

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Morley School**West Hartford School District**

Ellen G. Stokoe, Principal
Telephone: 860-233-8535

Location: 77 Bretton Rd.
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, 2012: 334
5-Year Enrollment Change: -9.0%

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	27	8.1	18.0	41.3
K-12 Students Who Are Not Fluent in English	13	3.9	7.5	8.1
Students with Disabilities	33	9.9	9.4	11.2
Students Identified as Gifted and/or Talented	23	6.9	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	39	88.6	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	279	96.2	95.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	999

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	22.0	19.6	18.9
Grade 2	20.0	19.3	19.8
Grade 5	21.0	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	419	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	75	99
Social Studies	74	90
Technology Education	0	3
World Languages	36	15

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10% of elementary and middle schools that serve Grade 3 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	3.9	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.0	87.1	79.2

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	2.8	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	99.2	99.7	93.5
# of Print Volumes Per Student*	38.8	37.3	29.7
# of Print Periodical Subscriptions	5	17	10

*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		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.
General Education: Teachers and Instructors	22.50	
Paraprofessional Instructional Assistants	3.50	
Special Education: Teachers and Instructors	1.50	
Paraprofessional Instructional Assistants	7.00	
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	1.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	7.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	18.1	13.0	13.7
% with Master's Degree or Above	96.4	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	5.2	8.2	9.1
% Assigned to Same School the Previous Year	85.7	84.4	84.3

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.

An outstanding reputation between home and school is a proud collaborative commitment we have sustained over the years. PTO, staff, School Improvement Council and the School Climate Committee support our on-going communication, home/school activities and shared decision making. Communication has been a vehicle that has promoted family involvement in school life: The Bi-Monthly Newsletter, The Morley Reader and Morley Mini-Reader sent electronically to families, informs them of events, curriculum updates, and includes websites for home practice. Our parent list serve e-blasts send out timely and pertinent messages to families. In addition, a Student Newspaper, Morley Times, is linked to our school website to share student centered information about school events, opinions and interesting student reflections. Bi-Weekly Homework Club supports students needing extra help in grades 3-5. Parent/teacher student academic/ behavior contracts connect home/school collaboration when needed. The school website shares school related information with links to grade level pages and teacher blogs. Volunteering is key to bringing the community closer together through many events and is coordinated by teachers and through the PTO; a Lemonade Social at the close of the Open House, Room Parent Tea, parent monitors at curriculum related field trips, monthly lunchtime book swaps, school breakfasts, Pet Parade, Spirit Days, artist-in-residence support, Halloween Event Night, School Dances, the Big Event Fundraiser, and a Family Picnic. Parents volunteer to support classroom instruction programs which occur through teacher guidance. The School Improvement Council periodically offers parent workshops through the Love and Logic Program, the Yale Parenting Center and from Pupil Services personnel. The focus on reading at school and home is highlighted with a school Book Fair with parent involvement. Support services are available for different needs by the town and school; The Bridge offers a Lunch Bunch Divorce Group with support for family issues, and an in-school Bullying Program; our Social Worker facilitates the Mentor Program, Friendship groups and The R.E.A.D. (a reading dog) Program that encourage positive strategies for student interactions and behavior.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	17	5.1
Black	17	5.1
Hispanic	34	10.2
Pacific Islander	0	0.0
White	255	76.3
Two or more races	11	3.3
Total Minority	79	23.7

Percent of Minority Professional Staff: 0.0%

Open Choice:

14 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 :

8.4% 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 11.

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.

Helping students understand the effects of racial, ethnic and economic isolation is a priority at Morley School. We provide educational opportunities for students to interact with students and teachers from diverse, racial, ethnic and economic backgrounds so they may grow and learn about the world in which we live. We are proud to live by our mission statement which stresses challenging students to demonstrate respect and responsibility for self and others. Our social studies curriculum lends itself to studying specific cross cultural programs throughout the grades K-5. The cultures of Mexico, Africa, Japan, West Indies and the early history of the United States are studied in creative ways engaging students through dance, digital storytelling, artwork, singing, research and culminating in evening performances for families to enjoy all the learning that has taken place. Our Hartford Families from the CREC Open Choice Program become actively involved at Morley with support from host families and consistent communications. Host families invite students to their home before events and call to remind families of upcoming activities. Through the WH Department of Performing Arts and Morley School, a sisterhood partnership between Morley and Kinsella School of the Performing Arts in Hartford, has continued for 12 years. Approximately sixty students practice, lunch and recess together and present a Band Concert at both schools. Morley's ethnicity is primarily white and Kinsella is Hispanic and African American. Community service is one of Morley School's proud themes and students are taught understanding and compassion about families with economic hardships here and in other countries. Our Student Council supports a food drive and backpack supplies for district students in need. This past year, over 400 backpacks were given out prior to school opening. Opportunities for students to gain knowledge about all citizens of the world, and reach out to those in need in our diverse society, are a life experience that hopefully will continue into adulthood.

