

STRATEGIC SCHOOL PROFILE 2003-04

Elementary School K-6 Edition

Norfeldt School
West Hartford School District

CARYN J FALVEY, Principal
 School Type: Intradistrict Magnet

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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

School Grade Range K - 5
 Total January Enrollment 433
 5-Year Oct. Enrollment Change -2.0%

**FACILITIES, 2002-03**

of Permanent General Classrooms 23
 # of Portable Classrooms 3
 Year of Original Construction 1957

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	2003-04	3.9	13.0	29.2
	2002-03	4.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2003-04	11.5	16.4	13.3
	1998-99	10.5	13.5	13.1
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	91.8	88.8	87.5
	1998-99	90.8	84.9	84.9
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2003-04	98.5	85.6	76.4
	1998-99	95.0	78.9	72.0

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)	12	2.8	8.1	6.2
Compensatory Education	46	10.6	13.0	26.6
Full or Extended Day Kindergarten	68	N/A	N/A	N/A
Gifted and Talented Program	23	5.3	4.5	1.9
Special Education	59	13.7	11.5	11.2
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	29	6.7
Black	33	7.6
Hispanic	22	5.1
White	348	80.4
Other	0	0.0

Total Minority 2003-04 19.6%

Total Minority 1998-99 17.3%



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.

Over the past eight years, Norfeldt School has been designated as an intra-district magnet school and, as such, has endeavored to welcome students from diverse ethnic, racial, and economic backgrounds from within the district. Students engage in a variety of learning experiences that broaden their understanding of cultural differences and enhance their connections made throughout this diverse population.

As part of the "Classical Magnet" theme, Norfeldt students study French in grades K - 5 and Latin in grade 5. Through the study of these World Languages, students have the opportunity to explore diverse cultures and increase their awareness of the world around them.

The Norfeldt Student Council engaged in several outreach programs throughout the broader community. In the fall, it organized a Food Drive for a local food bank, and in the winter it organized a coat drive for a local shelter. It also organized a school supply drive, which included collecting pencils, pens, notebooks, colored pencils and backpacks for children attending Dwight School in Hartford, Connecticut. For Valentine's Day, the members of the Student Council made cards for children who were hospitalized at the Connecticut Children's Hospital. Finally, the Student Council members participated in a program, along with the members of the school choir, to bring music and companionship to the elderly living at St. Mary's Home. Through these community service projects, the students gained a greater awareness of the needs of others throughout their community.

The social studies program incorporates a variety of opportunities to explore the cultures of Kenya, Japan, and the West Indies. By providing these culturally rich experiences, the school aims to enhance student understanding of, and sensitivity to, a diverse world, thereby reducing racial and ethnic isolation.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	985

*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	57.4
Voice	100.0	100.0	68.7
Internet Access	100.0	100.0	94.7
Multi-Room Network (LAN)	100.0	100.0	70.9

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	7.0	4.7	4.2
% of Computers that are High or Moderate Power	100.0	87.6	63.4
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	86.8
% of Internet Computers with Filtering Software	100.0	100.0	94.6

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*	31.3	30.8	24.8
% of Print Volumes Purchased in the Last Three Years	8.9	12.1	15.5
# of Print Periodical Subscriptions	14	24.3	16.4
# of Non-Print Materials	225	230.0	395.2

*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
Grade K	2003-04	22.0	19.8	18.7
	1998-99	20.0	19.9	18.6
Grade 2	2003-04	24.0	20.4	19.8
	1998-99	18.3	19.4	20.1
Grade 5	2003-04	21.3	21.6	21.4
	1998-99	23.7	22.2	21.5

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	32.7	37.3
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.2	1.3
Other Professionals	3.8	3.5
# of Non-Certified Instructional	24.5	24.5

Professional Staff Race/Ethnicity	2003-04	2002-03	1998-99
% Minority	4.3	3.9	2.6
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.9	11.3	13.1
% with Master's Degree or Above	69.6	71.8	80.0
% Trained as Mentors, Assessors, or Cooperating Teachers	34.8	33.3	28.0

