

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Morley School**West Hartford School District**

ELLEN G. STOKOE, Principal
Telephone: (860) 233-8535

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, 2010: 377
5-Year Enrollment Change: 9.0%

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	30	8.0	17.0	38.3
K-12 Students Who Are Not Fluent in English	16	4.2	8.4	7.7
Students with Disabilities	33	8.8	9.8	10.8
Students Identified as Gifted and/or Talented	18	4.8	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	58	95.1	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	300	94.9	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	987

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	19.4	18.4
Grade 2	21.3	20.4	19.9
Grade 5	18.7	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	75	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% 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	4.2	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	84.0	81.3

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	3.7	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	99.0	99.1	92.9
# of Print Volumes Per Student*	34.7	37.7	29.5
# of Print Periodical Subscriptions	38	20	12

*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	24.30	
Paraprofessional Instructional Assistants	3.50	
Special Education: Teachers and Instructors	1.50	
Paraprofessional Instructional Assistants	5.00	
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	1.00	
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	15.6	12.0	13.7
% with Master's Degree or Above	96.6	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.5	7.3	8.7
% Assigned to Same School the Previous Year	93.1	88.1	83.9

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, which 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, informs families of events, curriculum updates, and includes websites for home practice. Our parent list serve e-blasts send out timely and pertinent messages to parents who have signed up to receive them at their e-mail addresses. Monthly teacher newsletters share a calendar of events, curriculum focus and projects. Bi-weekly Homework Club supports students needing extra help in grades 3-5. Collaborative home/school behavior or academic contracts are developed as needed. The school website gives pertinent school information with links to grade level sites. Volunteering is key to bringing the families closer together and includes: room parents, mystery readers, math and reading classroom support and events such as welcoming back families at the Opening Day Readers Become Leaders Celebration. The PTO supports curriculum related field trips, monthly lunchtime book swaps, school breakfasts, a pet parade, spirit days, artist-in-residence support, school dances, game night, the Pond House fundraiser, and the family picnic. Host families involve our Open Choice Hartford families in school related events. The School Improvement Council trains parents to facilitate the Love and Logic Discipline Program and offers sessions to the parent community. Yearly book fairs encourage reading at home. Outside support services are available such as, The Bridge, which runs a Lunch Bunch Divorce Group and offers support for family issues, as well as in-school bullying programs. In addition, the town mentor program matches community members with students in need.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	6.6
Black	22	5.8
Hispanic	27	7.2
Pacific Islander	0	0.0
White	295	78.2
Two or more races	8	2.1
Total Minority	82	21.8

Percent of Minority Professional Staff: 0.0%

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 :

9.8% 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 17.

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 is proud to live by its mission statement which stresses the goal that all children will master a curriculum challenging them to achieve their personal best and demonstrate respect and responsibility for self and others. Morley School focuses on helping students understand the effects of racial, ethnic, and economic isolation. Our goal is to create authentic learning experiences by integrating literature, historical information, and theatrical opportunities for all students. Our social studies curriculum lends itself to studying specific cross cultural programs throughout grades K-5. Kindergarten's study of Mexico blends storytelling, dancing, singing and oral expression together and culminates with a "Mexican Fiesta." The study of Africa in grade one enables students to read, write and perform in the native dialect of Kenya where students "fly" and "return" for a final evening activity with their families at "Africa Night." Japan is the focus of the grade two study and artwork, songs and reports are shared at a special evening of entertainment during "Japan Night." Our intermediate grades study the West Indies, and the United States geography and early history. Our Hartford families from the CREC Open Choice Program become actively involved at Morley with support from host families and communications. Host families invite students to their home before events and call to remind families of upcoming activities. For 10 years, through a CREC Sister School Grant, and continued by the West Hartford Department of Performing Arts, students at Morley School and Kinsella School of the Performing Arts in Hartford, combine musical efforts when 60 students practice and lunch together and present a band concert at both schools. Morley's ethnicity is primarily white and Kinsella is Hispanic and African-American. This experience offered opportunities for both schools to celebrate each other's differences. All of these experiences have enabled students to gain knowledge about the world and promote positive understandings about the contributions of a 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	81.7	68.1	50.9	96.3
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	80.3	71.5	58.4	88.7
Writing	71.9	74.0	61.1	68.3
Mathematics	83.9	76.4	63.0	85.7
Grade 4 Reading	97.0	77.7	62.5	99.8
Writing	92.9	77.8	65.5	97.8
Mathematics	94.2	81.4	67.0	95.9
Grade 5 Reading	80.4	73.5	61.4	83.2
Writing	90.7	80.5	66.8	95.8
Mathematics	90.7	83.3	72.5	85.0
Science	73.2	68.2	59.9	69.4
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	96.3	97.6	94.8

