

**STRATEGIC SCHOOL PROFILE 2006-07**

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).

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**STUDENT ENROLLMENT**

Total Enrollment: 549

5-Year Enrollment Change: 10.2%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 5

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**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	5.3	13.9	27.7
	2002-03	6.5	13.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	5.8	17.6	13.5
	2001-02	6.6	15.1	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	95.3	90.2	87.7
	2001-02	95.7	89.6	86.2
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	99.0	85.0	79.3
	2001-02	100.0	85.7	75.1

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	16	2.9	9.9	6.9
Compensatory Education	30	5.5	13.1	23.6
Full or Extended Day Kindergarten	99	N/A	N/A	N/A
Gifted and Talented Program	17	3.1	3.8	1.8
Special Education	74	13.5	11.3	10.8
Prekindergarten	0	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	18	3.3
Black	23	4.2
Hispanic	27	4.9
White	481	87.6

## STUDENT RACE/ETHNICITY

**Total Minority 2006-07** 12.4%

**Total Minority 2001-02** 14.5%

### 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 Project 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 all students in grades 3-5 also educates students about the cultures of Spanish-speaking nations. We are looking forward to expanding the program to all students in the school for the coming year.

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.

### SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	988	988	985

\*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	98.5	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.7	4.0	3.6
% of Computers that are High or Moderate Power	100.0	97.1	89.5
% of Computers with Internet Access, All Speeds	100.0	97.0	97.3
% of Computers with High Speed Internet Access	100.0	97.0	96.1
% of Internet Computers with Filtering Software	100.0	98.5	98.6

This school does not have a functional satellite link.

## SCHOOL RESOURCES, continued

### 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*	25.6	32.8	28.0
% of Print Volumes Purchased in the Last Three Years	13.7	12.2	12.2
# of Print Periodical Subscriptions	25	20.0	15.1
# of Non-Print Materials	240	275.9	406.8

\*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	2006-07	19.6	19.6	18.2
	2001-02	20.3	20.3	18.3
Gr. 2	2006-07	21.8	20.2	19.5
	2001-02	19.0	19.6	19.6
Gr. 5	2006-07	26.7	22.1	21.2
	2001-02	21.5	21.4	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	40.9	41.0
Administrators	1.2	1.2
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.9	2.2
Other Professionals	2.4	2.5
# of Non-Certified Instructional	6.5	6.5

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	5.6	5.6	3.6
Professional Staff Experience and Training	School	District K-6	State K-6
Average Years of Experience in Connecticut and Other Locations	14.6	12.2	14.0
% with Master's Degree or Above	79.6	80.6	81.0

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	17	N/A
English Language Arts*	427	421	427	No
Family and Consumer Science	0	0	1	N/A
Health*	28	28	23	No
Library Media Skills*	18	18	18	No
Mathematics*	202	200	195	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	74	92	No
Technology Education	0	0	1	N/A
World Languages*	36	41	11	No

\*Interdisciplinary Approach

## SCHOOL PROCESSES, continued



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 (2006)	No	No
Other	No	No

**World Language** Formal instruction (at least 1 hour per week) in a world language starts in grade 3 in this school. In Connecticut, 13.3% of K-6 schools have started world language instruction at this grade or earlier.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2005-06 School Year	0.2	0.2	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	4.4	6.4	8.7
% Certified Staff Assigned to Same School the Previous Year	87.0	80.5	83.3

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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The following narrative 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. Last year, the committee did a thorough assessment of the welcoming atmosphere at Duffy. It consisted of four key components: 1) The physical environment, 2) School-wide practices and policies, 3) Welcoming school staff, and 4) Written materials.

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, the PTO Newsletter, 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 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 250 parents volunteer in an active way at school. At least 40 parents volunteer to support the Library Media Center and 32 parents devote 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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## STUDENT PERFORMANCE

**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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	73.0	67.5	52.3	1.6	92.6
Writing	76.0	72.6	60.8	0.0	93.9
Mathematics	73.3	71.5	59.4	0.0	96.0
Grade 4 Reading	65.8	65.9	57.0	0.0	95.2
Writing	75.0	76.9	65.1	0.0	96.8
Mathematics	69.7	73.1	62.3	0.0	100.0
Grade 5 Reading	75.3	75.9	61.4	2.6	98.7
Writing	66.7	77.8	64.6	2.3	98.5
Mathematics	67.9	78.8	66.0	4.5	95.8
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



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 K-6	State K-6
% on October 1, 2006	97.4	97.4	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	66.7	40.0	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

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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 2006-07 our average participation rate was 100% including all special education and ESOL students. Duffy students achieved 93.3% proficiency in math and 88.7% in reading, and we continued to meet our target in writing. These scores reflected an increase in the achievement levels of the previous year. Duffy staff worked to move the students who scored at the proficient level to the goal level and were successful at moving ten percent of the students forward.

At the start of the year, Duffy staff assessed the data from the standardized assessments and made a comprehensive plan to improve instruction, especially in reading. Not only classroom teachers, but also special area teachers such as art, music, PE and Spanish, developed goals to improve reading comprehension across the curriculum.

Because reading comprehension was a targeted area for Duffy school, all staff were given additional training on text-to-text, self-to-text and text-to-world strategies to enhance students' ability to perform in the area of reading. Fifth grade teachers were also given additional instruction in mathematics to coincide with the acquisition of the new Trailblazer mathematics program. Ongoing teacher support was provided for inquiry methods in science instruction for grades three, four and five in preparation for the 2008 science CMT.

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. We implemented the Trailblazer Math Program in grade five this year. Teachers also focused 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 will 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.

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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 Project Choice students from Hartford and the students in the neighborhood referred to as the Hillcrest Area, who live far enough away to be bussed to the school. The school is ethnically and racially diverse with a student population that is 86% White, 5% Hispanic, 4% Black, 4% Asian, and almost 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 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.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school/district website, see [www.whps.org/school/duffy/index.htm](http://www.whps.org/school/duffy/index.htm)



Filename: ELEMA443.DOC  
Directory: J:\Cloud\SSP Internet 2006-07  
Template: C:\Documents and Settings\cloudr\Application  
Data\Microsoft\Templates\Normal.dot  
Title: 155-06  
Subject:  
Author: csde  
Keywords:  
Comments:  
Creation Date: 11/28/2007 3:16 PM  
Change Number: 1  
Last Saved On: 11/28/2007 3:16 PM  
Last Saved By: csde  
Total Editing Time: 0 Minutes  
Last Printed On: 12/3/2007 3:32 PM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,593 (approx.)  
Number of Characters: 13,827 (approx.)