

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Morley School
West Hartford School District**ELLEN G. STOKOE, Principal
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West Hartford,
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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, 2008: 364

5-Year Enrollment Change: 0.6%

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	28	7.7	16.1	34.2
K-12 Students Who Are Not Fluent in English	18	4.9	10.3	7.0
Students with Disabilities	39	10.7	11.5	10.9
Students Identified as Gifted and/or Talented	21	5.8	4.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	58	95.1	90.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	286	94.4	91.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	988

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	20.3	19.9	18.3
Grade 2	23.7	19.2	19.3
Grade 5	19.3	24.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education	0	17
English Language Arts	418	427
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	25	18
Mathematics	201	198
Music	36	32
Physical Education	54	40
Science	76	98
Social Studies	75	91
Technology Education	0	2
World Languages	36	12

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.4% of elementary and middle schools that serve Grade K 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	4.9	10.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	75.0	80.3

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	3.8	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	37.0	33.4	28.2
# of Print Periodical Subscriptions	3	20	13

*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	
General Education: Teachers and Instructors	24.70
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	1.10
Paraprofessional Instructional Assistants	1.00
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	0.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.00

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.0	11.6	13.3
% with Master's Degree or Above	93.1	79.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	5.8	7.0	8.6
% Assigned to Same School the Previous Year	86.2	82.0	83.3

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.

Morley School is committed to its home and school partnership and promotes family involvement in the education of our children. Due to an active PTO, staff and School Improvement Council, there is a myriad of opportunities for home/ school connections and shared decision-making.

Communication is paramount in enabling us to reach our goals through various vehicles;

Our newsletter, The Reader, keeps families aware of school events, website homework practice sites, and curriculum updates.

Bi-Weekly Homework Club, run by Morley staff, gives students the extra support needed in grades 3-5.

The At-Home Type to Learn CD's provides practice for grades 3-5 with typing skills.

The school website is updated with pertinent information with links to grade level sites.

Volunteering is welcomed and offers a rich opportunity for a strong link between school and the home.

PTO events sponsor a variety of activities for the community that include; Spirit Days, Pet Parade, Pumpkin Night, Artist-in-residence, family fun nights, fall after school fun dances, and significant fund raising efforts with the annual Pond House Evening.

Family workshops to support the social and emotional aspects of the curriculum are offered by our School Improvement Council with the Love and Logic Discipline Program.

Host families reach out and involve our Open Choice families for school-related functions.

Barnes and Noble Weekend Bookfair at BlueBack Square encourages our Readers Become Leaders focus.

Support services, through The Bridge, offer a Lunch Bunch Divorce Group, and the Town Mentor Program brings dedicated citizens to support students in need.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.8
Asian American	19	5.2
Black	27	7.4
Hispanic	21	5.8
White	294	80.8
Total Minority	70	19.2

Percent of Minority Professional Staff: 2.8%

Open Choice: 19 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: 9.1% 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 15.

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.

Morley Elementary School continues its efforts to reduce racial, ethnic, and economic isolation through various programs. One distinct program is the Sister School Musical Partnership with Hartford's Kinsella Magnet School of the Performing Arts that has been awarded through a CREC Pupil Partners Mini-Grant. This program, in its 6th year, brings together the joint talents of about 50 students through shared band rehearsals, lunches and recesses at both schools. Students have been able to celebrate each other's diversity. A combined concert at both schools included audiences of about 369 at Morley and 444 students at Kinsella. The ethnicity of Morley school is primarily white and Kinsella's is mainly Hispanic. The CREC Open Choice Program is another vehicle for students to increase their understanding and appreciation of diversity. Last year was the 8th consecutive year that 18 children from the city of Hartford were enrolled in grades K-5 as participants in this program. The Morley PTO, again, organized Host Families who support each Hartford family so they are made to feel welcomed and involved in school events. A 5th grade teacher, with a class of 20 students, received for the second year, a Project LUCID (Literacy Unifying Children in Diversity) interdistrict grant through ACES. This program provided students the opportunity to become virtual partners by incorporating a technology component to increase academic achievement while helping West Hartford and Wolcott, CT classes to reduce issues of economic, ethnic and geographic isolation through videoconferencing and web cameras. A variety of student and teacher-initiated service projects, some through the Student Council, enabled K-5 students and families to provide outreach to support the needs of the greater community. Deep understanding and compassion for others in need were experienced for students through our fall K-2 Red Wagon Food Drive and our spring K-5 Backpack School Supplies Brigade to Town Hall.

