

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



John B. Stanton School Norwich School District

860-823-4207 • <http://www.norwichschools.org/stanton/index.html>

School Information

Grade Range
EnrollmentK-5
330

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	148	44.8	*
Male	182	55.2	52.9
American Indian or Alaska Native	0	0.0	0.6
Asian	*	*	7.1
Black or African American	63	19.1	18.4
Hispanic or Latino	133	40.3	31.4
Pacific Islander	*	*	0.4
Two or More Races	39	11.8	10.2
White	73	22.1	31.9
English Language Learners	91	27.6	17.0
Eligible for Free or Reduced-Price Meals	282	85.5	75.9
Students with Disabilities ¹	49	14.8	21.2

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	13	8.4	*	*
Male	16	8.5	*	*
Black or African American	6	9.2	0	0.0
Hispanic or Latino	16	11.2	*	*
White	*	*	*	*
English Language Learners	7	7.6	0	0.0
Eligible for Free or Reduced-Price Meals	28	9.3	*	*
Students with Disabilities	8	17.0	*	*
School	29	8.5	6	1.7
District		13.4		8.9

Number of students in 2016-17 qualified as truant under state statute: 10

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	19.2
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
School Level	1.0
Library/Media	
Specialists (Certified)	0.6
Support Staff	0.6
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.4

¹In 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.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	3.6	1.0
Black or African American	0	0.0	1.0
Hispanic or Latino	1	3.6	1.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	26	92.9	97.0

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.4	6.7

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	942
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	09:10 AM
End Time	03:35 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	19	*
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	9	*
School	37	100.0
District		53.8

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	10	*	10	*
Black or African American	26	51.6	26	45.1
Hispanic or Latino	61	60.7	61	55.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	19	*	19	*
White	31	66.0	31	56.7
English Language Learners	42	56.9	42	53.2
Non-English Language Learners	105	63.1	105	54.5
Eligible for Free or Reduced-Price Meals	128	59.4	128	52.3
Not Eligible for Free or Reduced-Price Meals	19	*	19	*
Students with Disabilities	21	43.5	21	31.3
Students without Disabilities	126	64.3	126	57.9
High Needs	130	59.4	130	52.3
Non-High Needs	17	*	17	*
School	147	61.3	147	54.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.6	N/A	N/A	N/A	67	86.6
Curl Up	92.5	N/A	N/A	N/A	67	92.5
Push Up	68.7	N/A	N/A	N/A	67	68.7
Mile Run/PACER	64.2	N/A	N/A	N/A	67	64.2
All Tests - School	44.8	N/A	N/A	N/A	67	44.8
All Tests - District	42.0	22.2	49.4	N/A		38.7

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.3	75	40.9	50	81.8	67.6
	High Needs Students	59.4	75	39.6	50	79.2	57.5
Math Performance Index	All Students	54.1	75	36.1	50	72.2	62.7
	High Needs Students	52.3	75	34.8	50	69.7	52.0
ELA Academic Growth	All Students	59.7%	100%	59.7	100	59.7	60.7%
	High Needs Students	57.4%	100%	57.4	100	57.4	55.6%
Math Academic Growth	All Students	50.3%	100%	50.3	100	50.3	61.9%
	High Needs Students	50.7%	100%	50.7	100	50.7	55.4%
Chronic Absenteeism	All Students	8.5%	<=5%	43.1	50	86.2	10.7%
	High Needs Students	9.0%	<=5%	41.9	50	83.9	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% 44.8%	75%	29.9	50	59.7	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				484.4	750	64.6	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	59.4	.	15.6	
Math Performance Index Gap	.	52.3	.	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	99.3
Math	All Students	99.4
	High Needs Students	99.3
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.