

**STRATEGIC SCHOOL PROFILE 2007-08**

Elementary School K-6 Edition

**Norfeldt School  
West Hartford School District**CARYN J. FALVEY, Principal  
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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Intradistrict Magnet

School Grade Range: K- 5

Instructional Focus: Classical Magnet

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 445

5-Year Enrollment Change: -1.3%

**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	14	3.1	14.5	33.1
K-12 Students Who Are Not Fluent in English	26	5.8	10.2	7.3
Students with Disabilities	68	15.3	11.2	10.8
Students Identified as Gifted and/or Talented	23	5.2	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	70	93.3	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	347	94.0	90.8	86.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	987

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	18.8	19.7	18.1
Grade 2	18.3	20.7	19.3
Grade 5	24.0	22.7	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts*	425	425
Family and Consumer Science	0	1
Health	32	23
Library Media Skills*	18	18
Mathematics	201	199
Music	36	33
Physical Education	54	40
Science*	76	97
Social Studies*	75	92
Technology Education	0	1
World Languages*	36	10

\*Interdisciplinary Approach

### World Language

Formal instruction (at least 1 hour per week) in French starts in Grade 1 in this school. Instruction in another language starts in a later grade. Statewide, 6.2% of elementary and middle schools that serve Grade 1 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	5.6	10.1	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	66.7	75.0	79.1

### 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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.7	3.5	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	99.2	91.7
# of Print Volumes Per Student*	34.6	33.6	27.7
# of Print Periodical Subscriptions	20	22	16

\*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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	31.00
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	20.00
Library/Media Specialists and 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	11.50

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	11.1	11.4	13.2
% with Master's Degree or Above	63.4	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	5.9	6.3	8.7
% Assigned to Same School the Previous Year	63.4	68.2	72.5

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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

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 2007 – 2008 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 presented Norfeldt's annual Unified Theater production to children, parents, and other community members. 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, and a Fall Family Picnic. The culminating event of the year was Norfeldt's Fiftieth Birthday Party, which included former students and staff, and current Norfeldt families.

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.

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 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	43	9.7
Black	32	7.2
Hispanic	23	5.2
White	347	78.0
Total Minority	98	22.0

**Percent of Minority Professional Staff:** 4.2%

**Open Choice:** 1 student 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:** 13.0% 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 13.

### 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 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 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.

### 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	31.3	40.9	33.8	45.9
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	65.9	65.1	52.0	72.0
Writing	68.7	76.0	63.4	57.5
Mathematics	69.4	71.9	60.0	62.9
Grade 4 Reading	88.9	70.7	55.9	99.1
Writing	91.4	71.0	62.9	98.1
Mathematics	91.4	71.7	60.3	99.1
Grade 5 Reading	80.9	71.6	62.2	83.2
Writing	89.7	75.2	64.5	93.8
Mathematics	91.2	78.6	65.9	94.0
Science	72.1	62.5	54.9	77.0
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](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 Elementary Sch.	State Elementary Sch.
% Present on October 1	98.2	97.3	96.4

### 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 2006-07 school year, 6 students were responsible for these incidents. These students represent 1.3% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	7	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

2007 – 2008 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 the plan. Input was provided by the School Community Council and 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 2007 – 2008 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.

Since 2004-2005, classroom teachers individually meet on a regular 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.

In order to better meet the learning needs of our children receiving special education services, pupil services staff and general education staff worked together in a three-day professional development series which focused on meeting the needs of fragile math learners through ongoing numeracy assessments and differentiated instruction. After-school math support was provided for those students in grades 4 and 5 who demonstrated difficulty in mathematics. This support was provided to general education and special education students. Teachers also participated in a three-day workshop targeting differentiated literacy instruction in the intermediate grades.

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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 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. 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 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 four 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. New teachers will be provided with training during the coming year. 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.

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