

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Morley School**West Hartford School District**

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Location: 77 Bretton Road
West Hartford,
Connecticut

Website: 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 SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 379
5-Year Enrollment Change: 9.5%

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	28	7.4	15.9	36.7
K-12 Students Who Are Not Fluent in English	21	5.5	9.5	7.4
Students with Disabilities	37	9.8	10.4	10.9
Students Identified as Gifted and/or Talented	20	5.3	5.2	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	54	91.5	89.6	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	294	91.9	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	983	992

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	19.7	19.8	18.5
Grade 2	21.0	20.3	19.7
Grade 5	21.0	21.0	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	18
English Language Arts	422	422
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	18	19
Mathematics	200	199
Music	36	33
Physical Education	54	41
Science	75	97
Social Studies	74	88
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.2% 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	5.5	9.5	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.3	75.7	80.9

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	3.9	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	97.9	98.6	89.9
# of Print Volumes Per Student*	35.9	35.7	28.9
# of Print Periodical Subscriptions	4	22	12

*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	23.90
Paraprofessional Instructional Assistants	3.50
Special Education: Teachers and Instructors	1.30
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	0.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	7.50

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	16.1	12.0	13.6
% with Master's Degree or Above	92.9	80.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	8.3	7.1	8.2
% Assigned to Same School the Previous Year	92.9	82.8	86.9

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 is proud of its district reputation of having a strong home/school bond where student success is a priority. Home and school connection opportunities abound through our active PTO and School Improvement Council. Through a focused system of home/school communication via committee meetings, newsletters, e-mails, web pages, blogs and weekly list server contact, our school goals are relayed, supported and achieved. Parental involvement is key to our success. The Morley Reader, our bi-monthly newsletter, is electronically sent to families to keep everyone apprised of school events, academic websites for home skill support, artist-in-residence schedule, and curriculum updates. The Morley School website is updated weekly and provides links to grade level sites and teacher supervised student blogs. Volunteering is welcomed by staff in the classroom, at field trips and in the office and affords a strong link between home and school. The At-Home Type to Learn CD's offers typing skill practice for grades 3-5. Bi-Weekly Homework Club supervised by staff gives the extra direction needed for grades 3-5 students. PTO-sponsored events bring the community and school together through Spirit Days, Book Swaps, Pet Parade, Pumpkin Night, Artist-in-Residence Day, family fun nights, after school movies and dances, and the annual Parent/Teacher Pond House Evening with its silent auction fund raiser for special school purchases. The Morley School Improvement Council's facilitation of the training of parents in Love and Logic's Discipline Program supports the social and emotional components of the curriculum. CREC's Open Choice Program families are hosted by Morley families for school related functions. Pupil Service department staff organize town programs to work in the school with children in need: a Lunch Bunch Divorce Group, Citizen Student Mentor Program, and the Reading Education Assistance Dogs (R.E.A.D) relaxing the anxious. Annual Barnes and Noble Bookfair at BlueBack Square promotes our Readers Become Leaders theme.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	24	6.3
Black	28	7.4
Hispanic	24	6.3
White	302	79.7
Total Minority	77	20.3

Percent of Minority Professional Staff: 0.0%

Open Choice:

20 student(s) 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 :

10.3% 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 17.

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 School provides educational opportunities for its students to interact with students and teachers from diverse, racial, ethnic and economic backgrounds directly. One such program, in its 7th year, is the Sister School Musical Partnership with Hartford's Kinsella Magnet School of the Performing Arts, previously funded by CREC and currently by our Performing Arts Department. Bringing together the joint talents of about 60 students through shared band rehearsals, concerts, lunches and recesses at each other's schools, students have been able to celebrate one another's diversity and common talents. Performances at both schools included the entire school populations of 379 at Morley and 550 at Kinsella. The ethnicity of Morley School is primarily white and Kinsella's population is mostly Hispanic and African American. Another vehicle for encouraging understanding of cultural differences is the Open Choice CREC Program in its 9th year at Morley School. 20 students from Hartford are enrolled in grades K-5 and become actively involved with support from host families and home/school communication. Host families invite students to dinner before evening events, car pool when needed and make calls to remind families of upcoming school activities. Music teachers hold concert rehearsals during the day so Hartford students can be equally involved. Cross cultural programs are brought to the school through the PTO and various cultures are highlighted each year through music, dancing or art. Community service is one of Morley School's proud themes and students are taught understanding and compassion about families with economic hardships through the fall Morley K-2 Red Wagon Food Drive and the spring K-5 Backpack School Supplies Brigade to Town Hall.

