

**STRATEGIC SCHOOL PROFILE 2006-07**

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).

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**STUDENT ENROLLMENT**

Total Enrollment: 443

5-Year Enrollment Change: -2.4%

**TYPE OF SCHOOL**

School Type: Intradistrict Magnet

School Grade Range: K- 5

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	3.8	13.9	27.7
	2002-03	4.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	14.7	17.6	13.5
	2001-02	11.9	15.1	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	89.3	90.2	87.7
	2001-02	94.1	89.6	86.2
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	97.4	85.0	79.3
	2001-02	90.5	85.7	75.1

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	26	5.9	9.9	6.9
Compensatory Education	53	12.0	13.1	23.6
Full or Extended Day Kindergarten	77	N/A	N/A	N/A
Gifted and Talented Program	14	3.2	3.8	1.8
Special Education	68	15.3	11.3	10.8
Prekindergarten	0	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	37	8.4
Black	28	6.3
Hispanic	25	5.6
White	353	79.7

## STUDENT RACE/ETHNICITY

<b>Total Minority 2006-07</b>	20.3%
<b>Total Minority 2001-02</b>	16.7%

### 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.

Norfeltd School, formerly an intra-district magnet school through July 2007, continues to maintain its “Classical Education” theme. Students begin the study of world language and culture in kindergarten, and are engaged in a variety of learning experiences that broaden their understanding of cultural differences.

In addition to neighborhood children, students from throughout the district attend Norfeldt as either former magnet students or as participants in Norfeldt’s learning center program for children with special needs. Attendance by students from throughout the district enriches the cultural and ethnic diversity of the school and enhances opportunities for students to broaden their understanding and appreciation for others.

Norfeltd students engage in several outreach programs throughout the broader community and beyond. This past year, students organized a food drive for a local food bank as well as a winter hat and glove drive. 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 the Jewish Community Center’s Hebrew Home for the Aged.

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 all students attended a Taiko program (Japanese drumming) and a program on Arabic Music, Dance and Culture. 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	988	988	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	98.5	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.6	4.0	3.6
% of Computers that are High or Moderate Power	93.8	97.1	89.5
% of Computers with Internet Access, All Speeds	100.0	97.0	97.3
% of Computers with High Speed Internet Access	100.0	97.0	96.1
% of Internet Computers with Filtering Software	100.0	98.5	98.6

This school does not have a functional satellite link.

## SCHOOL RESOURCES, continued

### 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*	33.9	32.8	28.0
% of Print Volumes Purchased in the Last Three Years	6.0	12.2	12.2
# of Print Periodical Subscriptions	20	20.0	15.1
# of Non-Print Materials	263	275.9	406.8

\*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	2006-07	19.3	19.6	18.2
	2001-02	20.7	20.3	18.3
Gr. 2	2006-07	21.8	20.2	19.5
	2001-02	22.7	19.6	19.6
Gr. 5	2006-07	24.7	22.1	21.2
	2001-02	26.3	21.4	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	35.9	32.3
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.7	1.2
Other Professionals	1.6	3.0
# of Non-Certified Instructional	23.0	22.0

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	4.3	4.5	4.1
Professional Staff Experience and Training	School	District K-6	State K-6
Average Years of Experience in Connecticut and Other Locations	11.3	12.2	14.0
% with Master's Degree or Above	76.6	80.6	81.0

## 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	17	Yes
English Language Arts*	358	421	427	Yes
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills*	18	18	18	Yes
Mathematics	184	200	195	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	93	79	97	No
Social Studies*	73	74	92	No
Technology Education	0	0	1	N/A
World Languages*	90	41	11	No

\*Interdisciplinary Approach

## SCHOOL PROCESSES, continued



<b>Types of Remedial Instructional Services Provided to Students Lacking Basic Skills</b>	<b>Available in Mathematics</b>	<b>Available in Language Arts</b>
Pull-Out Instruction	No	Yes
In-Class Tutorial	No	Yes
After School Program	No	No
Summer School (2006)	No	No
Other	No	No

**World Language** Formal instruction (at least 1 hour per week) in a world language starts in grade 1 in this school. In Connecticut, 5.9% of K-6 schools have started world language instruction at this grade or earlier.

