

STRATEGIC SCHOOL PROFILE 2009-10**Preston School District**

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Preston,
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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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Town Population in 2000: 4,688

1990-2000 Population Growth: -6.4%

Number of Public Schools: 2

Per Capita Income in 2000: \$24,752

Percent of Adults without a High School Diploma in 2000*: 15.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 92.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 431
5-Year Enrollment Change -12.2%

DISTRICT GRADE RANGE

Grade Range PK - 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	58	13.5	12.9	32.6
K-12 Students Who Are Not Fluent in English	11	2.6	0.7	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.7	4.1
PK-12 Students Receiving Special Education Services in District	52	12.1	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	11	31.4	87.2	80.5
Homeless	1	0.2	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	16	3.7
Asian American	15	3.5
Black	3	0.7
Hispanic	12	2.8
White	385	89.3
Total Minority	46	10.7

Percent of Minority Professional Staff: 2.1%

Non-English Home Language:

3.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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.

The narratives entered for Preston Veterans' Memorial School and Preston Plains Middle School outline the efforts of the Preston School District to reduce racial, ethnic, and economic isolation.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	48.8	57.0	18.4
Writing	43.9	58.3	11.0
Mathematics	63.4	62.4	40.5
Grade 4 Reading	51.1	59.9	17.6
Writing	58.3	63.6	23.8
Mathematics	55.3	67.0	17.0
Grade 5 Reading	63.6	61.8	36.4
Writing	73.5	68.2	43.4
Mathematics	72.7	72.4	34.9
Science	74.3	59.4	59.0
Grade 6 Reading	85.4	74.9	60.7
Writing	90.0	65.9	95.1
Mathematics	93.8	70.7	95.1
Grade 7 Reading	80.4	77.4	37.0
Writing	60.9	61.2	31.8
Mathematics	80.4	68.5	61.0
Grade 8 Reading	79.6	73.3	48.4
Writing	72.4	62.6	53.5
Mathematics	72.7	67.3	45.2
Science	63.8	62.8	31.2

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."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT 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."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	40.9	50.7	23.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	N/A	N/A	N/A
2008-09 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	30.70
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	1.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.60
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	32.58

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	19.0	15.1	13.8
% with Master's Degree or Above	87.2	79.5	77.8

Average Class Size	District	DRG	State
Grade K	12.0	16.3	18.5
Grade 2	26.5	18.3	19.7
Grade 5	12.0	19.4	21.1
Grade 7	14.3	19.3	20.8
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,217	997	992
Middle School	963	1,023	1,018
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.6	2.6	3.2
Middle School	2.6	2.2	2.5
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$4,481	\$9,182	\$7,843	\$7,407	\$7,829
Instructional Supplies and Equipment	\$354	\$726	\$336	\$320	\$279
Improvement of Instruction and Educational Media Services	\$83	\$170	\$252	\$410	\$459
Student Support Services	\$412	\$845	\$830	\$912	\$859
Administration and Support Services	\$601	\$1,231	\$1,627	\$1,419	\$1,426
Plant Operation and Maintenance	\$715	\$1,465	\$1,336	\$1,482	\$1,462
Transportation	\$904	\$1,222	\$658	\$715	\$694
Costs for Students Tuitioned Out*	\$922	N/A	N/A	N/A	N/A
Other	\$51	\$105	\$93	\$189	\$162
Total*	\$8,524	\$16,747	\$13,721	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$563	\$1,153	\$1,232	\$2,416	\$1,825

*Town total expenditures (in 1000s) for PK-12 are: Total, \$10,968 Tuition Costs, \$3,366.

Total town expenditures per pupil for PK-12 are \$15,004.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,990,046	27.3	19.3	20.7

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	66.6	30.2	2.5	0.8
Excluding School Construction	64.8	31.7	2.6	0.8

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Every effort is made to equalize the distribution of resources through the budgetary process. This requires a collaborative approach to budget planning that includes the building level administrators and central office. Budgetary decisions are based upon curriculum initiatives and needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	102
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.5%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	14	2.1	0.9	1.0
Learning Disability	15	2.3	3.8	3.9
Intellectual Disability	3	0.5	0.4	0.5
Emotional Disturbance	8	1.2	0.7	1.0
Speech Impairment	27	4.1	2.7	2.2
Other Health Impairment*	24	3.7	1.9	2.1
Other Disabilities**	11	1.7	0.7	0.9
Total	102	15.5	11.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	66.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.3	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	22.2	31.6	69.1	67.5
	Writing	28.6	19.6	67.1	63.3
	Mathematics	39.3	32.9	73.3	68.1
	Science	8.3	23.7	67.7	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT 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.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	32.4
	% With Accommodations	67.6
CAPT	% Without Accommodations	100.0
	% With Accommodations	N/A
% Assessed Using Skills Checklist		6.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	1.0
Private Schools or Other Settings	8	7.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	62	60.8	74.9	73.4
40.1 to 79.0 Percent of Time	28	27.5	18.0	15.3
0.0 to 40.0 Percent of Time	12	11.8	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In our continuing effort to improve, facilitate and augment services for special needs students, Preston Public Schools focused on instruction and differentiation. At the elementary school level, program improvements have included:• Improving use of flexible reading and math groupings across grade levels;• Improving core literacy instruction in grades K – 5 through the implementation of Mondo’s Bookshop for all students at every grade level.• Improving tiered literacy instruction in grades K – 5 with the goal of accurately identifying and remediating areas of student weakness. At the middle school level, program improvements have included:• increasing options for co-taught instruction at the 6th – 8th grade levels;• improving co-taught instruction in 6th- 8th grades by engaging in intensive professional development on co-teaching models and strategies, aligning instruction to curricular standards and differentiating instruction based on student need.• ensuring that instruction occurs across subject areas in heterogeneous groupings (excluding math); and• Preston collaborated with LEARN to open an Adaptive Behavior Analysis (ABA) program for middle school students at Preston Plains Middle School. This regional program is open to students from surrounding towns. During the 2009-2010 school year, Preston Public Schools continued to seek out and encourage parent involvement in specific programs. The following list highlights those activities involving parents in planning and improvement projects:• CT Parent Advocacy Center presented to elementary and middle school parents on Least Restrictive Environment and responsible inclusive practices.• Monthly family meetings for students in our ABA program were instituted to address on-going curriculum development and instructional methodologies, behavioral data collection and home-school communication. In addition to school staff and parents, a behavioral analyst joined these meetings to collaborate with parents regarding home-based issues.
