

STRATEGIC SCHOOL PROFILE 2001-02

Elementary School K-6 Edition

Norfeldt School
West Hartford School District

SUSAN A JOJIN, Principal
 School Type: Intradistrict Magnet

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 Data were provided by the local school district during the fall of 2001.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 454
 5-Year Enrollment Change 14.1%

**FACILITIES**

of Permanent General Classrooms 26
 # of Portable Classrooms 3
 Year of Original Construction 1957

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	4.5	12.3	25.7
	2000-01	9.1	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	11.9	15.1	14.1
	1998-99	10.5	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	94.1	89.6	86.2
	1996-97	72.7	84.6	85.4
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	90.5	85.7	75.1
	1996-97	83.1	77.7	69.4

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)	16	3.5	6.7	5.3
Compensatory Education	38	8.4	12.4	24.1
Full or Extended Day Kindergarten	63	N/A	N/A	N/A
Gifted and Talented Program	22	4.8	3.7	2.2
Special Education	56	12.3	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	5.5
Black	26	5.7
Hispanic	25	5.5
White	378	83.3

Total Minority 2001-02 16.7%

Total Minority 1996-97 13.8%



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.

Norfeldt Elementary School has a mission statement that supports an environment that values the uniqueness of the individual and the diversity of its school family. We have consistently endeavored to accomplish this mission through many avenues. Our efforts to increase our students' understanding of the effects of racial, ethnic and economic isolation have been advanced through the integration of our district social studies curriculum with reading, writing and theatrical experiences. Our kindergarten students focused on the culture of Mexico and celebrated their learning through song and dance. First graders shared their learning of the culture of Kenya with a Harambee festival presented to students and parents. Second grade students studied Japan and presented a Japan Day. Our third graders studied the West Indies and celebrated the cultural richness of our surrounding communities with guest speakers and West Indian performers. Fourth graders studied explorers and the richness of our collective cultural backgrounds while fifth graders studied American history and the integration of the many world cultures in our one country.

In the fall, our Student Council sponsored a food drive to benefit the needy, and in the spring they provided companionship and entertainment to senior citizens at St. Mary's Home. These experiences gave our students opportunities to increase their awareness of and respect for diversity and to celebrate its contributions to our society.

Our Parent Teacher Organization was active in supporting community awareness and responsibility in accepting and celebrating differences through evening programs that brought teachers and parents together to understand how to help their children effectively deal with bullies. Parents also helped students to experience diversity through providing guest speakers, cultural programs and field studies in all curricular areas.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	982

*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	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.7	4.6	4.8
% of Computers that are High or Moderate Power	100.0	99.8	91.6
% of Computers with Internet Access, All Speeds	60.4	84.5	77.1
% of Computers with High Speed Internet Access	60.4	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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*	26.8	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	8.8	15.1	17.2
# of Print Periodical Subscriptions	25	23.6	18.2
# of Non-Print Materials	34	193.6	406.3

*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
Grade K	2001-02	20.7	20.3	18.3
	1996-97	21.7	20.2	19.2
Grade 2	2001-02	22.7	19.6	19.6
	1996-97	17.0	18.4	20.5
Grade 5	2001-02	26.3	21.4	21.5
	1996-97	26.0	21.5	21.7

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	34.3	33.0
Administrators	1.0	2.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	1.0
Other Professionals	3.6	0.0
# of Non-Certified Instructional	22.5	20.5

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% Minority	4.1	4.8	2.7
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	12.8	10.8	13.0
% with Master's Degree or Above	75.5	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	32.7	29.1	24.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	14	1	18	Yes
English Language Arts*	352	415	426	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	187	201	186	No
Music	36	38	32	No
Physical Education	54	54	40	No
Science*	93	79	97	No
Social Studies*	73	73	97	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, 5.0% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	Yes
After School Program	Yes	Yes
Summer School (2001)	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 2000-01 School Year	2.1	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	6.3	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	59.2	60.4	83.0


STUDENT PERFORMANCE

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	84	83	74	57.9
Writing	89	88	77	61.2
Mathematics	92	89	81	61.0
All Three Tests	77.0	74.1	63.3	42.8
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	96.1	91.0	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	22.2	40.1	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2001	97.4	96.8	95.9

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

In the second year of the Third Generation Connecticut Mastery Tests, Norfeldt Elementary School's scores evidence a consistently strong performance in all academic areas. A comparison between last year's scores and this year's scores shows Norfeldt performing well above the state goals for a second year with better than 80% of all fourth graders meeting or exceeding goals in all three academic areas. In reading 83% of our students met or exceeded the challenging reading standards, with 88% of our students scoring at or above goal in writing. Our students continue to show strong skills in mathematics as evidenced with 89% of fourth graders at or above the state goal. We have continued to emphasize a rigorous academic program while providing strong support to teachers with professional development programs in mathematical problem solving, differentiation and critical reading and writing skills, along with increased resources to meet our diverse academic needs.

Student Accomplishments

High expectations matched with recognition of individual strengths and talents have resulted in strong student accomplishments in all areas of the Norfeldt Elementary School curriculum. Twenty-three of our fifth grade students qualified for the rigorous middle school mathematics honors program this year. Our fourth graders tied for fifth place in the nation among 797 school teams competing in the national WordMasters vocabulary program with five students earning highest honors for individual achievement. Norfeldt has a high level of involvement in our school and town music programs with approximately 75% of our fourth and fifth grade students taking part in band, orchestra or choir, and fifty-four students participating in the district's inter- elementary music program.

Plans for Improvement

Norfeldt School will continue its goal of providing instruction that meets the varying needs of its total school population through increased professional staff development in the area of differentiated instruction and the provision of multiple resources to meet student needs.

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 six years as an intradistrict magnet school serving 454 district students, 60 of them magnet students.

Throughout the school year Norfeldt's professional staff has participated in extensive professional development and training with the goal of developing increased understanding of how all students learn best and to provide for the increasing diverse academic needs of our students. As a result, we have implemented reading differentiation strategies at all grade levels, K - 5, and have increased opportunities for all students to receive instruction using materials at their individual reading level.

Our students continue to be very involved in enrichment activities such as the national WordMasters program. All fourth and fifth grade students have the opportunity to participate, and Norfeldt has been recognized for outstanding grade level and individual achievement. Students in grades K - 5 take part in a Unified Sports program. This sports program pairs regular education and special needs students in sports activities throughout the school year, culminating in a statewide Unified Sports Day in May.

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.

For the school/district website see www.whps.org

