

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Norfeldt School
West Hartford School District**CARYN J. FALVEY, Principal
Telephone: (860) 233-4421Location: 35 Barksdale Road
West Hartford,
ConnecticutWebsite: www.whps.org/school/norfeldt/norfeldtwebsite/index.htm

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, 2008: 433

5-Year Enrollment Change: 0.0%

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	20	4.6	16.1	34.2
K-12 Students Who Are Not Fluent in English	28	6.5	10.3	7.0
Students with Disabilities	54	12.5	11.5	10.9
Students Identified as Gifted and/or Talented	30	6.9	4.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	56	91.8	90.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	354	95.2	91.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	988

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	19.9	18.3
Grade 2	18.5	19.2	19.3
Grade 5	28.0	24.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education	0	17
English Language Arts	418	427
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	25	18
Mathematics	201	198
Music	36	32
Physical Education	54	40
Science	76	98
Social Studies	75	91
Technology Education	0	2
World Languages	36	12

World Language

Formal instruction (at least 1 hour per week) in French starts in Grade K in this school. Statewide, 6.4% of elementary and middle schools that serve Grade K 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	6.5	10.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	55.6	75.0	80.3

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	4.3	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	35.4	33.4	28.2
# of Print Periodical Subscriptions	11	20	13

*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	
General Education: Teachers and Instructors	29.40
Paraprofessional Instructional Assistants	2.50
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	21.00
Library/Media Specialists and/or Assistants	1.00
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	1.40
School Nurses	1.40
Other Staff Providing Non-Instructional Services and Support	10.50

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.7	11.6	13.3
% with Master's Degree or Above	65.0	79.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.3	7.0	8.6
% Assigned to Same School the Previous Year	95.0	82.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Throughout the year, Norfeldt School provides a variety of opportunities for parents to participate in curriculum-based activities. For example, in 2008 – 2009 kindergarten children and parents attended Walk With the Masters, an exhibition of students' interpretations of works of artists they had studied. Kindergarten students also had their work displayed at UCONN Medical Center, with parents and families attending the opening of this exhibition. 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. Other opportunities for community involvement at the school included Grandparents/Special Persons Day; Voice & Vision— An Exhibition of Student Art and QuEST Type III Projects, a Veteran's Day Ceremony where relatives and friends of students who have served in the armed forces were recognized, a Fall Family Picnic, and a Spring Fair.

In order to help parents better understand the curriculum content and expectations, Norfeldt's Early Intervention teacher and the first grade team provided a literacy workshop in the fall for parents of children receiving reading support services. The principal provided a workshop for parents of fourth graders who were receiving after-school support in mathematics. The principal also presented information to parents at a PTO meeting about the CMTs. 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 a parent/teacher conferences during the year. Parents and teachers are encouraged to communicate with each other regularly by email and by phone between the regularly schedule conference times.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	53	12.2
Black	27	6.2
Hispanic	28	6.5
White	325	75.1
Total Minority	108	24.9

Percent of Minority Professional Staff: 4.3%

Open Choice: 1 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: 13.9% 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.

Norfeltd School, an intra-district magnet school through July 2007, continues to maintain its "Classical Education" theme. Students begin the study of World Language (French) 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, children from throughout the district attend Norfeltd as either former magnet students or as participants in Norfeltd'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 of and appreciation for others.

Norfeltd students engage in several outreach programs throughout the broader community and beyond. This past year as in years past, students organized food drives for a local food bank as well a drive for school supplies for students with financial needs. 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. This year, under the leadership of our Library Media Specialist, Norfeltd families collected many cartons of books which were donated to an independent, tuition-free middle school for boys in Hartford. The social studies program incorporates a variety of opportunities to explore the cultures of Mexico, Kenya, Japan, and the West Indies.

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	26.8	38.5	33.6	38.7
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	76.5	64.7	54.6	87.3
Writing	87.3	74.4	62.5	94.4
Mathematics	96.1	73.2	62.8	99.7
Grade 4 Reading	87.5	74.9	60.7	95.6
Writing	76.5	77.5	64.2	70.2
Mathematics	80.8	77.1	63.6	78.4
Grade 5 Reading	92.3	77.7	66.0	97.9
Writing	93.8	75.8	66.5	98.7
Mathematics	89.9	80.5	68.8	91.4
Science	78.8	67.6	58.1	83.2
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	91.0	94.8	96.2

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 2007-08 school year, 3 students were responsible for these incidents. These students represent 0.7% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
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	5	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

2008 – 2009 was the second year of a three-year school improvement plan. Faculty members worked collaboratively in grade level teams, in vertical teams which spanned all grades and special areas, and as a whole school to develop and revise the plan. Input was provided by Parent Teacher Organization. The plan is regularly reviewed and revised to meet the changing needs of students. Norfeldt's plans for improvement are focused on having all students not only reach but exceed performance standards as defined by State and district guidelines. During the 2008 - 2009 school year, our plan continued to target 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. The use of a new reading anthology was implemented in grades 3 and 4 and will be implemented in 2009 – 2010 in grade 5.

Since 2004-2005, classroom teachers regularly meet 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 continues to be noted. In order to better meet the learning needs of our children receiving special education services, after-school math support was provided for those students in grades 4 who demonstrated difficulty in mathematics. This support was provided to general education and special education students.

Norfeldt School and the greater West Hartford Public Schools provide special opportunities to meet the needs of children who show talents in different academic and artistic areas. This past year, as in previous years, students participated in ArtQuEST, Math QuEST (grades 4 and 5 who are taught at grade levels 6 and 7, respectively), QuEST (general gifted and talented program), and Unified Theater.

SUPPLEMENTAL SCHOOL INFORMATION

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 French instruction, 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 are 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 five 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 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.
