

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-6 Edition

Norfeldt 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: 422

5-Year Enrollment Change: -8.7%

**TYPE OF SCHOOL**

School Type: Intradistrict Magnet

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	2005-06	3.8	13.5	27.6
	2002-03	4.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	15.2	17.5	13.3
	2000-01	11.0	15.3	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	93.1	89.5	86.8
	2000-01	92.0	89.8	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	95.5	84.0	79.2
	2000-01	96.8	88.5	74.7

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)	26	6.2	9.5	6.7
Compensatory Education	39	9.2	12.2	24.1
Full or Extended Day Kindergarten	44	N/A	N/A	N/A
Gifted and Talented Program	20	4.7	3.9	1.9
Special Education	52	12.3	11.0	11.2
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	39	9.2
Black	28	6.6
Hispanic	22	5.2
White	332	78.7

Total Minority 2005-06 21.3%

Total Minority 2000-01 14.7%



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 ten 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. Norfeldt students engaged in several outreach programs throughout the broader community and beyond. Students organized a food drive for a local food bank. Student Council members participated in a program, along with the members of the school choir, to bring music and companionship to the elderly living Jewish Community Center's Hebrew Home for the Aged. Finally, the student body collected over \$4,000 in Norfeldt's "Coins for Katrina" program to help schools following the disastrous hurricane. This drive, coordinated through CAS and the Governor's office, was generously recognized by a visit to the school by Governor Rell. 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 Mexico, Kenya, Japan, and the West Indies. As extensions for these studies, kindergarten students participated in a Mexican Fiesta, and second graders went to a performance of Taiko (Japanese drumming) in a school across town. 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	991	991	988

*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	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.4	4.1	3.9
% of Computers that are High or Moderate Power	83.3	95.0	80.8
% of Computers with Internet Access, All Speeds	100.0	100.0	96.5
% of Computers with High Speed Internet Access	100.0	100.0	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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*	34.5	32.4	27.2
% of Print Volumes Purchased in the Last Three Years	6.9	11.5	13.6
# of Print Periodical Subscriptions	22	21.5	15.1
# of Non-Print Materials	250	247.7	408.8

*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	2005-06	22.0	20.2	18.3
	2000-01	21.0	19.3	18.1
Gr. 2	2005-06	18.5	19.5	19.7
	2000-01	19.3	19.7	19.5
Gr. 5	2005-06	26.0	22.4	21.2
	2000-01	21.8	20.8	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	32.3	35.5
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.2	1.2
Other Professionals	3.0	2.0
# of Non-Certified Instructional	22.0	23.0

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	4.5	4.3	4.8
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	9.9	10.9	12.8
% with Master's Degree or Above	63.6	70.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	31.8	34.4	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	32	No
Computer Education	18	2	17	Yes
English Language Arts	358	420	425	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	23	No
Library Media Skills	18	18	19	No
Mathematics	184	200	192	No
Music	36	36	34	No
Physical Education	54	54	41	No
Science	93	79	96	No
Social Studies	73	73	96	No
Technology Education	0	0	1	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, 4.3% 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	Yes
After School Program	No	No
Summer School (2005)	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 2004-05 School Year	0.4	0.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	5.4	6.7	8.4
% Certified Staff Assigned to Same School the Previous Year	86.4	80.1	84.5


STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	70.5	60.5	54.4	2.0	94.3
Writing	77.0	68.4	61.0	2.4	100.0
Mathematics	85.2	66.8	56.3	4.1	100.0
Grade 4 Reading	74.3	71.5	57.8	2.8	96.4
Writing	76.1	68.6	62.8	2.8	96.1
Mathematics	80.3	68.9	58.8	3.4	96.4
Grade 5 Reading	86.3	75.9	60.9	0.0	97.1
Writing	94.5	76.1	65.0	5.6	98.3
Mathematics	78.1	73.2	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



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	16.4	37.3	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	97.9	98.0	96.5

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 performance of Norfeldt students on this year's mastery test includes high area of accomplishments. In math, where, as of 2005–2006, we had implemented a new math program in grades K–4, we saw strong scores in grade 3 (85.2% on or above goal), and in grade 4 (80.3% on or above goal). In Fifth grade, 86.3% of students in reading and 94.5% in writing scored on or above goal.

Student Accomplishments

The school community is committed to excellence in education, which translates into outstanding student accomplishments in all academic, artistic and social endeavors. Twenty students were among the award winners of the National French Contest, in which 93,000 students nationwide participated, taking an exam in reading and listening. Thirty-five Norfeldt students participated in the challenging National Mathematical Olympiads. Over 19,000 students participated in this math competition nationwide, and two Norfeldt students won the Silver Pin that is awarded to only the top 8% of the nation's participants! Norfeldt students also participate in the National French Contest, and 16 of our students were named award winners.

Plans For Improvement

As in the past, Norfeldt's long-range plans for improvement are focused on having all students not only reach but exceed performance standards as defined by State and district guidelines. Also, Norfeldt staff members have been actively engaged in addressing the achievement gap. Since 2004–2005, classroom teachers individually met on a monthly basis with the principal and the curriculum specialist in order to develop goals and plans that would ensure greater success by students who demonstrate academic, social, and/or emotional needs. This will continue during the coming year, with a parent component added to this program. We also plan to increase greater awareness of racial, ethnic and economic diversity by partnering with The Charter Oak School for Global Studies, a West Hartford Intra-district magnet school located in a primarily minority community in our town.

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 tenth 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 through, among other things, its Classical Café series. Finally, the heart and soul of the school is enriched through its district-wide program for children with special needs (multiply disabled) which is located at Norfeldt.

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 past two years. In 2005–2006, all Norfeldt teachers were trained in the Love and Logic Program, which fosters personal responsibility and growth. During the coming year, we will provide parent training and workshops on this program. Norfeldt 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. The many opportunities, activities, and initiatives described above are evidence of Norfeldt School's commitment to fostering respect and responsibility for self and others within 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.</p>

<p>For the school/district website, see www.whps.org/school/norfeldt/norfeldtwebsite/index.htm</p>
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