

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



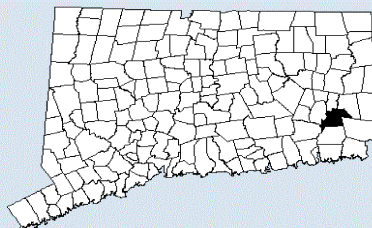
Preston School District

Mr. John Welch, Superintendent • 860-889-6098 • <http://www.prestonschools.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	430
Per Pupil Expenditures ¹	\$20,295
Total Expenditures ¹	\$9,619,831

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

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

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	224	52.1	48.4
Male	206	47.9	51.6
American Indian or Alaska Native	8	1.9	0.3
Asian	*	*	5.1
Black or African American	11	2.6	12.9
Hispanic or Latino	31	7.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	23	5.3	2.9
White	350	81.4	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	109	25.3	35.9
Students with Disabilities ¹	73	17.0	14.3

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	6.0	*	*
Male	17	8.9	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	0	0.0
White	27	8.1	10	2.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	12.5	9	7.3
Students with Disabilities	9	13.6	6	7.1
District	30	7.4	10	2.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

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	30.0
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	12.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	30.5

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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	2.3	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	42	97.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.7	9.6

Instruction and Resources

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

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	15	*
Other Health Impairment	20	76.9
Other Disabilities	*	*
Speech/Language Impairment	17	58.6
District	62	62.6
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	12	2.0	1.7
Emotional Disturbance	7	1.2	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	18	3.0	4.9
Other Health Impairment	27	4.5	2.9
Other Disabilities	7	1.2	1.1
Speech/Language Impairment	32	5.3	1.8
All Disabilities	103	17.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,401,385	12,332	9,663
Instructional Supplies and Equipment	104,474	239	321
Improvement of Instruction and Educational Media Services	104,646	239	578
Student Support Services	277,383	633	1,103
Administration and Support Services	808,710	1,846	1,861
Plant Operation and Maintenance	690,297	1,576	1,637
Transportation	1,006,535	1,572	877
Costs of Students Tuitioned Out	1,192,651	N/A	N/A
Other	33,750	77	201
Total	9,619,831	20,295	16,236

Additional Expenditures

Land, Buildings, and Debt Service	590,964	1,349	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	771,121	23.7	34.6
Noncertified Personnel	396,449	12.2	14.6
Purchased Services	96,860	3.0	5.8
Tuition to Other Schools	1,487,047	45.7	21.8
Special Ed. Transportation	183,571	5.6	8.5
Other Expenditures	317,682	9.8	14.7
Total Expenditures	3,252,730	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.1	66.5
State	29.4	30.9
Federal	2.4	2.5
Tuition & Other	0.2	0.2

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	6	*	6	*	*	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	15	*	15	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	6	*
White	218	73.5	218	68.9	82	61.6
English Learners	10	*	10	*	6	*
Non-English Learners	259	72.4	259	66.8	95	60.8
Eligible for Free or Reduced-Price Meals	66	68.1	66	60.7	18	*
Not Eligible for Free or Reduced-Price Meals	203	74.3	203	69.2	83	61.2
Students with Disabilities	45	52.7	45	46.7	18	*
Students without Disabilities	224	76.8	224	71.2	83	63.2
High Needs	97	63.8	97	57.8	33	52.6
Non-High Needs	172	77.8	172	72.4	68	64.2
District	269	72.7	269	67.1	101	60.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	86.7	87.2	66.7	N/A	135	79.3
Curl Up	15.6	61.5	68.6	N/A	135	48.9
Push Up	51.1	71.8	76.5	N/A	135	66.7
Mile Run/PACER	100.0	48.7	52.9	N/A	135	67.4
All Tests - District	0.0	0.0	0.0	N/A	135	0.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.7	75	48.5	50	97.0	67.1
	High Needs Students	63.8	75	42.5	50	85.1	55.9
Math Performance Index	All Students	67.1	75	44.7	50	89.5	62.2
	High Needs Students	57.8	75	38.5	50	77.0	50.5
Science Performance	All Students	60.4	75	40.3	50	80.5	55.3
	High Needs Students	52.6	75	35.1	50	70.1	45.2
ELA Academic Growth	All Students	61.6%	100%	61.6	100	61.6	55.4%
	High Needs Students	62.3%	100%	62.3	100	62.3	49.8%
Math Academic Growth	All Students	62.2%	100%	62.2	100	62.2	61.7%
	High Needs Students	58.3%	100%	58.3	100	58.3	53.7%
Chronic Absenteeism	All Students	7.4%	<=5%	45.2	50	90.4	9.9%
	High Needs Students	11.5%	<=5%	37.1	50	74.1	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		90.9%	94%	48.4	50	96.7	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		85.4% 0.0%	75%	0.0	50	0.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				624.7	900	69.4	

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	75.0	63.8	11.2	16.7	
Math Performance Index Gap	72.4	57.8	14.6	18.7	
Science Performance Index Gap	64.2	52.6	11.6	16.6	
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	99.3
	High Needs Students	100.0
Math	All Students	99.3
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

Preston School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools