

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Norfeldt School**West Hartford School District**

CARYN J. FALVEY, Principal
Telephone: (860) 233-4421

Location: 35 Barksdale Road
West Hartford,
Connecticut

Website: 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, 2010: 413
5-Year Enrollment Change: -6.3%*
*Between 2002 and 2007, (re)opened

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	9	2.2	17.0	38.3
K-12 Students Who Are Not Fluent in English	21	5.1	8.4	7.7
Students with Disabilities	40	9.7	9.8	10.8
Students Identified as Gifted and/or Talented	33	8.0	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	57	98.3	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	337	94.9	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	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	19.3	19.4	18.4
Grade 2	22.3	20.4	19.9
Grade 5	20.7	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	90	95
Social Studies	60	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in French starts in Grade 3 in this school. Statewide, 9.8% of elementary and middle schools that serve Grade 3 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	4.4	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.5	84.0	81.3

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	2.9	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.1	92.9
# of Print Volumes Per Student*	38.5	37.7	29.5
# of Print Periodical Subscriptions	11	20	12

*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		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.
General Education: Teachers and Instructors	27.60	
Paraprofessional Instructional Assistants	4.50	
Special Education: Teachers and Instructors	5.00	
Paraprofessional Instructional Assistants	17.00	
Library/Media Specialists and/or Assistants	1.40	
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	1.30	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	8.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.6	12.0	13.7
% with Master's Degree or Above	69.4	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.6	7.3	8.7
% Assigned to Same School the Previous Year	88.9	88.1	83.9

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 website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement 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, in 2010-2011 kindergarten children and parents attended Walk With the Masters, an exhibition of students' interpretations of works of artists they had studied. Kindergarten parents attended an outstanding performance of "The Three Piggy Opera." 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 and their parents participated in a "Night Under the Stars" at Central Connecticut State University. 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 at which 38 relatives and friends of students who have served in the armed forces were recognized, a fall family picnic, a spring fair, and a kindergarten popsicle social to welcome our youngest students and their families. In order to help parents better understand the curriculum content and expectations, Curriculum Night was held in early fall. Norfeldt's early intervention teacher and the first grade team provided a literacy workshop, also in the fall, for parents of children receiving reading support services. The principal also presented information to parents at a PTO meeting about the CMTs. Kindergarten teachers created blogs with daily updates. Other teachers began to create blogs as well. This has helped to improve the connection between the school and its parents in terms of student learning. 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 students' parents participated in parent/teacher conferences. Parents and teachers are encouraged to communicate with each other regularly by e-mail and by phone between the regularly scheduled conference times.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	60	14.5
Black	21	5.1
Hispanic	18	4.4
Pacific Islander	0	0.0
White	299	72.4
Two or more races	14	3.4
Total Minority	114	27.6

Percent of Minority Professional Staff: 4.7%

Non-English Home Language :

16.5% 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 18.

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.

Norfeldt School, formerly an intra-district magnet school, continued its "Classical Education" theme, with children beginning their study of World Language (French) and culture in grade 3. This provided students with the opportunity to engage in a variety of learning experiences that broadened their understanding of cultural differences. Prior to 2010, French was taught beginning in kindergarten. In order to maintain their skills and culture, in 2010-2011, students in grades 1 and 2 had the opportunity to participate in Morning French Club, which was offered once a week before school. In addition to neighborhood children, children from throughout the district attend Norfeldt School as participants in a learning center program designed for children with special needs. Siblings of children from throughout the district, who had attended Norfeldt School as Magnet students, also were allowed to attend Norfeldt School. 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. The social studies program incorporates multiple opportunities to explore the cultures of Mexico, Kenya, Japan, and The West Indies, as well as diverse key religious holidays. After school opportunities related to these studies included the Harambee Festival and Caribbean Night. During school, students attended a Taikoza Japanese drumming program and the Mariachi Fiesta Del Norte – Music of Mexico program. Both programs were presented by the West Hartford Cultural Council. Norfeldt students consistently participate 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 drive for school supplies for students with financial needs.

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	56.8	68.1	50.9	62.8
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	81.2	71.5	58.4	90.8
Writing	85.5	74.0	61.1	94.8
Mathematics	91.2	76.4	63.0	97.0
Grade 4 Reading	89.0	77.7	62.5	94.6
Writing	87.0	77.8	65.5	90.5
Mathematics	94.5	81.4	67.0	96.4
Grade 5 Reading	87.0	73.5	61.4	93.3
Writing	89.8	80.5	66.8	93.9
Mathematics	92.7	83.3	72.5	90.9
Science	83.1	68.2	59.9	86.0
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.

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	99.0	97.6	94.8

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 2009-10 school year, 3 students were responsible for these incidents. These students represent 0.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
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	3	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Faculty members continued to work collaboratively in grade level and vertical teams, which span all grades and special areas, and as a whole school to develop and revise the School Improvement Plan into what is now called the School Development Plan for Continuous Improvement. The Plan is regularly reviewed and revised to meet the changing needs of our students. Norfeldt's plans for improvement focused on having all students not only reach but exceed performance standards as defined by Federal, State and district guidelines. During the 2010-2011 school year, the Plan targeted non-fiction reading and science. The use of a new scientifically research-based reading anthology, Storytown, was implemented in grades 3 and 4 in 2008-2009, in grade 5 in 2009 – 2010, and in grades 1 and 2 in 2010 – 2011. Kindergarten teachers received training in the use of this anthology in spring 2011, for implementation during the 2011- 2012 school year. In order to monitor students' reading skills more closely, all students were monitored with AIMSweb Assessment program. During the 2011-2012 school year, AIMSweb math assessments will be piloted with the intent of full implementation in 2012-2013. Since 2004-2005, classroom teachers have met regularly with the principal and the curriculum specialist in order to develop goals and plans designed to ensure greater success by those students who have demonstrated academic, social, and/or emotional needs. During the 2009-2010 school year, Norfeldt implemented grade level data teams, and will continues to this day. Each team consists of general education classroom teachers and at least one special education teacher /related services staff member (e.g. speech and language pathologist, psychologist, social worker, occupational therapist, physical therapist). The early intervention reading and ESOL teachers also participate in these Data Teams. During 2010 – 2011 school year, our After School Homework Program focused on reading support for third, fourth and fifth graders. The greater West Hartford Public Schools provides special opportunities to meet the needs of children who demonstrate talent in different academic and artistic areas. Students participate in Art QuEST, Math QuEST (grades 4 and 5, taught at grade levels 6 and 7), and QuEST (general gifted and talented program).

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. Finally, the heart and soul of the school are enriched through its district-wide program for children with special needs (multi-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, and through a "Caught Being Kind" certificate program. Teachers have been trained in Love and Logic and in the Second Step Curriculum. Norfeldt students have engaged in Unified Physical Education programs that promote greater understanding and sensitivity between students in the general 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.

Norfeldt School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District
Norfeldt School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)			Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	217	100.0	100.0	100.0	Yes	217	100.0	100.0	100.0	Yes	96.7	3.7	100.0	Yes	90.2	5.7	95.9	Yes
American Indian or Alaska Native	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian	24	-	-	-	-	24	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	11	-	-	-	-	11	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-
White	164	100.0	100.0	100.0	Yes	164	100.0	100.0	100.0	Yes	96.9	4.0	100.0	Yes	91.4	6.0	97.4	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	8	-	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	31	-	-	-	-	31	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?			Yes				

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
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While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

