

STRATEGIC SCHOOL PROFILE 2003-04

Elementary School K-6 Edition

Morley School
West Hartford School District

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 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).

STUDENT ENROLLMENT

School Grade Range K - 5
 Total January Enrollment 362
 5-Year Oct. Enrollment Change 1.1%

**FACILITIES, 2002-03**

of Permanent General Classrooms 20
 # of Portable Classrooms 0
 Year of Original Construction 1927

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	2003-04	4.4	13.0	29.2
	2002-03	5.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2003-04	10.8	16.4	13.3
	1998-99	6.4	13.5	13.1
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	88.4	88.8	87.5
	1998-99	90.6	84.9	84.9
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2003-04	93.1	85.6	76.4
	1998-99	98.3	78.9	72.0

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	6.1	8.1	6.2
Compensatory Education	49	13.5	13.0	26.6
Full or Extended Day Kindergarten	59	N/A	N/A	N/A
Gifted and Talented Program	21	5.8	4.5	1.9
Special Education	33	9.1	11.5	11.2
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	19	5.2
Black	31	8.6
Hispanic	12	3.3
White	300	82.9
Other	0	0.0

Total Minority 2003-04 17.1%

Total Minority 1998-99 12.6%



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.

Morley Elementary School's mission statement exemplifies the ideals and belief of the entire Morley community. It stresses the ultimate goal of ensuring 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 contributions this year to help our students to understand the effects of racial, ethnic, and economic isolation. Through many different ways, diversity has been celebrated. 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. Specific cultures are studied in meaningful student centered ways in kindergarten - grade 5. In kindergarten the study of Mexico includes dancing, storytelling, writing, and concludes with a Mexican Fiesta, which has high parent involvement. The study of Africa brings first graders together for many reading, writing, and performing opportunities and culminates with a "roundtrip flight" to Kenya and an evening at the "African Night" festivities. Japan is studied in grade two and a presentation for parents by the students occurs during "Japan Night" sharing Japanese songs and reports. Third grade studies the West Indies and enjoys a building project and "Caribbean Buffet." Fourth grade's "Sail Through History" event includes student projects, and authentic foods. The study in grade 5 brings together parents and students in a festive atmosphere in an "International Night" event.

Becoming a tradition, Morley PTO invited our new Hartford Families from the CREC Open Choice Program to our Newcomers Reception. This event has made our families feel welcome and involved.

Another special school wide project organized by the Respect/Responsibility and Diversity Committee incorporated our school mission statement through a "Qualities of Character Mural" in which every child and teacher and many parents painted for our school foyer. Our artist-in-residence Joann Moran and Morley Art Teacher, Mrs. Deta Reid guided this masterpiece. The power and beauty of this mural depicts the six qualities of great character (respect, responsibility, caring, citizenship, fairness and kindness), which we impart to our students through many programs; Second Step Character Education Curriculum, Don't Laugh at Me Program, Responsive Classroom and Peer Mediation. The mural welcomes everyone as they enter the school, and gives a vivid expression to the qualities Morley School values and lives by.

Through a West Hartford Foundation Grant, the Amidons, performing and teaching artists, provided experiences for students with traditional American, Afro-American and English dance, song and storytelling. This fostered an atmosphere of respect and cooperation as children work together and become knowledgeable. Through these experiences students, teachers and families have been brought together to enrich their knowledge about the world we live in and to thoughtfully join with one another to celebrate each other and attempt to eradicate the negative impact of discrimination.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	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	100.0	57.4
Voice	100.0	100.0	68.7
Internet Access	100.0	100.0	94.7
Multi-Room Network (LAN)	100.0	100.0	70.9

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	6.6	4.7	4.2
% of Computers that are High or Moderate Power	100.0	87.6	63.4
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	86.8
% of Internet Computers with Filtering Software	100.0	100.0	94.6

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*	33.4	30.8	24.8
% of Print Volumes Purchased in the Last Three Years	10.3	12.1	15.5
# of Print Periodical Subscriptions	10	24.3	16.4
# of Non-Print Materials	300	230.0	395.2

