

STRATEGIC SCHOOL PROFILE 2001-02

Elementary School K-6 Edition

Morley School
West Hartford School District

ELLEN G ROSOW, 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 2001.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 348
 5-Year Enrollment Change 0.9%

**FACILITIES**

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

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	2001-02	6.3	12.3	25.7
	2000-01	8.3	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	9.8	15.1	14.1
	1998-99	6.4	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	92.0	89.6	86.2
	1996-97	90.4	84.6	85.4
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	96.7	85.7	75.1
	1996-97	96.2	77.7	69.4

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)	17	4.9	6.7	5.3
Compensatory Education	24	6.9	12.4	24.1
Full or Extended Day Kindergarten	59	N/A	N/A	N/A
Gifted and Talented Program	14	4.0	3.7	2.2
Special Education	22	6.3	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	15	4.3
Black	24	6.9
Hispanic	12	3.4
White	297	85.3

Total Minority 2001-02 14.7%

Total Minority 1996-97 12.2%



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 have 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 3 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 practiced with teachers and high school students to perform a schoolwide assembly depicting the life and times of Thurgood Marshall during Black History/Diversity Month. These efforts 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 been also been enriched by the addition of 8 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 plans activities and utilizes 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, yearly 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	982

*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	100.0	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.7	4.6	4.8
% of Computers that are High or Moderate Power	100.0	99.8	91.6
% of Computers with Internet Access, All Speeds	100.0	84.5	77.1
% of Computers with High Speed Internet Access	100.0	80.4	71.2
% of Internet Computers with Filtering Software	86.5	98.7	80.1

This school does not have a functional satellite link.

LIBRARY MATERIALS

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

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	31.2	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	23.0	15.1	17.2
# of Print Periodical Subscriptions	6	23.6	18.2
# of Non-Print Materials	270	193.6	406.3

*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	2001-02	20.0	20.3	18.3
	1996-97	17.7	20.2	19.2
Grade 2	2001-02	20.5	19.6	19.6
	1996-97	17.5	18.4	20.5
Grade 5	2001-02	24.5	21.4	21.5
	1996-97	18.7	21.5	21.7

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	23.2	22.3
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.7	0.5
Other Professionals	1.9	0.5
# of Non-Certified Instructional	2.5	3.5

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% 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	10.4	10.8	13.0
% with Master's Degree or Above	86.1	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	19.4	29.1	24.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	18	N/A
English Language Arts*	420	415	426	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	186	No
Music	54	38	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	97	No
Technology Education	0	0	1	N/A
World Languages*	36	41	11	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, 14.0% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	Yes	Yes
Summer School (2001)	Yes	Yes
Other	No	No



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 2000-01 School Year	0.3	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	5.6	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	66.7	60.4	83.0


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 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	83	79	74	57.9
Writing	81	75	77	61.2
Mathematics	88	81	81	61.0
All Three Tests	79.2	63.5	63.3	42.8
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	100.0	100.0	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	47.6	40.1	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2001	97.4	96.8	95.9

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 from 1996 through 2001. Students have continually mastered all academic areas and have shown growth or maintained mastery standards over the past five years. Through the concerted efforts of students and teachers, 40 of the 63 students (63.5%) this year scored at or above the mastery standard. In mathematics, 81% of Morley students were at or above mastery, complimenting the district mastery score of 81%. In reading, 79% of Morley students mastered the test reaching beyond the district student mastery score average of 77%. Additionally, in writing, 75% of Morley students scored at or above the mastery standard average of 74% for the district students.

Committed to the education of the whole child, academically, socially and emotionally, Morley School's mission statement includes the assurance that all children master a curriculum that challenges their individual needs and talents with instruction that focuses on critical thinking, creativity, effective communication and cooperation. This year, 2001-2002, accomplished student musicians in the Grade 5 Concert Band were selected as the only Connecticut Elementary Band to participate in the Connecticut Music Educators Association Conference. In addition, an increasing number of students were selected to participate in the district Inter-Elementary vocal and instrumental festival. Athletically, Morley students won honors in the district town-wide meets demonstrating the strong skills stressed in our Morley Physical Education program.

Plans for Improvement: Although we have maintained mastery scores in the high 70's and 80's, our focus this year, 2002-2003 will be to emphasize reading and writing as well as a continuation of the thrust toward improvement in mathematical concepts. The district fall staff improvement series will find Morley staff working as a school team with in-service focusing on the most current reading comprehension and writing strategies for instructional improvement. This will be continued throughout the year. Workshops for parent volunteer training will continue so as to support classroom reading, writing, and mathematics goals.

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
- Readers' Theatre Tribute Presentation honoring accomplished individuals in history
- Hosted Dovie Thomas, Native American Storyteller
- Instituted "Don't Laugh At Me" Character Education Program
- Participated in WordMasters to increase vocabulary skills

Community Outreach and Partnerships

- Offered after-school student literature groups/Mad Science Club
- K-2 Kids Red Wagon Food Drive
- Student Council: Locks of Love Project, 9/11 Clothing Project/Books for Interval House
- West Hartford Chamber of Commerce/West Hartford Public Schools Mentor Program
- Parent Center/Ongoing Parent Workshops

Our Plans for Improvement

- Continue to work with NASA link to International Space Station
- Continue workshops to train parent volunteers to support instruction in reading, writing and math
- Organize teacher and parent workshops to facilitate technology use at home and in school
- Utilize faculty study groups to improve instruction in writing and reading
- Organize staff development series of workshops to improve instruction

<p>Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. 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

