

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

John B. Stanton School

Norwich School District

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Location: 386 New London Turnpike
Norwich,
Connecticut

Website: www.norwichschools.org/stanton/index.html

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: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 353
5-Year Enrollment Change: -2.8%

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	221	62.6	66.7	36.7
K-12 Students Who Are Not Fluent in English	52	19.0	12.4	7.4
Students with Disabilities	51	14.4	12.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	23	52.3	73.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	212	92.2	87.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	955	992

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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	22.0	18.4	18.5
Grade 2	22.5	18.1	19.7
Grade 5	22.0	21.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	24	31
Computer Education **	19	18
English Language Arts **	550	422
Family and Consumer Science	0	1
Health **	24	22
Library Media Skills **	24	19
Mathematics **	181	199
Music **	24	33
Physical Education **	24	41
Science **	44	97
Social Studies **	41	88
Technology Education	0	2
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	17.9	12.1	7.4
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	56.9	57.0	80.9

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	3.4	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	24.0	22.7	89.9
# of Print Volumes Per Student*	28.8	31.8	28.9
# of Print Periodical Subscriptions	0	1	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		14.45
	Paraprofessional Instructional Assistants		3.50
Special Education:	Teachers and Instructors		5.00
	Paraprofessional Instructional Assistants		5.00
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)			0.50
Counselors, Social Workers, and School Psychologists			0.70
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		5.90	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.8	12.0	13.6
% with Master's Degree or Above	81.8	77.8	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.0	6.3	8.2
% Assigned to Same School the Previous Year	86.4	89.8	86.9

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.

At Stanton School, there are numbers of ways in which families and members of the community assisted the school in developing a positive supportive network for all. A monthly Newsletter included informational and educational articles designed to assist parents and guardians with school related topics and general child rearing tips. Highlights of the month were identified assisting the home with information and school connections. Homework communication was established through each grade level with the active use of student planners and parental/guardian communicators. Parents/guardians know and understand that they are always welcome educational partners at Stanton School. Additionally, families had other opportunities to enjoy school success with events such as the annual Volunteer Breakfast and similar times with Muffins for Moms and Donuts for Dads. Our Open House has always been a popular and well-attended event along with our Parent/Teacher Conferences of which we proudly boast of 100% participation once more.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	2.5
Asian American	45	12.7
Black	75	21.2
Hispanic	67	19.0
White	157	44.5
Total Minority	196	55.5

Percent of Minority Professional Staff: 3.4%

Non-English Home Language :

33.9% 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 11.

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.

John B. Stanton School in Norwich, CT is located in the southeastern part of the state. The school is a nurturing center of learning; dynamically developing and fostering initiatives to achieve equity and harmony for all. As in previous years, our 3rd-5th grade classes partnered with LEARN, enjoying a number of grants to explore educational opportunities outside the classroom. The Bridges to Understanding (Project EXCELL through UCLA) project provided staff development to assist in teaching ELL strategies for increased student learning through English comprehension activities and experiences. Two of our teachers became published authors as they reported their classroom activities. After school extended learning and recreational opportunities were available throughout the grades for students. Additionally, there were other learning opportunities within the school day such as our students reading with our local high school students to increase literacy skills. Stanton School continued to endorse recess first as means to encourage more active play and lunch consumption. Our school participated once more, in the Annual Penny Drive and Giving Tree. The students learned and enjoyed the importance of community involvement and assisting others in need. Non-perishables were also collected for the WCTY Food Drive. Our PTO continued to develop a number of yearly activities to enrich school experiences and learning with increased parental involvement.

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	28.0	34.6	50.3	12.4
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	35.7	42.7	57.0	19.2
Writing	22.7	33.6	58.3	6.9
Mathematics	54.8	47.9	62.4	36.4
Grade 4 Reading	31.0	40.9	59.9	15.1
Writing	31.8	39.9	63.6	11.2
Mathematics	38.6	42.0	67.0	15.5
Grade 5 Reading	34.1	44.1	61.8	18.4
Writing	29.5	49.1	68.2	7.6
Mathematics	50.0	53.4	72.4	18.5
Science	31.8	31.5	59.4	23.4
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.com.

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	96.9	95.9	96.2

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 2008-09 school year, 30 students were responsible for these incidents. These students represent 7.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	24	0
Theft	2	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	10	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	16	0
Total	58	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The 2009/2010 school year brought a refined data driven focus to improve instruction and differentiation of learning applications and lessons for all students. The SWDT (School-Wide Data Team) aligned its focus with the SIP (School Improvement Plan) to increase literacy and math skills focusing school and teaching plans through identified needs established as a result of data review and aligning the SIP (School Wide Improvement Plan) and the DIP (District Improvement Plan). The results of the CMT administered in March 2010 placed Stanton School in need of continued improvement, a year 1 category through the state of Connecticut, but we proudly note demonstrated effort in our AYP (Adequate Yearly progress) measure of student success according to the CMT (Connecticut Mastery Test). Data walls demonstrated a deeper level of teacher collaboration and targeted instruction for improvement. Students understood lesson objectives and were able to articulate their purpose(s) in terms of learning needs and goals. Grade level Articulation Data Teams met monthly with the principal to review and discuss needs making adjustments as needed following review and reflection. Our literacy coach became more actively involved in this process assisting with needs. Teaching with fidelity in the math and reading curriculum areas demonstrated improvement in assessment results along with an evaluative school-wide focus to improve fluency. The math co-coordinator worked directly with grade level teams assisting in teaching modules and lesson pacing for improved student comprehension. Our former Stanton Teacher of the Year continued her science coaching model assisting teachers as needed with lessons and inquiry based activities. An assigned intern assisted with time needs allowing teacher/coach assistance. Proudly, the title of Teacher of the Year has been bestowed on one of our teachers once more. This is a real honor for the school. It is another measure of positive culture and climate.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

John B. Stanton is a school with a continuously enlarging population of economically needy students, but also one of caring and ready to learn students with parents/guardians that demonstrate interest and concern for their students and school. Our staff is professional and diligent in their preparation. Targeted instruction, through student identification and lesson personalization, has demonstrated this.
