

STRATEGIC SCHOOL PROFILE 2000-01

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 2000.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 462
 5-Year Enrollment Change 37.5%*

**FACILITIES**

of Permanent General Classrooms 21
 # of Portable Classrooms 3
 Year of Original Construction 1957

*Between 1995 and 2000, was redistricted, became magnet school

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	2000-01	9.1	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	11.0	15.3	13.8
	1998-99	10.5	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	92.0	89.8	86.3
	1995-96	87.5	87.0	85.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	96.8	88.5	74.7
	1995-96	100.0	78.8	69.1

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)	12	2.6	6.1	5.1
Compensatory Education	41	8.9	12.3	23.1
Extended Day Kindergarten	63	N/A	N/A	N/A
Gifted and Talented Program	27	5.8	4.9	2.3
Special Education	59	12.8	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	20	4.3
Black	23	5.0
Hispanic	25	5.4
White	394	85.3

Total Minority 2000-01 14.7%

Total Minority 1995-96 9.2%



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.

The Eric G. Norfeldt School is in its fifth year as an intra-district Classical Magnet. As a magnet school, we have increased our minority population over the past five years from 7% to 15% of our school enrollment of 462 students. This has brought us closer to our goal of being more reflective of our town's diversity.

Norfeldt has used the curriculum as a major vehicle to increase awareness and understanding of the effects of racial, ethnic, and economic isolation. Each grade level, K-5 uses literature, field studies, and special programs to provide information and experiences that promote student understanding of the positive contributions of a diverse society. Our district social studies curriculum has an international strand in grades K-5 that engages students in projects and studies throughout the year that bring artists and guest speakers to the classroom. Students take part in plays and programs that teach them about other cultures and increase their appreciation of differences.

Our school participated in the "Button-Up Coat Drive" in December. This program was sponsored by the Gerber Scientific Instrument Corporation and allowed our entire student population and their families to take part in providing warm coats for children in need throughout the state. Through the efforts of the Norfeldt PTA and Student Council, food baskets and canned goods were assembled and donated to families in the community and the state.

We have made significant strides in providing both the opportunities and the means for all our students to take part in school programs that are available both during the day and in the evening. This was accomplished through the provision of interpreters, special morning and afternoon buses and host families.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	979

*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	5.9	4.9	5.2
% of Computers that are High or Moderate Power	100.0	97.8	86.6
% of Computers with High Speed Internet Access	64.1	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	21.5	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	10.5	14.5	16.5
# of Print Periodical Subscriptions	28	23.1	18.6
# of Non-Print Materials	190	239.1	401.6

*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	2000-01	21.0	19.3	18.1
	1995-96	18.7	19.1	19.6
Grade 2	2000-01	19.3	19.7	19.5
	1995-96	20.0	19.8	20.6
Grade 5	2000-01	21.8	20.8	21.7
	1995-96	24.0	23.3	21.9

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	33.0	28.4
Administrators	2.0	2.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.0	N/A
Other Professionals	0.0	N/A
# of Non-Certified Instructional	20.5	16.5

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% Minority	4.8	2.8	3.1
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.0	11.7	13.2
% with Master's Degree or Above	66.7	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	31.0	35.5	25.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	14	1	17	Yes
English Language Arts*	352	415	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	187	201	184	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	93	79	96	No
Social Studies*	73	73	96	No
Technology Education	0	0	2	N/A
World Languages*	90	41	10	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, 4.6% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2000)	Yes	Yes
Other	Yes	Yes



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 1999-2000 School Year	0.5	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	6.4	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	81.0	85.3	80.9

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.

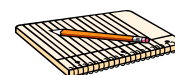
Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	84	74	56.9
Writing	89	75	57.5
Mathematics	92	81	60.2
All Three Tests	77.0	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	96.1	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Connecticut Mastery Test Index, Third Generation	School	District	State
Grade 4 Reading	91.0	83.4	69.2
Writing	96.7	87.9	76.5
Mathematics	96.1	90.7	78.1
Grade 6 Reading	89.9	86.3	73.0
Writing	88.9	87.5	79.3
Mathematics	89.8	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	36.1	44.2	31.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2000	98.1	96.5	96.1

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

A review of the fourth grade Connecticut Mastery Tests (CMT) results since 1996 generally shows consistent improvement in reading, writing and mathematical scores.

Although the third generation CMT that was administered in fall 2000 does not provide comparable scores with previous tests in all areas, our students scored at the 85% and higher level in all three areas exceeding our district goals. This high level of achievement reflects the focused and comprehensive instructional program in place throughout all the grades at Norfeldt School. Reading, math and writing programs are enhanced through teacher training programs and the acquisition of resources to meet the diversity of learning needs present in our school. Implementation of our Homework Center as well as strong participation in our district Summer Academy have strengthened the skills and work habits of all our students.

Student Accomplishment

The high commitment of Norfeldt students has resulted in exceptional accomplishments in several academic areas. Our fifth graders earned national recognition for meritorious achievement in the Mathematical Olympiads program. Our fourth graders tied for ninth place in the nation among 786 school teams competing in the national Word Masters program and nine of our fourth graders won highest honors for individual achievement.

Participation by Norfeldt students in the fine and performing arts has grown over the past several years. This year over 150 fourth and fifth graders were members of band or orchestra and 115 students were choir members.

Areas of Need and Plans for Improvement

Although Norfeldt students have scored well overall in mathematics tests, there is need for improvement in problem solving skills. Efforts have been initiated to increase opportunities for teachers to receive focused staff development in this area of instruction. Plans for increased differentiation of instruction and consistent implementation of benchmarks are in place to further our goal.

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 School is in its fifth year of implementation as a Classical Magnet School providing excellence in education to both neighborhood students and magnet students from throughout the town. A timeless education that has a strong foundation in the basics of a good education is a major focus of our theme. Students are provided reading experiences in classical literature, opportunities to participate in public speaking experiences on a consistent basis and a focus on manners and aspects of good character. Character development is an integral part of our magnet theme. High standards for respect and consideration are in place and reinforced by all staff members. As a special component of our magnet program, all students in kindergarten through fifth grade have French instruction. Our fifth grade students also receive Latin instruction. Because of our challenging French program and the high commitment of our students, this year we had a first place winner in the National French Contest. Additionally, several of our students placed in the top ten positions nationally.

<p>Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.</p>

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

