

STRATEGIC SCHOOL PROFILE 2004-05

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: 346

5-Year Enrollment Change: 1.8%

**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	2004-2005	4.6	12.0	28.1
	2002-2003	5.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2004-2005	9.2	16.2	13.1
	1999-2000	6.5	14.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	91.6	90.6	87.4
	1999-2000	93.2	88.5	85.1
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	98.4	81.5	77.0
	1999-2000	93.3	84.6	73.1

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)	16	4.6	8.3	5.9
Compensatory Education	26	7.5	12.4	23.5
Full or Extended Day Kindergarten	62	N/A	N/A	N/A
Gifted and Talented Program	9	2.6	3.8	1.9
Special Education	27	7.8	11.1	11.3
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	17	4.9
Black	26	7.5
Hispanic	11	3.2
White	291	84.1

Total Minority 2004-2005 15.9%

Total Minority 1999-2000 10.9%



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 is proud to live by its mission statement which stresses the goal that all children will master a curriculum that challenges them to achieve their personal best and that all students demonstrate respect and responsibility for self and others. Morley School continues to take steps to help our students understand the effects of racial, ethnic, and economic isolation. Diversity is celebrated in many different ways. Our focus 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 cultures throughout the grades K-5. The kindergarten study of Mexico blends storytelling, dancing, singing and oral expression together and culminates with a "Mexican Fiesta". The study of Africa 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." The West Indies is studied in grade three and students enjoy developing a building project and "Caribbean Buffet" prepared by our parents. Third Grade teachers also produce and direct a student centered play which always focuses on a diversity issue. Fourth grade's "Sail Through History" event makes it possible for students to study the United States probing into the make-up of each state and its diversity through state projects and authentic foods. "Colonial History Day" and "International Day" events are the culmination of fifth grade students' study of the United States' fascinating beginnings and the ethnic path that makes our world so unique.

Our traditional summer Morley PTO "Newcomers Reception" was held with a personal invitation to our new Hartford Families from the CREC Open Choice Program. This initial warm welcome enables our new families to immediately feel a part of the school community.

Through a CREC Sister School Grant/Pupil Partner Mini Grant, students at Morley School and Annie Fisher School in Hartford combined musical efforts and practiced together, lunched together and presented a Band Concert at both schools. This experience offered opportunities for both schools to celebrate each other's differences. All of this year's studies and events have enabled students to gain more knowledge about the world they inhabit, and promote positive understandings and belief systems about the contributions of a diverse society.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	989

*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	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.7	4.4	4.0
% of Computers that are High or Moderate Power	100.0	84.9	73.8
% of Computers with Internet Access, All Speeds	100.0	100.0	92.3
% of Computers with High Speed Internet Access	100.0	100.0	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

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*	34.8	31.8	26.1
% of Print Volumes Purchased in the Last Three Years	13.3	11.2	14.9
# of Print Periodical Subscriptions	9	24.8	15.9
# of Non-Print Materials	305	291.6	412.5

*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	2004-2005	20.7	19.3	18.5
	1999-2000	15.0	18.5	18.5
Gr. 2	2004-2005	23.0	20.2	19.5
	1999-2000	18.7	19.5	19.8
Gr. 5	2004-2005	22.0	21.0	21.3
	1999-2000	22.0	21.4	21.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	24.6	23.2
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.7	1.3
Other Professionals	1.5	0.8
# of Non-Certified Instructional	4.8	1.5

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	2.8	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	12.8	11.2	12.9
% with Master's Degree or Above	88.9	71.7	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	30.6	35.5	29.6

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	18	N/A
English Language Arts*	427	422	423	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills*	18	18	19	No
Mathematics*	202	200	189	No
Music	36	36	33	No
Physical Education	54	54	41	No
Science*	76	79	97	No
Social Studies*	75	73	95	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, 16.2% 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	Yes	Yes
Summer School (2004)	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 2003-04 School Year	0.6	0.8	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	7.8	6.3	8.2
% Certified Staff Assigned to Same School the Previous Year	83.3	80.0	82.1


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. 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, 3rd Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	72.9	67.9	52.8
Writing	61.0	76.7	63.3
Mathematics	79.7	75.2	56.8
All Three Tests	54.2	57.4	41.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	100.0	98.8	99.0



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	School	District	State
% Passing All 4 Tests			
 Grade 4	39.0	41.6	33.3
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2004	98.6	97.4	96.4

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 its successful performances on district-developed assessments and state testing. Students have shown mastery or maintained mastery standards over the past 5 years. Through the concerted efforts of a highly skilled staff, improvement has occurred in the CMT Reading Test from 2003 with 73% of students at or above goal at Morley achieving beyond the district percentage of 68%. Similarly in Math, an increase in scores from 2003 show 80% of Morley students at or above mastery reaching beyond the district percentage of 75%. A focus on the component of editing in writing this year proved beneficial as student scores improved by 5% from 2003 and 75% of students achieved at or above the goal in that skill as compared to the district percentage of 71%. Strong, focused instruction in the classroom, staff development and collaborative planning by each grade level has enabled students to achieve.

Student Accomplishments

Impressive accomplishments by students occur due to Morley School's commitment to excellence based on the whole child. Character Education as a school focus has helped promote a student expectation of high qualities of character toward one another. The programs of "Second Step Character Education" and "Responsive Classroom" aid in reaching our goals. All fourth and fifth graders participate in our musical programs and a high percentage of students are chosen for the district Inter-Elementary music festival. Our choir worked with the American Boys Choir and its conductor, and a student was a soloist with the West Hartford Symphony Orchestra.

Plans for Improvement

During the 2004-2005 school year a direction toward differentiation of instruction continued to meet all students individual needs. The focus on technology with the Gates Foundation Grant allowed us to become further technologically skilled in the use of the Smart Board and training in the newly purchased alpha smart computers occurred. Integrating our technical knowledge into the curriculum will afford us a unique way to support and stretch students in writing, reading and math. Continued emphasis on our character education focus will be sustained with the successful "Love and Logic Parent Program" and the addition of the "Teaching With Love and Logic Program."

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 distinguishes itself based on its committed staff, welcoming atmosphere, and involved community.

Curriculum and School Programs

- "Readers Become Readers At Morley" theme emphasizing reading/writing.
- Gates Foundation Grant enabled teachers to be further trained in Smart Boards and integrate websites.
- Active Student Council ran School Book Store.
- Staff Development in cross grade level groups with "Analyzing Student Writing".
- Hosted the American Boys Choir.
- Reviewed and prepared for the "Teaching with Love and Love Program".
- Established a school-wide student publishing center.
- Continued the child centered K-2 Kids Program Assemblies.

Community Outreach and Partnerships

- Active School Improvement Council co-coordinated and facilitated "Love and Logic Parent Program".
- Offered after school French, Mad Science, Children's Theater Programs and Quilting Programs.
- K-2 Kids Red Wagon Food Drive.
- Fourth Community Hobby Day.
- Student Council Projects: Valentines for Veterans, Locks of Love Penny Drive, Hole in the Wall Camp and Sing-alongs at local retirement community.
- West Harford Chamber of Commerce Mentor Program.
- PTO parent volunteer workshops.

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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