<b>Student and Teacher Statistics</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% of Students Retained in Grade after 2005-06 School Year	0.0	0.2	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	9.4	6.4	8.7
% Certified Staff Assigned to Same School the Previous Year	78.7	80.5	83.3

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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The following narrative was submitted by this school.

Throughout the year, Norfeldt School provided a variety of opportunities for parents to participate in curriculum-based activities. For example, kindergarten children and parents attended Walk With the Masters, an exhibition of students' interpretations of works of artists they had studied. First grade parents attended their children's Harambee Festival, a culmination of the students' study of Kenya. Grade 2 children and their parents worked side by side at different centers during our Family Math Night. Parents of third graders participated with their children in Caribbean Night. Grade 4 students and parents spent time reading together at the Four on the Floor Event. Grade 5 students shared their work in world languages and unified theater. Other opportunities for community involvement at the school included Grandparents/Special Persons Day; Voice & Vision— An Exhibition of Student Art; a unified theater production of Magic School Bus on the Ocean Floor; and a Veteran's Day Ceremony where relatives and friends of students who have served in the armed forces were recognized.

In order to help parents better understand the curriculum content and expectations, the West Hartford Public Schools Mathematics Specialist presented an informational session to parents concerning changes in the math curriculum, and the principal sent information to parents in the School's bi-weekly newsletter about mathematics and reading comprehension, with suggestions about what parents can do to support their children's learning. The school has also provided Love and Logic™ training for its parents and teacher to help promote personal responsibility among students.

Norfeldt is proud of the support it receives from parents. Parents provide the school with support as volunteers in the classrooms and library, and with support for extra-curricular activities. One hundred percent of our children had at least one parent who attended parent/teacher conferences during the year. Parents and teachers are encouraged to communicate with each other regularly by e-mail and by phone between the regularly schedule conference times.

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## STUDENT PERFORMANCE

**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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	86.1	67.5	52.3	1.6	92.6
Writing	77.5	72.6	60.8	0.0	93.9
Mathematics	87.3	71.5	59.4	0.0	96.0
Grade 4 Reading	71.4	65.9	57.0	0.0	95.2
Writing	81.0	76.9	65.1	0.0	96.8
Mathematics	81.0	73.1	62.3	0.0	100.0
Grade 5 Reading	77.5	75.9	61.4	2.6	98.7
Writing	81.7	77.8	64.6	2.3	98.5
Mathematics	81.7	78.8	66.0	4.5	95.8
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



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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District K-6	State K-6
% on October 1, 2006	98.0	97.4	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	19.3	40.0	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The school community is committed to excellence in education, which translates into outstanding student accomplishments in academic, artistic and social endeavors. Third graders excelled in mathematics and reading, with 86.1% at mastery in reading and 87% at mastery in mathematics as demonstrated on the 2007 CMTs. Fourth grade student performance on the CMT was strong in writing and math, with 81% of the students at mastery in both areas. Similar scores are noted in fifth graders' performance, with 81.7% at mastery in writing and 82% in math. 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. Since 2004-2005, classroom teachers individually meet on a regular basis with the principal and the curriculum specialist in order to develop goals and plans that are designed to ensure greater success by students who demonstrate academic, social, and/or emotional needs. Significant growth by many students discussed at these meeting has been noted. During the coming year, special education teachers will also be involved in these discussions. Focus will also continue on improving reading comprehension, with particular emphasis on the third of the four reading comprehension strands (Connections), and on improving mathematics performance with particular emphasis on estimation, measurement, and fractions. Norfeldt School also focuses on the needs of children who show talents in different academic areas. For example, in addition to advanced math classes for selected students in grades 4 and 5, promising math students participate in Math Olympiads.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

The driving force behind Norfeldt's 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 world 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 (multipli-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 three years. In 2005 –2006, all Norfeldt teachers were trained in the Love and Logic Program, which fosters personal responsibility and growth. In 2006-2007 a Parenting with Love and Logic workshop series was offered for Norfeldt parents. 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.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school/district website, see [www.whps.org/school/norfeldt/norfeldtwebsite/index.htm](http://www.whps.org/school/norfeldt/norfeldtwebsite/index.htm)



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