year	85.2	80.1	84.5


STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	59.5	60.5	54.4	2.0	94.3
Writing	64.1	68.4	61.0	2.4	100.0
Mathematics	60.8	66.8	56.3	4.1	100.0
Grade 4 Reading	73.1	71.5	57.8	2.8	96.4
Writing	59.0	68.6	62.8	2.8	96.1
Mathematics	66.7	68.9	58.8	3.4	96.4
Grade 5 Reading	77.2	75.9	60.9	0.0	97.1
Writing	75.2	76.1	65.0	5.6	98.3
Mathematics	63.4	73.2	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	59.0	37.3	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	98.2	98.0	96.5

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

At Duffy we continue to track our Annual Yearly Progress. In 2005-06 our participation increased to 100% including all special education students. Duffy student achieved 89% proficiency in math and 88% in reading and we met our target in writing. These scores reflected a slight decline in the achievement levels of the previous year. Duffy staff will be working to move the students who scored at the proficient level (about 20%) to the goal level.

Student Accomplishments

The Student Council, which enjoys active participation from students in grades 3-5, took part in significant community service projects this year. Notably, they raised almost \$8,000 for the Leukemia Lymphoma Society and were recognized as the second largest contributor in the state. Third graders donated coats to the Rosebud Indian Reservation while fifth graders sponsored a drive to support our troops in Iraq. Duffy students continued to host an awesome student-led Character Assembly this year. There were more than 80 students who participated in the American Sign Language Club before school and performed on two occasions. The student body also donated tree benches for the courtyard in front of the new Library Media Center.

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. We are also working on developing conceptual math at all levels. We will implement the Trailblazer Math Program in grade five this year. Teachers will also focus on increasing students' working knowledge of technology as they integrate technology into our curriculum. One third of the staff is equipped with interactive white boards. We hope to increase that to one-half next year. We will continue to integrate our town wide special education program for the severely learning disabled students 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. For instance, character education or programs designed to improve school climate may be described.

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 Project Choice students from Hartford and the students in 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 89% White, 4% Hispanic, 4% Black, 3% 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.

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 works one-on-one with students in need, as well as small groups of first grade students. Additionally, Duffy supports a Reading Lab Program serving students in grades two through five, who need assistance in reading.

As a result of the Site Based Planning, an Enrichment Committee was formed to reinforce the curriculum, providing enrichment to all students. Each year, students are exposed to the Star Lab with grade level appropriate curriculum. Site Based Planning is also responsible for the focus on Technology, Character Education and the emphasis on the importance of excellent communication. Duffy will open a new Library Media Center (LMC) with an enhanced computer lab to accommodate our largest classes. This will become a center where students, staff and community can come together to learn and grow and enhance relationships with one another.

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/school/duffy/index.htm

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