

**STRATEGIC SCHOOL PROFILE 2002-03**

Elementary School K-6 Edition

**Morley School**  
**West Hartford School District**

ELLEN G ROSOW, 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).

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**STUDENT ENROLLMENT**

School Grade Range                    K - 5  
 Total January Enrollment            355  
 5-Year Oct. Enrollment Change    0.6%

**FACILITIES, 2001-02**

# of Permanent General Classrooms    19  
 # of Portable Classrooms                0  
 Year of Original Construction            1927

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**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	2002-03	5.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	7.6	15.5	13.4
	1998-99	6.4	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	93.0	88.7	86.7
	1997-98	88.0	85.2	84.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	90.6	85.3	75.9
	1997-98	93.9	73.5	70.4

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)	12	3.4	7.0	5.4
Compensatory Education	31	8.9	13.2	25.1
Full or Extended Day Kindergarten	63	N/A	N/A	N/A
Gifted and Talented Program	16	4.6	3.5	2.3
Special Education	26	7.4	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

## JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	15	4.2
Black	31	8.7
Hispanic	13	3.7
White	296	83.4
Other	0	0.0

**Total Minority 2002-03** 16.6%

**Total Minority 1997-98** 12.4%



### 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.

The mission of Morley Elementary School is to ensure that all children master a curriculum that challenges them to achieve their personal best and that all students demonstrate respect and responsibility for self and others. Based on this mission statement Morley has made considerable efforts to contribute to our students' understanding of the effects of racial, ethnic, and economic isolation through the curriculum. Diversity is taught and celebrated through many different avenues. The integration of literature, historical information, and theatrical opportunities create authentic learning experiences for all students. The social studies curriculum focuses on a study of ethnic and cultural differences. Each grade level focuses on a specific culture that is studied in a variety of student centered ways. Kindergarten's study of Mexico was a fun learning experience and culminated in a "Mexican Fiesta" complete with food, singing, and dance performances. First grade integrates the study of Africa through reading, writing, listening, singing, performing and concludes with a "roundtrip flight" to Kenya with "African Night" festivities. Japan is studied in grade two and this year students worked on a special project with their art teacher creating handmade, sculptural art books reflecting visual images of Japanese poetry, which were read and displayed during "Japan Night" to parents. The culture of the West Indies takes place in grade three with an in-depth "building Project" and "Caribbean Buffet." Fourth grade's explorers event "Sail Through History" culminated their study of explorers with a display of individual student projects and authentic foods. International Night for grade 5 brought together parents and students in a festive atmosphere in the auditorium to enjoy the oral presentations of each student's study as you visit each "county site."

During the summer of 2002, Morley staff and families invited our new Hartford Families from the CREC Project Choice Program that we have enjoyed for two years, to our Newcomers Reception and Tour. Thanks to the PTO, parents and children felt welcomed and were kept in close contact during the year.

Another special collaboration that took place this year was our Musical Sisterhood Partnership with Annie Fisher School in Hartford. Students from each school had the opportunity to practice, eat lunch together, and present a combined concert at each school. Through this cooperative effort of Morley instrumental teacher, Mr. Ray Torns, and Mrs. Susan Hintz of Annie Fisher, students had another opportunity to celebrate each other.

Through our respect and responsibility focus, we celebrate differences and reach out to others in need through various vehicles such as student-led assemblies, montly assemblies highlighting student talents, and a yearly "Red Wagon Day" convoy to Food Share. Our Student Council also reached out to support community projects and charitable organizations. Through our Character Education focus, the Responsive Classroom Model, The State Department of Education "Don't Laugh At Me" Program, and our Peer Mediation Team bring together students, teachers, and families to carefully and thoughtfully discuss and plan activities to educate students so they are aware of the negative impact of discrimination and to encourage each other's uniqueness.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Total Hours of Instruction Per Year	984	984	986

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	100.0	100.0	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	6.6	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	100.0	94.9	85.2
% of Computers with High Speed Internet Access	100.0	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	86.4

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.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	32.7	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	16.2	12.6	16.1
# of Print Periodical Subscriptions	7	24.9	17.3
# of Non-Print Materials	300	255.4	421.6

