

**STRATEGIC SCHOOL PROFILE 2002-03**

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).

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**STUDENT ENROLLMENT**

School Grade Range                    K - 5  
 Total January Enrollment            451  
 5-Year Oct. Enrollment Change    5.9%

**FACILITIES, 2001-02**

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

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**SCHOOL NEED**

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2002-03	4.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	12.0	15.5	13.4
	1998-99	10.5	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	91.6	88.7	86.7
	1997-98	90.6	85.2	84.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	94.9	85.3	75.9
	1997-98	92.0	73.5	70.4

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)	9	2.0	7.0	5.4
Compensatory Education	52	11.5	13.2	25.1
Full or Extended Day Kindergarten	58	N/A	N/A	N/A
Gifted and Talented Program	19	4.2	3.5	2.3
Special Education	66	14.6	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

## JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	25	5.5
Black	27	6.0
Hispanic	28	6.2
White	370	82.0
Other	0	0.0

**Total Minority 2002-03** 18.0%

**Total Minority 1997-98** 15.3%



### 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.

As an intra-district magnet school Norfeldt Elementary School has welcomed students from diverse racial, ethnic, and economic backgrounds from within our school district over the past seven years. This has resulted in a rich tapestry of student experiences. This unique source of diversity has allowed all our students the opportunity to engage in learning activities that connect cultures.

Our magnet school theme provides a natural path for increased student awareness of diversity of individuals and cultures through our study of languages. Our theme of "a classical education" provides for the study of French in grades K - 5 and Latin at grade 5. As part of this study we make extensions to include a study of the cultures of the French speaking countries.

Our technology lab has allowed us to provide students with a 21st century method of communicating with students from diverse cultures around the state and the country. Our fourth graders conducted a yearlong cultural exchange with students in a very diverse community in California using technology.

Our Student Council has engaged in several outreach programs that involved the whole school this year. Students collected toiletries and hygiene items for My Sister's Place, a shelter for battered women and their children. Another program involved collecting new toys that were distributed by local scout troops to needy children in the Hartford area. The third project encouraged Norfeldt students to contribute nonperishable items to make food baskets to be given to West Hartford families in need at Thanksgiving. These programs not only met community need but also served to increase student awareness of the needs of others.

Norfeldt School supports extensive units of instruction that increase student awareness of diversity of cultures and individuals. Our social studies programs include an international strand at each grade level. These instructional units provide field experiences, special projects, and multiple enrichment opportunities that enhance sensitivity and understanding of the culturally rich world we live in. Studies of Mexico, Africa, Japan and the West Indies resplendent with guest speakers, artifacts, plays, and celebrations serve to help reduce racial and ethnic isolation of our students.

As a staff we continue to search for more and varied ways to continue our efforts to reduce racial, ethnic, and economic isolation in our school and community.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Total Hours of Instruction Per Year	984	984	986

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	100.0	100.0	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	7.6	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	100.0	94.9	85.2
% of Computers with High Speed Internet Access	100.0	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	86.4

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.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	28.6	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	9.3	12.6	16.1
# of Print Periodical Subscriptions	27	24.9	17.3
# of Non-Print Materials	358	255.4	421.6

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2002-03	19.7	19.2	18.3
	1997-98	18.8	19.6	19.0
Grade 2	2002-03	18.5	19.3	19.5
	1997-98	20.5	18.9	20.5
Grade 5	2002-03	23.3	21.0	21.6
	1997-98	27.0	22.4	21.6

<b>School Staff Count Full-Time Equivalent</b>	<b>2002-03</b>	<b>2001-02</b>
# of Certified Staff		
Teachers	37.3	34.3
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	1.3
Other Professionals	3.5	3.6
# of Non-Certified Instructional	24.5	22.5

<b>Professional Staff Race/Ethnicity</b>	<b>2002-03</b>	<b>2001-02</b>	<b>1997-98</b>
% Minority	3.9	4.1	2.6
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Number of Years Experience in Connecticut	11.5	11.1	12.9
% with Master's Degree or Above	66.7	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	31.4	35.2	26.0

## 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	17	Yes
English Language Arts*	352	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	187	201	186	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	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, 4.1% 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	No	No
Summer School (2002)	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 2001-02 School Year	0.5	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	7.6	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	86.3	89.2	83.5


## 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. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2002-03</b>	<b>District 2002-03</b>	<b>State 2002-03</b>
Grade 4 Reading	84	81.0	74.3	55.9
Writing	89	82.3	76.1	61.5
Mathematics	92	88.6	80.9	60.4
All Three Tests	77.0	72.2	64.2	42.1
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	94.0	97.2	96.5



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>% Passing All 4 Tests</b>			
 Grade 4	35.4	45.4	32.6
Grade 6	N/A	N/A	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2002	98.0	97.6	97.1

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## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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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***

Norfeldt School's student performance on standardized state and district measures remain high. On the Degrees of Reading Power tests, 94% of our third graders, 78% of our fourth graders and 81% of our fifth graders met established standards. Over 90% of our grade 2 - 5 students were at mastery on our district mathematics objectives test.

Connecticut Mastery Test scores for our fourth graders continue to demonstrate a consistently strong level of achievement over time. Scores for 2002 show 81% of students meeting or exceeding goal in reading, 82% in writing, and 89% in math.

### ***Student Accomplishments***

Commitment to excellence on the part of the students and staff of Norfeldt School have continued to produce strong accomplishments in all academic and social areas for our students. Thirty of our fifth grade students qualified for the rigorous middle school mathematics honors program this year. Our fourth and fifth graders performed exceptionally well in the National WordMasters language arts competition with thirty-one of our students achieving national recognition for outstanding achievement. Fifty-nine of our students in grades 3 - 5 took part in the challenging National Math Olympiads and our fifth grade team was named to the National Meritorious Achievement List. Over fifty of our fifth grade students had poems published in *A Celebration of Young Poets*. Our tradition of excellence in the arts continued this year with 118 students in the fourth and fifth grades participating in Choir and 128 students taking part in Band and Orchestra.

### ***Plans for Improvement***

Our long-term plans are focused on guiding all students not only to reach but exceed the performance standards established by both the state and the district. We will continue our efforts to increase the number of fiction and nonfiction reading titles available to allow for differentiated reading instruction. To improve student performance in mathematical problem-solving, we plan to increase professional development opportunities

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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. For instance, character education or programs designed to improve school climate may be described.

Norfeldt Elementary School completed its seventh year as an intra-district Classical Magnet school focusing on learning that is timeless and of lasting significance. Our mission continues to be to promote and nurture lifelong learning through a rigorous curriculum enhanced by foreign language, classical literature, art, and music in partnership with teachers, families, staff, and community. A West Hartford Foundation grant helped underwrite a scientist-in-residence program this year that engaged all K - 5 students in hands-on interactive science activities and experiments.

Our theme of a "Climate of Kindness" grew out of our mission to encourage an environment that values the individual and fosters respect and responsibility for self and others. Our theme was enhanced and expanded this year with building assemblies and both classroom and school-wide projects to identify areas of need and recognize both staff and students for their efforts to further our goal to create a daily "climate of kindness." The increase and participation in our community service projects, as well as the many students who are recognized each month for "citizenship awards," are visible evidence of the expansion of our efforts to foster respect and responsibility for self and others in an environment of kindness.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school/district website, see [www.whps.org](http://www.whps.org)

