

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Morley School**West Hartford School District**

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Location: 77 Bretton Road
West Hartford,
Connecticut

Website: www.whps.org/schools/morley/index.html

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, 2011: 356
5-Year Enrollment Change: -2.2%

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	31	8.7	17.8	39.4
K-12 Students Who Are Not Fluent in English	11	3.1	8.0	7.8
Students with Disabilities	30	8.4	9.2	10.9
Students Identified as Gifted and/or Talented	16	4.5	4.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	44	95.7	89.7	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	307	99.0	99.0	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	993

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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	23.0	20.1	18.5
Grade 2	21.3	19.9	19.7
Grade 5	23.0	22.5	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	32
Computer Education	0	21
English Language Arts	419	430
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	200
Music	36	34
Physical Education	54	43
Science	75	97
Social Studies	74	87
Technology Education	0	3
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10% of elementary and middle schools that serve Grade 3 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	3.1	7.9	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.7	85.0	78.8

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	3.5	2.6	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	99.0	99.2	94.2
# of Print Volumes Per Student*	37.0	38.1	29.7
# of Print Periodical Subscriptions	5	17	11

*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		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.
General Education: Teachers and Instructors	24.60	
Paraprofessional Instructional Assistants	3.50	
Special Education: Teachers and Instructors	1.50	
Paraprofessional Instructional Assistants	6.00	
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	0.90	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	7.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.3	12.0	13.7
% with Master's Degree or Above	96.6	84.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.2	7.3	8.7
% Assigned to Same School the Previous Year	89.7	85.0	85.0

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 prides itself on its home and school partnership that has earned the school a reputation for its commitment to collaboration. With the support of the PTO, staff and School Improvement Council, a cohesive plan for on-going communication, home/school activities and shared decision making have enabled us to reach our goals. Communication has been a vehicle that has promoted family involvement in school life: the bi-monthly newsletter, The Morley Reader, sent electronically to families, informs them of events, curriculum updates, and includes websites for home practice. Our parent list serve e-blasts send out timely and pertinent messages to families. In addition, a student newspaper, Morley Mustang, is linked to our school website to share student-centered information about school events and opinions. Monthly teacher newsletters share events, curriculum focus and projects. Bi-weekly Homework Club supports students needing extra help in grades 3-5. Parent/teacher student academic/ behavior contracts connect home/school collaboration when needed. The school website shares school related information with links to grade level pages and teacher blogs. Volunteering is key to bringing the community closer together through many events and is coordinated by teachers and through the PTO; a lemonade social at the close of the Open House, Room Parent Tea, parent monitors at curriculum related field trips, monthly lunchtime book swaps, school breakfasts, Pet Parade, Spirit Days, artist-in-residence support, Halloween Event Night, school dances, the Pond House Fundraiser, and a family picnic. Parents volunteer to support classroom instruction programs which occur through teacher guidance. The School Improvement Council periodically offers parent workshops through the Love and Logic Program, the Yale Parenting Center and from Pupil Services personnel. The focus on reading at school and home is highlighted with a school Book Fair with parent involvement. Support services are available for different needs by the town and school; The Bridge, offers a Lunch Bunch Divorce Group with support for family issues, and an in-school Bullying Program.; our Social Worker facilitates the Mentor Program and matches community members with students in need, as well as coordinates Friendship Groups that encourage positive strategies for student interactions and behavior.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	15	4.2
Black	18	5.1
Hispanic	30	8.4
Pacific Islander	0	0.0
White	285	80.1
Two or more races	8	2.2
Total Minority	71	19.9

Percent of Minority Professional Staff: 0.0%

Open Choice:

14 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 :

9.0% 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 14.

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 School focuses on helping students understand the effects of racial, ethnic, and economic isolation by providing educational opportunities for students to interact with students and teachers from diverse, racial, ethnic and economic backgrounds so they may grow and learn about the world in which we live. We are proud to live by our mission statement which stresses challenging students to demonstrate respect and responsibility for self and others. Our social studies curriculum lends itself to studying specific cross cultural programs throughout the grades K-5. The cultures of Mexico, Africa, Japan, West Indies and the early history of the United States are studied in creative ways engaging students through dance, digital storytelling, artwork, singing, research and culminating in evening performances for families to enjoy all the learning that has taken place. Our Hartford Families from the CREC Open Choice Program become actively involved at Morley with support from host families and consistent communications. Host families invite students to their home before events and call to remind families of upcoming activities. For 11 years, through a CREC Sister School Grant, and supported by the WH Department of Performing Arts, students at Morley School and Kinsella School of the Performing Arts in Hartford, combine musical efforts when 60 students practice, lunch and recess together and present a Band Concert at both schools. Morley's ethnicity is primarily white and Kinsella is Hispanic and African American. Community service is one of Morley School's proud themes and students are taught understanding and compassion about families with economic hardships here and in other countries. Our Student Council supports a food drive and backpack supplies for district students in need, and school supplies have also been sent to the Kalaj School in Afghanistan as well as support for disabled Veterans. These experience offer opportunities for students to gain knowledge about all citizens of the world and reach out to those in need in our diverse society.