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2002-03	21.3	19.2	18.3
	1997-98	16.3	19.6	19.0
Grade 2	2002-03	19.3	19.3	19.5
	1997-98	20.7	18.9	20.5
Grade 5	2002-03	19.7	21.0	21.6
	1997-98	19.3	22.4	21.6

<b>School Staff Count Full-Time Equivalent</b>	<b>2002-03</b>	<b>2001-02</b>
# of Certified Staff		
Teachers	23.4	23.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.7	0.7
Other Professionals	0.8	1.9
# of Non-Certified Instructional	2.5	2.5

<b>Professional Staff Race/Ethnicity</b>	<b>2002-03</b>	<b>2001-02</b>	<b>1997-98</b>
% Minority	0.0	0.0	0.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Number of Years Experience in Connecticut	11.6	11.1	12.9
% with Master's Degree or Above	85.3	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	26.5	35.2	26.0

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	186	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	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 Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	Yes	Yes
Summer School (2002)	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 2001-02 School Year	0.6	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	3.1	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	94.1	89.2	83.5


## 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. 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.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2002-03</b>	<b>District 2002-03</b>	<b>State 2002-03</b>
Grade 4 Reading	83	80.8	74.3	55.9
Writing	81	70.8	76.1	61.5
Mathematics	88	82.2	80.9	60.4
All Three Tests	79.2	65.8	64.2	42.1
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	100.0	100.0	97.2	96.5



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.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>% Passing All 4 Tests</b>			
 Grade 4	41.1	45.4	32.6
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, 2002	99.4	97.6	97.1

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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:***

Morley Elementary School continues to demonstrate high performance on district-developed assessments and state testing over the years. The scores of the Connecticut Mastery have evidenced this steady improvement in progress over the past 6 years. In Reading, 59 of the 73 students (81%) scored at or above the mastery standard and achieving beyond the district percentage of 74%. Similarly in Math, 60 of the 73 students scored at or above the mastery goal with 82% reaching beyond the district percentage of 81%. Writing scores have been maintained with 51 of the 73 students reaching mastery, and strength in the writing sample has continued. These student accomplishments are the result of focused instruction, staff development, and grade level collaborative planning.

### ***Student Accomplishments***

Morley School is committed to the education of the whole child, academically, socially and emotionally. The majority of our fourth and fifth graders participate in our musical programs with a high percentage of students chosen each year to participate in the Inter-El musical festival. Students continue to receive recognition at district art shows and also demonstrate strong athletic skills acquired from our P.E. program. This year's Sisterhood Musical Partnership with Annie Fisher School enabled students to celebrate each other's uniqueness.

### ***Plans for Improvement***

During the 2002-2003 school year, a focus on differentiation of instruction in all areas of the curriculum continued. Professional development was centered on this objective and Morley teachers will continue this goal in the fall. There will also be a concentrated effort to stretch in the areas of technology utilizing our SMART Board and other researched technological instruments. Additionally, there will be a stronger emphasis on character education with the training and implemented of the Second Step Program at all levels. Parent volunteer involvement will be key to the success of these initiatives.

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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.

Morley School's uniqueness stems from its welcoming community and warm, positive atmosphere.

### ***Curriculum and School Programs***

- Emphasized on school theme "Readers Become Leaders At Morley"
- Hosted author, illustrator, naturalist John Himmelman
- Trained more parents in "Don't Laugh At Me Program"
- Further planned character education with Respect and Responsibility/Diversity Committee
- Instituted a Safety Patrol
- Organized a student run school store
- Hosted Rachel McAnellan, Ms. Math, to expand on mathematical instruction
- Advanced in technology with a new SMART Board and staff training

### ***Community Outreach and Partnerships***

- Reorganized School Improvement Council
- Offered after school French and Mad Science Clubs
- Conducted K-2 Kids Red Wagon Food Drive
- Organized second Community Hobby Day
- Enjoyed a Musical Sisterhood Partnership with Annie Fisher School
- Ran various Student Council Projects: Recycle Day, Town That Cares Coin Drive, Valentines for Elderly
- Participated in West Hartford Chamber of Commerce Mentor Program

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school/district website, see [www.whps.org](http://www.whps.org)