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	65.6	38.5	33.6	96.0
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	78.4	64.7	54.6	91.0
Writing	78.8	74.4	62.5	80.0
Mathematics	82.7	73.2	62.8	82.5
Grade 4 Reading	80.7	74.9	60.7	83.6
Writing	83.3	77.5	64.2	88.0
Mathematics	84.7	77.1	63.6	86.4
Grade 5 Reading	79.3	77.7	66.0	73.5
Writing	74.6	75.8	66.5	63.1
Mathematics	84.5	80.5	68.8	80.3
Science	79.7	67.6	58.1	84.9
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	98.6	94.8	96.2

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. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
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	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Morley uses the on-going collection and analysis of student performance data for the basis of determining the effectiveness of our instruction and helps us to create our plans and objectives for the year. Tracking CMT scores has revealed Morley students consistently achieve growth over time. In 2008-2009, students achieved beyond the 2008-2009 scores with an 89.2% proficiency in reading, 95% in writing and 94% in math reflecting the focused impact of effective instruction. These efforts were accomplished through the Morley K-5 Grade Level and Cross Grade Level Professional Learning Communities including Special Education, ESOL, and Special Area teachers' assessment of data, and discussions about student needs as well as developing Individualized Student Plans for those students in need. Specific goals per team were developed taking into consideration the differentiated needs of each student. Those students needing extra support were targeted as well as those needing further challenge. Continued focus on using Marzano's Effective Teaching Strategies was utilized and creating Grade Level Data Teams to develop common formative assessments and further analyze student work will continue to identify specific areas of strengths and weaknesses as we reconstruct our School Improvement Plan with on-going measurement of progress. Our technology vision has been realized as every classroom (18), Vocal Music, Art Room and Media Center is equipped with an Interactive Smart Board, with one additional mobile cart available, 2 mobile lab carts with 26 laptops, and 2 response clickers for differentiation strategies affording regular and special education students the tools for achieving through various modalities. Integrating the three-tier format of the Connecticut's Framework for RTI (Scientific Research-Based Interventions) will further enhance the improvement of education for all students. The Morley School Improvement Council with PTO support consists of parents, teachers, the curriculum specialist and school administration in an open setting, and focuses on the social and emotional goals of the school through character education programs. For the 6th year, the School Improvement Council offered the Parenting Program of Discipline with Love and Logic, training about 30 families. Close to 230 families have been trained over the years. In addition, parents are encouraged to set up personal meetings, send e-mails and/or letters to the staff or principal for community feedback and ideas about any issues. A highly skilled and experienced staff meets regularly with each other to share best practices and successes, and support from their principal and curriculum specialist is always available as well as staff development opportunities.

SUPPLEMENTAL SCHOOL INFORMATION

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

Our Accomplishments

A committed school community comprised of a skilled staff, industrious students and supportive families.

Curriculum and School Programs:

- Readers Become Leaders at Morley School literacy-centered theme celebrating reading.
- Readers Become Leaders Celebrations, School-wide SSR, and Dr. Seuss Read Across America Day.
- Artist-in-residence, Musician and Storyteller Susan Reed, integrated creative singing, dancing and storytelling relating to taking care of the earth and showing good character traits for each grade level.
- Responsive Classroom Character Education Model Morning Meetings build a sense of community.
- Enhanced teacher/student technology skills with digital storytelling, response clickers and SmartBoards.
- Morley K-5 Professional Learning Communities analyze state and district data, student work, develop common formative assessments, and share Marzano's Effective Teaching Strategies.

Community Outreach and Partnerships

- Discipline with Love and Logic Parenting Program offered for the 6th year to K-5 parents.
 - PTO's Pond House Fundraiser supported artist-in-residence, mobile laptops and SmartBoard installations.
 - Thirteenth annual K-2 Kids Red Wagon Food Drive to support West Hartford Community Foodshare.
 - K-5 Morley Backpack Brigade to Town Hall to support West Hartford families in need of school supplies.
 - R.E.A.D. (Reading Education Assistance Dogs) Program for 4 students who read with a therapy dog.
 - West Hartford Chamber of Commerce Mentor Program supported 4 students.
 - Bridge Lunchtime Divorce Group for students in need of support.
 - CREC Sister School Musical Mini Grant with Kinsella Magnet School of the Performing Arts in Hartford.
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