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	85.7	66.6	50.9	97.1
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	89.3	72.0	59.2	98.9
Writing	80.7	76.4	62.7	84.4
Mathematics	84.5	76.3	66.5	81.9
Grade 4 Reading	85.0	78.4	64.1	88.9
Writing	89.1	78.6	65.3	94.7
Mathematics	93.3	80.3	68.0	95.2
Grade 5 Reading	92.4	80.6	67.6	96.8
Writing	94.0	81.1	68.1	97.8
Mathematics	95.5	82.5	71.6	97.0
Science	83.6	74.4	63.9	80.7
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	94.7	95.5	95.9

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. In the 2010-11 school year, 4 students were responsible for these incidents. These students represent 1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
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	4	1

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Whole school input based on an extensive analysis of student performance data, and reviews of Individual Student Performance Plans (IPP) determined our instructional needs and guided us in our planning of our School Development Plan. The impact of a collaborative process in our Professional Learning Communities has resulted in CMT scores that have consistently shown mastery growth. In 2012, Morley was above goal in all content areas with 87.9% of students achieving mastery. Proud of the hard work of the Morley faculty, students reached 89% mastery in reading, 88% mastery in writing and 91% in math reflecting the impact of effective instruction. Team goals were developed based on differentiated needs of students and reflected in our School Plan. Those students needing extra support were targeted as well as those needing further challenge. Continued focus will occur on developing the integration of the Common Core Standards within the literacy and math curriculum and use of the district AIMSweb assessments will help identify specific areas of strength and weakness as we reconstruct our School Improvement Plan with on-going measures of progress. Every classroom, Music, Art, ELL, Resource and Intervention rooms are equipped with SmartBoards. Grade level and resource rooms house 2 document cameras and 2 mobile lab carts with 23 laptops afford regular and special education students the tools for achieving through various technology tools. Using CT framework for RTI has further enhanced student improvement and teams of teachers and specialists meet each week to assess student needs and support. Literacy Groups meet daily in the Media Center to work on strengthening student reading skills. The School Improvement Council and PTO focus on social/emotional goals through character education programs like Discipline with Love and Logic, Yale Parenting Workshops, and The Bridge Bullying Series. Parent feedback is encouraged by personal meetings, e-mails, letters, and calls for ideas and issues. The principal, curriculum and reading specialists, and parent community support all school staff and student needs on a continuous basis so the positive environment may continue making Morley a happy place to teach and learn.

SUPPLEMENTAL SCHOOL INFORMATION

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

Morley School is proud to be recognized as an exemplary school with a collaborative home/school focus on children in order to support our mission statement stressing mastery of a challenging curriculum, and demonstrating respect and responsibility for self and others. Morley School focuses on literacy through the theme of Readers Become Leaders at Morley School with assemblies/events highlighting reading; Readers Become Leaders Celebrations, and Dr. Seuss Read Across America with Family and Friends Day. Morley builds a sense of community through the Responsive Classroom Character Education Model and enhances student skills with the technology tools of document cameras, SmartBoards, mobile labs, and response clickers. Morley School is proud of its successful Morley Professional Learning Community Teams that engage in collaborative analysis of data, sharing of best practices, developing IPPs, and on-going planning. Morley School and Community is also proud of its community outreach and partnership that offer parenting programs, an annual Red Wagon Food Drive to support the Town Foodshare, an annual Backpack Brigade providing school supplies for families, the Student Council's global outreach to an Afghanistan School, support of the town Mentor Program, the Bridge Center's Bullying Series, the PTO fundraisers and Chef to School Program focusing on healthy eating, and the Sister School Musical Partnership with the Kinsella Magnet School in Hartford. Morley School celebrates its accomplishments that have enriched the student body and positively impacted them academically, socially and emotionally.
