

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-6 Edition

**Morley School
West Hartford School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 357

5-Year Enrollment Change: 4.7%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 5

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2005-06	5.9	13.5	27.6
	2002-03	5.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	9.8	17.5	13.3
	2000-01	9.1	15.3	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	92.0	89.5	86.8
	2000-01	91.6	89.8	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	96.4	84.0	79.2
	2000-01	90.9	88.5	74.7

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	3.6	9.5	6.7
Compensatory Education	30	8.4	12.2	24.1
Full or Extended Day Kindergarten	56	N/A	N/A	N/A
Gifted and Talented Program	14	3.9	3.9	1.9
Special Education	26	7.3	11.0	11.2
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.6
Asian American	18	5.0
Black	25	7.0
Hispanic	15	4.2
White	297	83.2

Total Minority 2005-06 16.8%

Total Minority 2000-01 12.3%



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 School's mission statement strives for a mastery of curriculum that challenges students to achieve their personal best and demonstrate respect and responsibility for self and others. Inherent in our school endeavors is the need to help our students understand how to reduce the effects of racial, ethnic and economic isolation. Our societal cultural differences are celebrated as we aim to create authentic learning experiences through an integrated curriculum in literature, historical information, and theatrical moments. The West Hartford Social Studies curriculum offers an opportunity to study various cultures in depth in grades K-5. Beginning in kindergarten, students are introduced to the country of Mexico through storytelling, read alouds, dancing, singing and celebrating the customs with a school wide production for closure. Grade One's study of Africa enabled the students to take a simulated "trip" to the country of Kenya learning about the culture through reading, research, writing and speaking experiences ending with an evening family event, "Africa Night," where groups of students give "tours" of the country which are set up about the building. A study of the people and their customs in Japan is the main focus in Second Grade. Students learn an appreciation of this culture through interactive SmartBoard generated websites, artwork, and song, which culminate in a dynamic student centered "Japan Night" event. The West Indies is studied in grade three and students work hard on a building project depicting a typical village and holding a Caribbean Buffet. Third grade also produces a student written play that celebrates each other's unique talents. Through state projects, Fourth Grade gains valuable information about the US History as they "Sail Through History" each year concluding with student "informational booths". "Colonial History Day" and "International Day" events enable fifth graders to study and share information about the United States' beginnings and the ethnic path that makes each of us a special part of the US culture.

The annual "Newcomers Reception" with its personal invitation set a welcome tone for our new Hartford families who are part of the CREC Open Choice Program. With this initial reception, parents and children bond immediately to their new school setting.

Through a West Hartford Foundation Grant that was shared with Charter Oak School, accomplished author Patricia Polacco spent a week between the two schools promoting the reading/writing connection and building upon our schools goals of building good character culminating with a shared school community evening. In addition, for the third year, Morley School and Hartford's Annie Fisher School have combined their musical talents through a CREC Sister School Partner Mini Grant. Students interact with each other as they practice, lunch together, and present a concert at both schools. This opens up students to each other's uniqueness. The cultural studies and events help to create an opportunity for students to "look into" the world they live in by gaining genuine experiences and promoting positive understandings and outlooks about our diverse society.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	988

*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	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.2	4.1	3.9
% of Computers that are High or Moderate Power	100.0	95.0	80.8
% of Computers with Internet Access, All Speeds	100.0	100.0	96.5
% of Computers with High Speed Internet Access	100.0	100.0	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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*	34.1	32.4	27.2
% of Print Volumes Purchased in the Last Three Years	13.1	11.5	13.6
# of Print Periodical Subscriptions	4	21.5	15.1
# of Non-Print Materials	330	247.7	408.8

*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
Gr. K	2005-06	18.7	20.2	18.3
	2000-01	18.3	19.3	18.1
Gr. 2	2005-06	19.0	19.5	19.7
	2000-01	18.0	19.7	19.5
Gr. 5	2005-06	20.7	22.4	21.2
	2000-01	20.7	20.8	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	24.3	24.6
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.7	0.7
Other Professionals	0.5	1.5
# of Non-Certified Instructional	3.8	4.8