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	18	2	18	Yes
English Language Arts*	348	414	424	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills	18	18	18	Yes
Mathematics*	187	201	188	No
Music	36	36	33	No
Physical Education	54	54	40	No
Science*	93	79	97	No
Social Studies*	73	73	96	No
Technology Education	0	0	2	N/A
World Languages	90	41	11	No

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 1 in this school. In Connecticut, 4.2% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2003)	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 2002-03 School Year	1.5	1.0	2.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	5.9	7.0	8.3
% Certified Staff Assigned to Same School the Previous Year	93.5	88.2	84.8


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 Gen. % Meeting State Goal	School 2000-01	School 2003-04	District 2003-04	State 2003-04
Grade 4 Reading	84	86.6	67.8	54.3
Writing	89	91.0	75.9	65.8
Mathematics	92	89.6	70.9	57.6
All Three Tests	77.0	80.6	56.9	42.3
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	96.1	97.1	97.1	97.4



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	40.9	41.0	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2003	97.7	97.4	97.1

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

The students at Norfeldt School continue to maintain high levels of achievement on district and standardized state assessments. Scores for the 2003 Connecticut Mastery Test indicate that 87% of the students met or exceeded goal in reading, 91% in Writing, and 90% in math. On the Degrees of Reading Power tests 85% of fourth graders and 83.3% of fifth grades met established standards. On the district mathematics assessment, 98.5% of grade 2 students, 84.5% of grade 3 students, 92.3% of grade 4 students, and 84% of grade 5 students met mastery.

Student Accomplishments

The school community is committed to excellence in education, which translates into outstanding student accomplishments in all academic and social areas. Over seventy-five of Norfeldt third, fourth and fifth grader had their writing included in student publications. Thirty-five students in grades 3 through 5 participated in the challenging National Math Olympiads, with six students scoring 15 points or higher out of a possible 25. Fourth and fifth grade students again participated in the National Word Masters competition with over thirty students achieving scores that placed them within the top ten percent nationally. Norfeldt's tradition of excellence extends to the arts with one hundred and three fourth and fifth grade students participating in choir and one hundred and thirty eight students in band and orchestra. Additionally, two new musical groups were formed this year, Encore Strings with 17 fifth graders, and Jazz Band with twenty three fifth graders.

Plans For Improvement

Norfeldt's long-range plans for improvement focus on all students meeting or exceeding performance standards as defined by State and district guidelines. Teachers continue to focus on improved instruction and student performance in reading, writing, and mathematics. During the coming year, the staff will specifically target improved instruction and student performance in the areas of mathematical problem solving, math communication, and writing.

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.

Norfeldt Elementary School has completed its eighth year as an intra-district Classical Magnet school focusing on learning that is timeless and of lasting significance. The driving force behind its mission is to promote and nurture individuals who are lifelong learners. The school community maintains high expectations for student performance and achievement. Instruction is enhanced through the inclusion of foreign language, classical literature, art and music. The students' lives are further enhanced through visits and performers of dance, music, drama. Students also had the opportunity to participate in the Mad Science after-school program.

The Norfeldt community continues to focus on its climate of kindness through the establishment of a Wall of Honor, which displays certificates acknowledging students' academic, social, or emotional growth. Every Norfeldt student has been acknowledged in this fashion during the year. The students have engaged in Unified Physical Education and Unified Theater, programs that promote greater understanding and sensitivity between students in the regular education program and students with special needs. A Student Safety Patrol was established to help enhance the school environment. This organization encouraged the participation of students, who might not otherwise have had an opportunity to assume leadership roles, to act as role models for the rest of the school community.

These many opportunities and activities described above serve as visible evidence of Norfeldt School's dedication to fostering respect and responsibility for self and others in a safe environment.

<p>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/school/norfeldt/norfeldtwebsite/index.htm</p>
