

DRAFT

STRATEGIC SCHOOL PROFILE 2010-11

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: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 399
5-Year Enrollment Change: 9.9%*
*Between 2002 and 2007, was redistricted, grades changed

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	300	75.2	70.7	38.3
K-12 Students Who Are Not Fluent in English	79	19.8	13.0	7.7
Students with Disabilities	44	11.0	12.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	32	88.9	77.2	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	319	87.9	86.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	956	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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.5	18.5	18.4
Grade 2	19.0	19.4	19.9
Grade 5	24.7	20.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	24	31
Computer Education **	19	19
English Language Arts **	546	426
Family and Consumer Science	0	1
Health **	24	21
Library Media Skills **	24	19
Mathematics **	181	198
Music **	24	33
Physical Education **	24	41
Science **	45	95
Social Studies **	45	86
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. German Italian Latin 8

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	18.5	12.7	7.7
% 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	61.4	62.4	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	3.9	3.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	30.1	27.5	92.9
# of Print Volumes Per Student*	23.7	25.9	29.5
# of Print Periodical Subscriptions	0	0	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	20.10	
Paraprofessional Instructional Assistants	2.40	
Special Education: Teachers and Instructors	2.50	
Paraprofessional Instructional Assistants	4.00	
Library/Media Specialists and/or Assistants	1.30	
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	1.60	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	8.90	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.6	12.0	13.7
% with Master's Degree or Above	66.7	75.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	11.7	7.7	8.7
% Assigned to Same School the Previous Year	50.0	64.8	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.

At John B. Stanton School, we are committed to supporting the family's role in the education of our students. Our 2011-12 School Governance Council will involve five teachers, seven parents, two community members and the principal who will meet ten times this year. Our mission is to ensure parental and teacher involvement in the academic success of our students. The School Governance Council will advise the principal and staff and review the John B. Stanton School Improvement Plan designed to support student learning. We hold two yearly Title 1 programs to assist parents and families with selecting Supplemental Educational Services for their qualifying students, as well as a Kindergarten Orientation where our Reading Specialist models reading to children at home. Teachers send home messages and homework is posted on our website weekly. Parents have online access to their children's teachers, School-Parent Compact, and are routinely invited to school for events. A monthly PTO calendar of events and a bi-monthly newsletter is published to keep parents and families apprised of events and activities. We utilize parents and community volunteers as readers and tutors. We have cultivated a very involved and dedicated Parent Teacher Organization which has been instrumental in providing enriching experiences for our students through cultural programs and field trips. This year, the PTO sponsored the Harvest Festival., CT Loves To Read Day, and organizes a large and effective book fair two times each year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	1.8
Asian American	40	10.0
Black	78	19.5
Hispanic	112	28.1
White	130	32.6
Total Minority	269	67.4

Percent of Minority Professional Staff: 6.3%

Non-English Home Language :

33.8% 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 13.

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 Elementary School is currently in its second year of partnerships with the LEARN Circle of Friends On Tour, an Intradistrict grant. More than 45 students in Grades 3-4 are teamed with teachers and classes from another suburban district six times this school year. John B. Stanton Elementary School students are diverse and include Haitian, Hispanic, African American, Asian and White families. Partner classrooms write and gain experiential knowledge from educational field experiences. All 75 Grade 5 students participated in an Intradistrict grant called Moonlight Mythology in North Stonington. Paired classes studied stars, space, mythology of four different cultures, writing and technology. These teachers and classes met eight times including places such as the Mystic Seaport, Garde Arts Theater, Pequot Museum, North Stonington Elem. School, and LEARN RESC center. One Grade 4 class of 25 students and their teacher participated in an Intradistrict grant called BioBuddies. The class participated with a suburban school, Great Neck Elementary. The partnered school met nine times and learned about Earth Science activities such as erosion and conservation inquiries, and visited the Argia Whaling Ship in Mystic, Denison Pequot Nature Center, and Mystic Aquarium.

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	24.5	33.0	50.9	10.6
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	25.4	37.2	58.4	10.8
Writing	23.0	37.5	61.1	5.7
Mathematics	39.7	46.2	63.0	17.7
Grade 4 Reading	33.8	40.8	62.5	15.5
Writing	23.9	39.4	65.5	5.0
Mathematics	35.2	44.1	67.0	12.6
Grade 5 Reading	32.8	41.4	61.4	19.0
Writing	37.8	46.4	66.8	14.8
Mathematics	37.7	49.5	72.5	10.9
Science	29.3	31.9	59.9	20.2
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	94.7	96.6	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, 18 students were responsible for these incidents. These students represent 4.4% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	1
Personally Threatening Behavior	5	1
Theft	3	0
Physical/Verbal Confrontation	6	0
Fighting/Battery	8	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	2
Total	31	5

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the past year, we have been focused on improving our reading and mathematics program. Our school has been part of a district-wide effort to update the mathematics curriculum. In addition, our staff will continue to investigate how best to integrate English Language Learner language objectives into the curriculum areas of reading and mathematics. We are now using a new mathematics program Every Day Calendar Math in all classrooms as well as TouchMath to target instruction to those students in need of supplemental mathematics support. John B. Stanton School has elected members to a School Governance Council composed of seven parents, five teachers, one non-voting school administrator, and two community members. The School Governance Council identifies and addresses short, medium and long-range goals for the school and offers ideas and feedback on existing and proposed programs. Part of our School Improvement Plan was to conduct activities at each grade level to support the district's School Wellness Policy. The Hispanic Health Council visits all 200 Kindergarten through Grade 3 students and their teachers and presents six puppet shows concerning health and nutrition. We held two family Curriculum Nights and Math Nights with fun activities integrating reading, mathematics and nutrition.

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 PBIS school that focuses on Safety, Honesty, Attitude, Responsibility, Knowledge and student Success. Our school motto is Dive in with the S.H.A.R.K.S. and Swim to Success! In the second year of implementation, we have seen a dramatic reduction of student discipline referrals, developed consistent schoolwide rules, and schoolwide behavior expectations are in place. Through the 21st Century grant, our after-school B.R.I.D.G.E.S. program was offered to 110 children in grades 1-5 five days a week all year. Our Interdistrict summer B.R.I.D.G.E.S. program was offered to 180 students in Kindergarten through Grade 8 for six weeks. Programs focused on academic support, homework completion, nutrition, and Service Learning. Summer B.R.I.D.G.E.S. students and staff visited Mohegan Park, Fort Shantock, Stop and Shop and Waterford Beach as well played with the International Youth Group from the Groton Submarine Base. Our community vegetables garden was a huge success and our students and B.R.I.D.G.E.S. staff faithfully cared for the garden all summer. Our Grade 4 and 5 student chorus performed two Music Concerts for our families and at the All-City Concert in the spring. The Fourth Grade recorder group performed two times during the year. Students from every class were recognized at the All-City Art show in the spring. All 325 students and teachers in Kindergarten through Grade 4 incorporated The Second Step Character Education program into their regular classroom instruction. All 75 Grade 5 students participated in the D.A.R.E. drug prevention program and the Interdistrict D.A.R.E. Red Ribbon Rally at Norwich Free Academy. John B. Stanton School continues to strive to build a strong academic program and to provide an atmosphere that inspires the love of learning with strong family and community support
