

STRATEGIC SCHOOL PROFILE 2000-01

Elementary School K-6 Edition

Morley School
West Hartford School District

ELLEN G ROSOW-ROBY, 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).
 Data were provided by the local school district during the fall of 2000.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 341
 5-Year Enrollment Change -9.1%*

**FACILITIES**

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

*Between 1995 and 2000, was redistricted

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	8.3	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	9.1	15.3	13.8
	1998-99	6.4	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	91.6	89.8	86.3
	1995-96	87.5	87.0	85.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	90.9	88.5	74.7
	1995-96	91.9	78.8	69.1

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)	13	3.8	6.1	5.1
Compensatory Education	32	9.4	12.3	23.1
Extended Day Kindergarten	55	N/A	N/A	N/A
Gifted and Talented Program	25	7.3	4.9	2.3
Special Education	25	7.3	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	14	4.1
Black	14	4.1
Hispanic	14	4.1
White	299	87.7

Total Minority 2000-01 12.3%

Total Minority 1995-96 14.4%



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.

Morley's efforts to contribute to our students' understanding of the effects of racial, ethnic, and economic isolation has been addressed throughout the curriculum by integrating literature, historical information, and theatrical opportunities so students can become a part of authentic learning experiences. Some of the highlighted programs reflecting different cultures are the in-depth grade three studies of the Caribbean through research projects and a authentic Caribbean Buffet, as well as the grade one African study and "flight" to Kenya. Targeted for a unique diversity program, fourth and fifth grade students will continue to actively plan and participate in a multi-media enrichment program. The program, originated by retired West Hartford teacher, Eve Soumerai, enables students to respect cultural differences in our world and find role models as change agents. Students will practice with teachers and high school students to perform a school-wide assembly depicting the life and times of Thurgood Marshall during Black History/Diversity Month. These efforts will aid in improving cultural understandings.

Through our Respect and Responsibility school focus, student led assemblies are held throughout the year for the specific purpose of celebrating our differences. Recognizing a need for greater diversity, the school population has also been enriched by the addition of eight students from the CREC Choice program which supports the attendance of students in local suburban school districts. In addition, each grade level carefully and thoughtfully plan activities and uses resources to educate students so they may become aware of the negative impact of discrimination. The K-2 Kids, consisting of students and teachers in kindergarten through grade two, annually collect foods and present them in a "Red Wagon Day" convoy to Food Share. This promotes positive understandings and belief systems about the contributions of a diverse society. The Responsive Classroom program, with trained teachers in each classroom, also offers a vehicle for delivering these messages.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	979

*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	5.3	4.9	5.2
% of Computers that are High or Moderate Power	98.4	97.8	86.6
% of Computers with High Speed Internet Access	98.4	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	29.4	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	19.9	14.5	16.5
# of Print Periodical Subscriptions	4	23.1	18.6
# of Non-Print Materials	260	239.1	401.6

*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



Average Class Size		School	District	State
Grade K	2000-01	18.3	19.3	18.1
	1995-96	20.7	19.1	19.6
Grade 2	2000-01	18.0	19.7	19.5
	1995-96	18.7	19.8	20.6
Grade 5	2000-01	20.7	20.8	21.7
	1995-96	22.7	23.3	21.9

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	22.2	22.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.5	N/A
Other Professionals	0.5	N/A
# of Non-Certified Instructional	3.5	3.0

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% 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	11.7	11.7	13.2
% with Master's Degree or Above	76.7	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	30.0	35.5	25.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	184	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	2	N/A
World Languages*	36	41	10	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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2000)	Yes	Yes
Other	Yes	Yes



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 1999-2000 School Year	0.3	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	5.4	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	90.0	85.3	80.9

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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

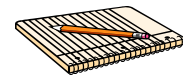
Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	83	74	56.9
Writing	81	75	57.5
Mathematics	88	81	60.2
All Three Tests	79.2	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	100.0	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Connecticut Mastery Test Index, Third Generation	School	District	State
Grade 4 Reading	90.8	83.4	69.2
Writing	90.1	87.9	76.5
Mathematics	94.3	90.7	78.1
Grade 6 Reading	87.6	86.3	73.0
Writing	84.5	87.5	79.3
Mathematics	89.5	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	40.0	44.2	31.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2000	96.2	96.5	96.1

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 the CMTs in all academic areas.

Although the move to the third generation of CMTs makes comparisons to previous years' scores difficult, 38 of 48 students (79.2%) met the new challenging standards in all three content areas. In reading and in writing, 83% of Morley students scored at or above the mastery standard. In mathematics, Morley students continued to show solid understanding of mathematical concepts, with 88% of students at or above the mastery standard.

Morley takes pride in being a school that focuses on the whole child. The arts play an important role, with the entire school participating in events such as Arts and Flowers, an annual collaboration celebrated with classroom thematic displays of fresh flowers and art. Each student has a piece of original artwork displayed in the yearly Art Show. Nearly every fourth and fifth grade student (98%) participates in the choir, while 81% participated in orchestra or band. Classroom teachers at every grade level look for ways to integrate oral presentation into the curriculum and to extend student opportunities to take on leadership roles. The newly instituted Student Council has been a vibrant force for generating school spirit and developing new service projects.

Plans for Improvement:

Morley's staff will continue to provide instruction that is appropriate for students with a wide range of identified needs. Collegial support and the sharing of successful strategies for differentiation will be a focus of staff development work. In addition, teachers will help create workshops to train parent volunteers in strategies in reading, writing, and mathematics to provide targeted support in the classroom.

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

Curriculum and School Programs

- Utilized "Readers Become Leaders" as a schoolwide theme
- Hosted Poet-in-Residence, Andrew Green
- Instituted Student Council
- Implemented "Respect and Responsibility" assemblies
- Participated in WordMasters to increase vocabulary skills

Community Outreach and Partnerships

- K-2 Kids Red Wagon Food Drive
- Family Geography Challenge
- Valentines for Veterans and Button Up Connecticut service projects
- Interval House Toy/Gift Collection
- Parent Center/Ongoing Parent Workshops
- Keyboarding classes and Mad Science Club offered as after-school activities

Our Plans for Improvement

- Work with NASA to link to International Space Station
- Create workshops to train parent volunteers to support instruction in reading, writing, and math
- Create parent workshops to facilitate technology use at home and in school
- Utilize faculty study groups to improve instruction in writing and reading

<p>Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.</p>

For the school/district website see www.whps.org