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	70.7	52.0	98.6
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	83.1	71.7	56.9	94.1
Writing	83.3	75.8	60.0	91.4
Mathematics	86.7	73.1	61.4	90.3
Grade 4 Reading	96.4	75.4	62.6	100.0
Writing	91.1	73.9	63.0	97.8
Mathematics	91.1	73.0	65.1	94.2
Grade 5 Reading	86.0	79.4	66.9	85.5
Writing	86.7	81.0	65.6	87.3
Mathematics	86.0	81.2	69.2	78.8
Science	76.7	76.3	62.3	72.1
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

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	98.8	97.6	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 2011-12 school year, 1 Student was responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
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	0	1

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

We look at an extensive analysis of student performance data, and reviews of Individual Student Performance Plans (IPP), to determine our instructional needs. This guides us in our planning of our School Development Plan. The impact of a collaborative process in our Professional Learning Communities has resulted in CMT scores that have consistently shown mastery growth. In 2013, Morley was above goal in all content areas with 88% of students achieving mastery. Proud of the hard work of the Morley faculty, especially with their focus on the new CCSS ELA and Math Standards, students maintained 89% mastery in reading, reached 87% mastery in writing and 90% in math reflecting the impact of effective instruction. Team goals were developed based on differentiated needs of students and reflected in our School Plan. Students needing extra support and those needing further challenge were targeted. Developing the integration of the ELA and Math Common Core Standards within the literacy and math curriculum will be a focus in all grade levels. Assessments will be ongoing to determine the areas of strength and weakness as we reconstruct our School Improvement Plan. Every classroom, Music, Art, ELL, Reading, Resource and Intervention rooms are equipped with SmartBoards. Grade level and resource rooms house 2 document cameras and 2 mobile lab carts, a set of class ipads plus additional laptops and chrome books to afford regular and special education students the tools for achieving through various tech tools. Student Success Teams (SST) meet frequently to assess student needs and support. Literacy Fluency Groups meet daily in the Media Center to work on strengthening student reading skills. The School Improvement Council and PTO focus on social/emotional goals through character education programs like Discipline with Love and Logic, Yale Parenting Workshops, The Bridge Bullying Series and the Hall High School Bullying Connection Program. Parent feedback is encouraged by personal meetings, e-mails, letters, and calls for ideas and issues. The principal, curriculum and reading specialists, math and reading tutors and parent community support all school staff and student needs on a continuous basis to maintain the Morley School's positive and happy learning environment.

SUPPLEMENTAL SCHOOL INFORMATION

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

Morley School, in its 85th year, is a school with an outstanding reputation due to its collaborative home/school focus on children. We support our mission statement stressing mastery of a challenging curriculum, and demonstrating respect and responsibility for self and others. Our focus is on literacy, numeracy and science with active after school Stem Club activities through the theme of Readers Become Leaders at Morley. Morley builds a sense of community through Dr. Seuss Read Across America with Family and Friends Day, the Responsive Classroom Character Education Model, and enhances student skills with a variety of technology tools such as document cameras, SmartBoards, mobile labs, response clickers and class sets of ipads and chrome books. Morley School is proud of its successful Morley Professional Learning Community Teams that engage in collaborative analysis of data, sharing evidence-based instructional strategies, developing IPPs and formative and summative assessments for on-going planning. Morley School's community outreach and partnership offer the following: 1) parenting programs 2) an annual K-5 Red Wagon Food Drive walk to Town Hall to support the Town Foodshare 3) our annual Backpack Brigade Walk providing school supplies for West Hartford families 4) the Student Council's global outreach to various charities 5) support of the town Mentor Program 6) the Bridge Center's Bullying Series 7) the PTO fundraisers and Chef to School Program focusing on healthy eating and Wednesday Salad Days 8) the Sister School Musical Partnership with the Kinsella Magnet School in Hartford. These endeavors will help to develop lifelong skills and have a positive effect on the whole child at Morley School.