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	87.5	65.6	50.3	98.3
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	87.0	70.9	57.0	96.9
Writing	81.7	71.4	58.3	90.6
Mathematics	88.2	75.4	62.4	94.3
Grade 4 Reading	74.1	68.6	59.9	73.4
Writing	80.4	74.7	63.6	80.4
Mathematics	85.5	77.6	67.0	83.8
Grade 5 Reading	83.1	76.0	61.8	88.2
Writing	87.1	80.2	68.2	88.8
Mathematics	95.1	85.4	72.4	95.9
Science	77.8	70.7	59.4	79.6
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	96.8	97.8	96.5

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 2008-09 school year, 5 students were responsible for these incidents. These students represent 1.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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	5	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

On-going data collection over the years has been analyzed for each child assisting in determining the effectiveness of instruction. This guides the setting of the yearly School Improvement Plans. These plans have made an impact on CMT scores resulting in consistent improvement. Students excelled beyond 2008-2009 scores in reading by reaching 92% proficiency, 98% in math and 95% in writing due largely to addressing the individual needs of each student. Overall, our students met goal in each area with an 85% success rate. This clearly speaks to the focused impact of current, consistent, collaborative and effective instruction. This occurs through the Morley K-5 Grade Level and Cross Grade Level Professional Learning Community/Data Teams that include special education, QuEST, ESOL, and special area teachers' collaborative efforts in assessing data, conferring and planning about effective teaching strategies, and developing common formative assessments to meet student needs, as well as developing Individual Students Plans to target those needing more support or extension. Integrating technology to enhance instruction can also be attributed to our School Improvement Plan with the support of our PTO. Every classroom (18), including art, music and media center, has been equipped with a SMARTboard and this year our ESOL/QuEST and resource rooms have newly installed SMARTboards. In addition, available to all Morley staff, are 2 mobile lab carts with 26 laptops, response clickers for differentiation, document cameras (8), flip cameras and an 18-computer lab housed with math and reading interactive programs in the media center as well as classroom computers. All this provides regular and special education students tools for success through a variety of modalities. Staff development in Connecticut's Research-Based Intervention (SRBI) and planning how to effectively utilize the 3-Tier Format, along with the school's Student Success Team (SST), are on-going in our efforts to enhance educational improvement for all students. Focusing on the social/ emotional improvement of students, teachers and parents are trained in the Discipline with Love and Logic Program facilitated by the School Improvement Council training 25 families this year. This popular program has impacted 250 families since its inception in 2002. Highly qualified staff meet regularly sharing practices in their PLC's with support from their principal and curriculum specialist strengthening school bonds for the benefit of the success of the whole child.

SUPPLEMENTAL SCHOOL INFORMATION

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

An exceptional school that prides itself on its highly collaborative home/school focus on students. Curriculum and School Programs: *Literacy-centered focus on Readers Become Leaders theme supported by "Literacy Sacred Time" scheduling of instruction across K-5. *Readers Become Leaders Celebrations to include annual Dr. Seuss Read Across America with Family and Friends Day. *Artist-in-residence, Think Green author Jeanine Behr Getz, funded by Foundation for the West Hartford Public Schools Grant and PTO. *Technology integration with digital storytelling, teacher supervised student writing blogs, student Tech Video Club, purchase of document and flip cameras. *Character education Responsive Classroom Program to enhance sense of community. *Discipline with Love and Logic Parenting Program offered for 7th year to K-5 parents and facilitated by the School Improvement Committee. *Fourteenth Annual K-2 Red Wagon Food Drive supporting West Hartford Foodshare. *Morley Professional Learning Communities/Data Grade Level and Cross Grade Level teams work collaboratively with SRBI to support student progress. *Hosted the R.E.A.D. (Reading Education Assistance Dogs) 10th Year Celebration. * Fifth grade student and teacher honored with citation from the governor on the digital poem, "Heroes." *Principal, nominated by staff and community, selected as Connecticut's National Distinguished Principal by CAS.
