

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Morley School
West Hartford School District**ELLEN G. STOKOE, Principal
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West Hartford,
ConnecticutWebsite: www.whps.org/schools/morley/index.html

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular
School Grade Range: K- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 367
5-Year Enrollment Change: 3.4%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	21	5.7	14.5	33.1
K-12 Students Who Are Not Fluent in English	16	4.4	10.2	7.3
Students with Disabilities	31	8.4	11.2	10.8
Students Identified as Gifted and/or Talented	19	5.2	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	59	95.2	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	292	95.7	90.8	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.7	19.7	18.1
Grade 2	18.3	20.7	19.3
Grade 5	20.7	22.7	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts	425	425
Family and Consumer Science	0	1
Health	32	23
Library Media Skills	18	18
Mathematics	201	199
Music	36	33
Physical Education	54	40
Science	76	97
Social Studies	75	92
Technology Education	0	1
World Languages	36	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.5% of elementary and middle schools that serve Grade K start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	4.4	10.1	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	75.0	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.8	3.5	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	99.2	91.7
# of Print Volumes Per Student*	35.8	33.6	27.7
# of Print Periodical Subscriptions	5	22	16

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	23.50
Paraprofessional Instructional Assistants	3.30
Special Education: Teachers and Instructors	1.10
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.3	11.4	13.2
% with Master's Degree or Above	88.9	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	8.9	6.3	8.7
% Assigned to Same School the Previous Year	77.8	68.2	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Morley School prides itself on its home and school partnership that has earned the school a reputation for its commitment to collaboration. With the support of the PTO, staff and School Improvement Council a cohesive plan for on-going communication, home/school activities and shared decision making have enabled us to reach our goals. Communication has been a vehicle that has promoted family involvement in school life:

The Bi-Monthly Newsletter, The Morley Reader, informs families of events, curriculum updates, publishes poems/essays, and includes websites for home practice

Monthly teacher newsletters share calendar of events, curriculum focus and projects

Bi-Weekly Homework Club supports students needing extra help in grades 3-5

Weekly parent/teacher behavior and homework packets connect home/school Collaborative home/school behavior or academic contracts are developed as needed

School website gives pertinent school information with links to grade level sites

Volunteering is a key factor which bring the families and community closer together:

At the Open House before school begins, the PTO booths publicize events/programs to sign up for such as room parents, curriculum related field trips, monthly lunchtime book swaps, school breakfasts, Pet Parade, Spirit Days, artist-in-residence support, Pumpkin Night, School Dances, Game Night, the Pond House Fundraiser, and Family Picnic

Host families involve our Open Choice Hartford families in school related events

Training for parents in technology, reading and math for classroom instruction programs

School Improvement Council trains parents to facilitate the Love and Logic Program

Barnes and Noble Weekend Book Fair at Blue Back Square encourages reading at home

Support services are available for different needs such as, The Bridge, which runs a Lunch Bunch Divorce Group and offers support for family issues, Town Mentor Program

that matches community members with students in need, and the School Improvement Council that offers a Love and Logic Discipline Program to parents in K-5.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.8
Asian American	17	4.6
Black	27	7.4
Hispanic	15	4.1
White	305	83.1
Total Minority	62	16.9

Percent of Minority Professional Staff: 6.1%

Open Choice: 19 students attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 7.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 12.

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.

Morley Elementary School has continued its interdistrict outreach and was awarded for the fifth year a CREC Pupil Partners Mini-Grant for a Sister School Musical Partnership with Hartford's Kinsella Magnet School of the Performing Arts. The joint talents of about 50 students through shared band rehearsals, lunches and recesses at both schools have enabled students to celebrate each other's diversity. A combined concert at both schools included audiences of about 365 at Morley and 444 students at Kinsella. The ethnicity of Morley school is primarily white and Kinsella's is mainly Hispanic. A Chinese New Year Celebration for all students was held to provide an opportunity for multicultural and world awareness, exposure to the Chinese language with guest teachers from the local Chinese School teaching various dance and arts and crafts. All students participated with the 31 ELL students performing for the school at the conclusion. A 5th grade teacher, with a class of 24 students, received a Project LUCID (Literacy Unifying Children in Diversity) interdistrict grant through ACES. This program provided students the opportunity to become virtual partners by incorporating a technology component to increase academic achievement while helping West Hartford and Wolcott, CT classes to reduce issues of economic, ethnic and geographic isolation through videoconferencing and web cameras. For the past 7 years, Morley School has participated in Open Choice Program with 19 Hartford students, mostly African American. The Morley PTO has organized Host Families who help to support and include the families in all school events.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	51.7	40.9	33.8	85.9
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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 Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	76.7	65.1	52.0	90.0
Writing	86.7	76.0	63.4	94.1
Mathematics	86.7	71.9	60.0	94.7
Grade 4 Reading	70.5	70.7	55.9	73.6
Writing	65.6	71.0	62.9	51.9
Mathematics	63.9	71.7	60.3	55.2
Grade 5 Reading	77.4	71.6	62.2	77.2
Writing	85.5	75.2	64.5	87.9
Mathematics	87.1	78.6	65.9	88.4
Science	85.2	62.5	54.9	93.8
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