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 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
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	2	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

An extensive analysis of student performance data and a review of Individual Performance Plans (IPP) over the past year were the basis for determining the effectiveness of our instruction and helped to plan our objectives for the year. As we track our CMT scores, Morley students consistently achieve growth over time in achieving mastery. As a school, in 2011, students achieved 86% mastery in reading, 85% in writing and 90% in math reflecting the focused impact of effective instruction. This revealed the successful communication and delivery of the K-5 curriculum across the grades. These efforts were accomplished through the K-5 Grade Level and Cross Grade Level Professional Learning Communities including special education, ELL, special area teachers' assessment of data and discussions about student needs. Specific goals per team were developed taking into consideration the differentiated needs of each student and in our School Plan for Continuous Development. Those students needing extra support were targeted as well as those needing further challenge. Continued focus on developing interim and formative assessments and analysis will continue to identify specific areas of strength and weakness as we reconstruct our School Improvement Plan with on-going measurement of progress. Every classroom (18), vocal music and art room is equipped with SMART Boards, and 2 mobile lab carts house 23 laptops and afford regular and special education students the tools for achieving through various modalities through technology integration. Focusing on using Connecticut's Framework for RTI (Scientific Research-Based Interventions) has further enhanced the improvement of education for all students. The Morley School Improvement Council with the PTO support consisting of parents, teachers, curriculum specialist and school administration, focuses on the social and emotional goals of the school through character education programs, such as Discipline with Love and Logic, as well as a parenting series with the Yale Parenting Center. 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. Experienced and highly qualified staff share data and strategies for improvement in their Professional Learning Communities and the principal and curriculum specialist support their needs and organize a year of professional development to increase their expertise to promote continuous student achievement.

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 live by its mission statement which stresses the goal that all children will master a curriculum challenging them to achieve their personal best and demonstrate respect and responsibility for self and others. Morley School focuses on helping students understand the effects of racial, ethnic, and economic isolation. Our goal is to create authentic learning experiences by integrating literature, historical information, and theatrical opportunities for all students. Our social studies curriculum lends itself to studying specific cross cultural programs throughout grades K-5. Kindergarten's study of Mexico blends storytelling, dancing, singing and oral expression together and culminates with a "Mexican Fiesta." The study of Africa in grade one enables students to read, write and perform in the native dialect of Kenya where students "fly" and "return" for a final evening activity with their families at "Africa Night." Japan is the focus of the grade two study and artwork, songs and reports are shared at a special evening of entertainment during "Japan Night." Our intermediate grades study the West Indies, and the United States geography and early history. Our Hartford families from the CREC Open Choice Program become actively involved at Morley with support from host families and communications. Host families invite students to their home before events and call to remind families of upcoming activities. For 10 years, through a CREC Sister School Grant, and continued by the West Hartford Department of Performing Arts, students at Morley School and Kinsella School of the Performing Arts in Hartford, combine musical efforts when 60 students practice and lunch together and present a band concert at both schools. Morley's ethnicity is primarily white and Kinsella is Hispanic and African-American. This experience offered opportunities for both schools to celebrate each other's differences. All of these experiences have enabled students to gain knowledge about the world and promote positive understandings about the contributions of a diverse society.

Morley School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Morley School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient															
	n	Current	2 Year	3 Year	AYP Target	Met?	n	Current	2 Year	3 Year	AYP Target	Met?	Unadjusted	Confidence	Adjusted	AYP Target	Met?	Unadjusted	Confidence	Adjusted	AYP Target	Met?
Whole School	190	100.0	100.0	100.0	Yes	Yes	188	100.0	100.0	100.0	Yes	Yes	96.8	3.9	100.0	Yes	Yes	95.2	4.9	100.0	Yes	Yes
American Indian or Alaska Native	0	-	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	7	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	9	-	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	13	-	-	-	-	-	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	158	100.0	100.0	100.0	Yes	Yes	157	100.0	100.0	100.0	Yes	Yes	98.1	3.6	100.0	Yes	Yes	96.8	4.6	100.0	Yes	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	3	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	6	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	23	-	-	-	-	-	23	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	-	-	-	-	-	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)												AYP Target Met?	Yes									

Legend:
 - : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
 Morley School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