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	2.9	2.8	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.6	10.9	12.8
% with Master's Degree or Above	85.3	70.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	23.5	34.4	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	32	No
Computer Education	0	2	17	N/A
English Language Arts*	427	420	425	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	23	No
Library Media Skills*	18	18	19	No
Mathematics*	202	200	192	No
Music	36	36	34	No
Physical Education	54	54	41	No
Science*	76	79	96	No
Social Studies*	75	73	96	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, 13.4% of K-6 schools have started world language instruction at this grade or earlier.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2005)	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 2004-05 School Year	0.0	0.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	8.1	6.7	8.4
% Certified Staff Assigned to Same School the Previous Year	79.4	80.1	84.5


STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	68.2	60.5	54.4	2.0	94.3
Writing	60.6	68.4	61.0	2.4	100.0
Mathematics	69.7	66.8	56.3	4.1	100.0
Grade 4 Reading	82.5	71.5	57.8	2.8	96.4
Writing	86.0	68.6	62.8	2.8	96.1
Mathematics	80.7	68.9	58.8	3.4	96.4
Grade 5 Reading	82.0	75.9	60.9	0.0	97.1
Writing	78.7	76.1	65.0	5.6	98.3
Mathematics	80.3	73.2	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	37.5	37.3	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	96.9	98.0	96.5

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 has shown mastery or maintained mastery standards over the past 6 years in math, reading and writing. With focused instruction and assessment measures, a highly skilled staff has increased CMT Reading scores from 2004 in grade 4 comparisons with 82.5% of students at or above goal achieving beyond the district percentage of 71.5%. Grade 5 percentage of 82%, also, was higher than the 75.9% district average. Similarly, in Math, scores from 2004 for grade 4 revealed an increase with 80.7% of students at or above mastery reaching beyond the district level of 69%. Grade 3 and 5 student's percentages were also beyond district averages. Writing scores improved significantly in grade 4 from 2004's 73% to 86% at or above the district average of 68.6%. New reading and math programs, a sustained writing focus and teacher collaborative professional communities have heightened instruction.

Student Accomplishments

Student success is attributed to Morley School's strong commitment to excellence as we look at the whole child. Six years of an integrated focus of Character Education in our curriculum has established strong program delivery. These include the Second Step Curriculum, Responsive Classroom, and Skills for the Love and Logic Classroom. All students participate in field days, and many 5th graders are chosen to compete in the Townwide Track Meet. All grade 4 and 5 students joined our musical programs, and many were chosen for the Inter-Elementary Festival. Students also participated in the CT Honor Choir in May.

Plans for Improvement

Continuing the direction of differentiation is a concerted effort as well as the promotion of technology leadership and skill enhancement for curriculum integration. Personal technology goals, user groups and tech buddies will help to promote school-wide use of technology. Mounted SmartBoards at each grade level and the Media Center, and two portables will aid in reaching our goals of curriculum integration. A 15 unit mobile computer lab will also enhance our objectives. Continued Character Education training with Love and Logic, and a new focus on physical activity and health education is in the plans for 2005-2006.

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

Morley School's excellence is due to a skilled staff, an inviting environment, and an involved community.

Curriculum and School Programs:

- "Readers Become Leaders At Morley School" theme encourages the reading/writing connection.
- Artist-in-residence author Patricia Polacco met with each grade level to encourage reading/writing and build upon character education goals.
- Training for our AlphaSmart Mobile Lab enabled teachers to increase technology skills.
- Active Technology Committee planned for further integration of tools and programs.
- Diversity Training helped to sensitize staff to our culturally diverse students and plan accordingly.
- Teacher staff development in the "Skills for the Love and Logic Classroom Program".
- Focused cross grade level study groups analyzing writing and math instruction/assessment.
- Student Council supported respect/responsibility centered service projects.

Community Outreach and Partnerships:

- Facilitation of "Love and Logic Parent Program" by active School Improvement Council.
- Highly supportive PTO purchasing SmartBoard technology equipment to keep students' current.
- Enrichment after school activities in French, Science, and Children's Theater Programs.
- Tenth annual K-2 Kids Wagon Food Drive.
- West Hartford Chamber of Commerce Mentor Program supported 4 students with mentors.
- Third CREC Sister School Grant/Pupil Partner Musical Mini Grant with Annie Fisher School.

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.

For the school/district website, see www.whps.org/schools/morley/index.html

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