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.4	97.3	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 2 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	3	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

An extensive analysis of student performance data over the past year was the basis for determining the effectiveness of our instruction and helped to plan our objectives for the year. As we track our CMT scores, Morley students consistently achieve growth over time. In 2007-2008, students achieved an 86.4% proficiency in reading, 95% in writing and 91.3% in math reflecting the focused impact of effective instruction. The progress in grade 3 scores, in which all students reached or exceeded mastery in reading, math and writing, revealed the successful communication and delivery of the K-5 curriculum across the grades. These efforts were accomplished through the Morley K-5 Grade Level and Cross Grade Level Professional Learning Communities including Special Education, ESOL, and Special Area teachers' assessment of data, and discussions about student needs. Specific goals per team were developed taking into consideration the differentiated needs of each student. Those students needing extra support were targeted as well as those needing further challenge. Continued focus on developing interim and formative assessments and analysis will continue to identify specific areas of strength and weakness as we reconstruct our School Improvement Plan with on-going measurement of progress.

Every classroom (18), Vocal Music and Art Rooms equipped with SmartBoards, and 2 mobile lab carts with 23 laptops, afford regular and special education students the tools for achieving through various modalities by integrating technology. Focusing on using Connecticut's Framework for RTI (Scientific Research-Based Interventions) will further enhance the improvement of education for all students.

The Morley School Improvement Council with PTO support consists of parents, teachers, curriculum specialist and school administration in an open setting, and focuses on the social and emotional goals of the school through character education programs. For the 5th year, SIC offered the Parenting Program of Discipline with Love and Logic, training about 25 families. Close to 200 families have been trained over the years. In addition, parents are encouraged to set up personal meetings, send e-mails and/or letters to the staff or principal for community feedback and ideas about any issues.

Experienced staff is utilized as mentors as well as the principal and curriculum specialist, and will continue to assist and support newer staff through collegiality meetings and workshop offerings.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our Accomplishments:

An exemplary school due to a talented staff, diligent students and a committed community.

Curriculum and School Programs:

*Focus on literacy through the school theme of Readers Become Leaders at Morley School.

*Assemblies highlighting reading; Readers Become Leaders Celebrations, School-wide SSR, and Dr. Seuss Read Across America with Family and Friends Day.

*Artist-in residence, Puppeteer Dan Butterworth, integrated creative interactive activities in each classroom utilizing the West Hartford K-5 Social Studies Units as students performed with their handmade puppets

*Responsive Classroom Character Education Model Morning Meetings build a sense of community

*Morley Tech Buddies enhanced video conferencing, SmartBoard, scanning, and mobile lab skills

*Third year of establishing Morley Grade Level Professional Learning Communities for collegial analysis of state and district data and student work, development of interim assessments, and sharing of successful practices while on-going planning of next action steps

Community Outreach and Partnerships

*Fifth year of offering Discipline with Love and Logic Parenting Program

*PTO's annual Pond House Fundraiser Event helps to complete SmartBoard installation in every classroom

*Twelfth annual K-2 Kids Red Wagon Food Drive to support West Hartford Community Foodshare

*West Hartford Chamber of Commerce Mentor Program supported 2 students

*PTO Monthly Lunchtime Book Swaps encouraged the home/school reading connection

* CREC Sister School Musical Mini Grant with Kinsella Magnet School of the Performing Arts in Hartford

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