*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	2003-04	19.3	19.8	18.7
	1998-99	20.0	19.9	18.6
Grade 2	2003-04	20.0	20.4	19.8
	1998-99	18.3	19.4	20.1
Grade 5	2003-04	24.7	21.6	21.4
	1998-99	19.7	22.2	21.5

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	23.2	23.4
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	0.7
Other Professionals	0.8	0.8
# of Non-Certified Instructional	1.5	2.5

Professional Staff Race/Ethnicity	2003-04	2002-03	1998-99
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.8	11.3	13.1
% with Master's Degree or Above	85.7	71.8	80.0
% Trained as Mentors, Assessors, or Cooperating Teachers	22.9	33.3	28.0

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	18	N/A
English Language Arts*	420	414	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	188	No
Music	36	36	33	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	96	No
Technology Education	0	0	2	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, 14.0% 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	Yes	Yes
In-Class Tutorial	No	No
After School Program	Yes	Yes
Summer School (2003)	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 2002-03 School Year	0.3	1.0	2.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	3.1	7.0	8.3
% Certified Staff Assigned to Same School the Previous Year	94.3	88.2	84.8


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.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2003-04	District 2003-04	State 2003-04
Grade 4 Reading	83	72.1	67.8	54.3
Writing	81	76.7	75.9	65.8
Mathematics	88	79.1	70.9	57.6
All Three Tests	79.2	65.1	56.9	42.3
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	97.1	97.4



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	School	District	State
% Passing All 4 Tests			
 Grade 4	45.5	41.0	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2003	98.1	97.4	97.1

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

Morley Elementary School continues to demonstrate high performance on district-developed assessments and state testing. The scores of the Connecticut Mastery Test have evidenced the efforts over the past 4 years. In Reading, 72% of students scored at or above the mastery standard achieving beyond the district percentage of 67%. Similarly in Math, 79% of students scored at or above the mastery goal reaching beyond the district percentage of 70%. Writing scores have shown considerable improvement with 77% of students reaching mastery. Growth in the writing sample has continued with students scoring at an average of 8.3 above the district average of 8.1. These student accomplishments are the result of focused instruction, staff development, and grade level collaborative planning.

Student Accomplishments

Commitment to excellence at Morley School has produced strong accomplishments in the education of the whole child, academically, socially and emotionally. The Character Education focus has resulted in a marked improvement in student interactions. Almost all fourth and fifth graders participate in our musical programs with a high percentage of students chosen each year to participate in the Inter-Elementary music festival. Students continue to receive recognition at district art shows and athletic events.

Plans for Improvement

During the 2003-2004 school year, a focus on differentiation of instruction continued. Technology has been integrated more into the curriculum. Work in this area with 3 SMART Boards and a new computer lab will continue in the fall. Support from a Gates Foundation Program will help us to succeed. There will also be a concentrated effort to stretch in the areas of writing and reading while investigating our new district math program in K-2. Additionally, there will be a continued emphasis on Character Education looking into the parent component of Love and Logic Program. Parent support will continue to help us reach our goals.

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.

Our Accomplishments

Morley School's excellence is due to its experienced staff, warm atmosphere and engaged community.

Curriculum and School Programs

- Reading /writing emphasized based on school theme "Readers Become Leaders At Morley".
- Respect/Responsibility/Diversity Committee organized mural Character Education project.
- Hosted visiting mural artist-in-residence, Joann Moran, to guide students in designing the mural.
- Trained teachers in the Second Step Character Education Program.
- Reorganized Student Council.
- Hosted performing artists, The Amidons, for experiences in traditional dance and song.
- Advancement in technology with staff training for integration into the curriculum.

Community Outreach and Partnerships

- Active School Improvement Council which organized dissemination of a National Survey.
- Offered after school French and Mad Science Clubs.
- K-2 Kids Red Wagon Food Drive.
- Organized third Community Hobby Day.
- Developed a oral history documentary of the Mural/Character Education process (on CD).
- Student Council Projects: Recycle Day, Valentines for Elderly, Visits to local retirement home.
- West Hartford Chamber of Commerce Mentor Program.
- PTO Parent Center/Ongoing parent workshops.

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/schools/morley/index.html

