

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



Morley School West Hartford School District

860-233-8535 • <http://morley.whps.org>

School Information

Grade Range **K-5**
Enrollment **283**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

Contents

Students.....	1
Educators.....	2
Instruction.....	2
Performance and Accountability.....	3

Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	143	50.5	49.0
Male	140	49.5	51.0
American Indian or Alaska Native	0	0.0	0.1
Asian	12	4.2	11.4
Black or African American	15	5.3	8.1
Hispanic or Latino	34	12.0	18.2
Pacific Islander	0	0.0	0.1
Two or More Races	20	7.1	4.4
White	202	71.4	57.8
English Language Learners	8	2.8	5.4
Eligible for Free or Reduced-Price Meals	25	8.8	21.2
Students with Disabilities ¹	33	11.7	12.4

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	6	2.9	0	0.0
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	23.1	0	0.0
Students with Disabilities	*	*	0	0.0
School	15	5.3	0	0.0
District		6.2		4.1

Number of students in 2015-16 qualified as truant under state statute: 22

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2016-17

Morley School

West Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	21.4
Paraprofessional Instructional Assistants	4.5
Special Education	
Teachers and Instructors	1.6
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	0.9
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.0

¹In 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.

Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	1.7
Black or African American	0	0.0	2.5
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	33	100.0	91.9

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.4	7.4

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	980
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:35 AM
End Time	03:20 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	12	*
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
School	30	100.0
District		66.6

³Ages 6-21

School Profile and Performance Report for School Year 2016-17

Morley School

West Hartford School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	6	*	6	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	116	82.8	116	75.3	33	64.7
English Language Learners	10	*	10	*	*	*
Non-English Language Learners	142	82.7	142	75.7	*	*
Eligible for Free or Reduced-Price Meals	13	*	13	*	*	*
Not Eligible for Free or Reduced-Price Meals	139	82.8	139	75.8	*	*
Students with Disabilities	24	64.9	24	62.5	7	*
Students without Disabilities	128	84.2	128	76.6	40	65.9
High Needs	35	68.4	35	64.0	9	*
Non-High Needs	117	84.9	117	77.5	38	66.5
School	152	81.1	152	74.4	47	63.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.8	N/A	N/A	N/A	46	97.8
Curl Up	95.7	N/A	N/A	N/A	46	95.7
Push Up	89.1	N/A	N/A	N/A	46	89.1
Mile Run/PACER	91.3	N/A	N/A	N/A	46	91.3
All Tests - School	82.6	N/A	N/A	N/A	46	82.6
All Tests - District	64.1	57.8	49.1	47.8		54.7

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Morley School

West Hartford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.1	75	50.0	50	100.0	67.1
	High Needs Students	68.4	75	45.6	50	91.1	55.9
Math Performance Index	All Students	74.4	75	49.6	50	99.2	62.2
	High Needs Students	64.0	75	42.6	50	85.3	50.5
Science Performance	All Students	63.3	75	42.2	50	84.3	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	71.6%	100%	71.6	100	71.6	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	78.8%	100%	78.8	100	78.8	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	5.3%	<=5%	49.5	50	98.9	9.9%
	High Needs Students	14.0%	<=5%	31.9	50	63.9	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.8% 82.6%	75%	50.0	50	100.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				511.8	600	85.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.4	6.6	16.6	
Math Performance Index Gap	75.0	64.0	11.0	18.5	
Science Performance Index Gap	66.5	N/A	.	16.5	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.1
	High Needs Students	94.7
Math	All Students	98.1
	High Needs Students	94.7
Science	All Students	94.0
	High Needs Students	.

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.