

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



John B. Stanton School
 Norwich School District

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

School Information

Grade Range	K-5
Enrollment	384
Per Pupil Expenditures ¹	\$19,584
Total Expenditures ¹	\$7,383,027

¹ Expenditure data reflect the 2022-23 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://edsight.ct.gov>

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	201	52.3	52.9
Non-Binary	*	*	*
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	6.2
Black or African American	67	17.4	18.5
Hispanic or Latino of any race	151	39.3	39.1
Native Hawaiian or Other Pacific Islander	*	*	0.4
Two or More Races	46	12.0	9.4
White	93	24.2	26.2
English Learners/Multilingual Learners	103	26.8	23.0
Eligible for Free or Reduced-Price Meals	297	77.3	75.3
Students with Disabilities ²	83	21.6	22.2

² Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	48	25.3	*	*
Male	49	23.9	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	6	7.8
Hispanic or Latino of any race	44	26.3	7	3.8
White	28	30.8	12	12.1
English Learners/Multilingual Learners	27	24.3	*	*
Eligible for Free or Reduced-Price Meals	72	23.5	22	6.6
Students with Disabilities	22	25.9	10	10.6
School	97	24.5	29	6.7
District		24.3		12.4

Number of students qualified as truant under state statute: 122

Number of school-based arrests: 0

³ A student is chronically absent if they miss 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.

⁴ This column displays the 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	28.8
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
School Level	1.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.2
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	12.9

¹ 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.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	4.2	2.3
Black or African American	0	0.0	2.5
Hispanic or Latino of any race	6	12.5	6.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	1.5
White	40	83.3	87.1

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	18.1	20.1

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Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$6,286,553	\$16,675
Support Services - Students	\$465,100	\$1,234
Improvement of Instruction	\$148,053	\$393
Library and Media Services	.	.
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$272,486	\$723
Operation and Maintenance of Plant	\$210,835	\$559
Transportation Other Than to/From Home	.	.
Enterprise Operations	.	.
Total	\$7,383,027	\$19,584

Total per pupil expenditures (PPE) including share of district central expenditures is \$25,740.

¹ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	10	50.0
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	7	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	17	*
School	46	79.3
District		63.2

² This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	988
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	08:50 AM
End Time	03:35 PM

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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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	34	52.1	34	43.8	*	*
Hispanic or Latino of any race	59	46.3	59	41.6	18	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	24	47.2	23	36.2	9	*
White	36	55.9	36	52.5	14	*
English Learners/Multilingual Learners	55	47.2	55	44.2	13	*
Non-English Learners/Non-Multilingual Learners	115	53.8	114	47.8	42	51.0
Eligible for Free or Reduced-Price Meals	141	50.4	141	44.3	42	48.6
Not Eligible for Free or Reduced-Price Meals	29	57.9	28	58.3	13	*
Students with Disabilities	33	37.5	33	30.3	9	*
Students without Disabilities	137	55.1	136	50.5	46	52.3
High Needs	151	49.7	151	44.2	47	47.1
Non-High Needs	19	*	18	*	8	*
School	170	51.7	169	46.6	55	49.1

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ NAEP 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	49.2	N/A	N/A	N/A	61	49.2
Curl Up	39.3	N/A	N/A	N/A	61	39.3
Push Up	73.3	N/A	N/A	N/A	60	73.3
Mile Run/PACER	66.7	N/A	N/A	N/A	57	66.7
All Tests - School	21.4	N/A	N/A	N/A	56	21.4
All Tests - District	27.8	24.4	23.5	N/A		25.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.7	75	34.4	50	68.9	63.9
	High Needs Students	49.7	75	33.2	50	66.3	54.1
Math Performance Index	All Students	46.6	75	31.1	50	62.1	60.2
	High Needs Students	44.2	75	29.5	50	59.0	49.5
Science Performance Index	All Students	49.1	75	32.7	50	65.5	61.8
	High Needs Students	47.1	75	31.4	50	62.7	51.4
ELA Academic Growth	All Students	55.1%	100%	55.1	100	55.1	58.7%
	High Needs Students	55.0%	100%	55.0	100	55.0	54.2%
Math Academic Growth	All Students	62.9%	100%	62.9	100	62.9	61.4%
	High Needs Students	60.2%	100%	60.2	100	60.2	55.1%
Progress Toward English Proficiency	Literacy	67.4%	100%	33.7	50	67.4	58.9%
	Oral	52.2%	100%	26.1	50	52.2	55.2%
Chronic Absenteeism	All Students	24.5%	<=5%	11.0	50	22.0	17.7%
	High Needs Students	25.5%	<=5%	9.0	50	18.0	25.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	91.5%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		.	94%	.	.	.	84.5%
4-year Graduation All Students (2023 Cohort)		.	94%	.	.	.	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		.	94%	.	.	.	86.6%
Postsecondary Entrance (Class of 2023)		.	75%	.	.	.	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		83.6% 21.4%	75%	7.1	50	14.3	93.6% 47.2%
Arts Access		.	60%	.	.	.	55.0%
Accountability Index				512.4	950	53.9	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	.	49.7	.	17.3	
Math Performance Index Gap	.	44.2	.	18.5	
Science Performance Index Gap	.	47.1	.	18.4	
Graduation Rate Gap	

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	97.9
	High Needs Students	97.7
Math	All Students	97.9
	High Needs Students	97.7
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>