

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



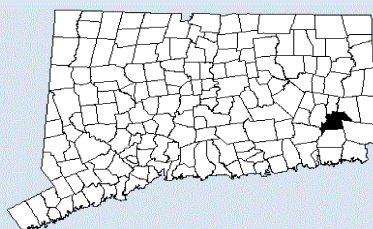
## Preston School District

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

### District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	445
Per Pupil Expenditures <sup>1</sup>	\$21,005
Total Expenditures <sup>1</sup>	\$9,179,010

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	227	51.0	48.3
Male	218	49.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	9	2.0	4.9
Black or African American	15	3.4	12.8
Hispanic or Latino	29	6.5	23.0
Pacific Islander	*	*	0.0
Two or More Races	20	4.5	2.7
White	361	81.1	55.9
English Learners	6	1.3	6.4
Eligible for Free or Reduced-Price Meals	107	24.0	38.0
Students with Disabilities <sup>1</sup>	79	17.8	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	7	3.4	*	*
Male	12	5.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	0	0.0
White	16	4.8	9	2.5
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	8.6	*	*
Students with Disabilities	*	*	*	*
District	19	4.6	11	2.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 8

Number of school-based arrests: 0

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2015-16

## Preston School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	29.4
Paraprofessional Instructional Assistants	3.0
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	12.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	3.4
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	1.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	31.3

<sup>1</sup>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	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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	43	97.7	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	12	*
Other Health Impairment	15	68.2
Other Disabilities	*	*
Speech/Language Impairment	25	80.6
District	63	65.6
State		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Preston School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	14	2.3	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	14	2.3	4.6
Other Health Impairment	22	3.6	2.8
Other Disabilities	7	1.1	1.0
Speech/Language Impairment	33	5.4	1.9
All Disabilities	98	16.0	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,086,760	12,169	9,387
Instructional Supplies and Equipment	73,103	175	318
Improvement of Instruction and Educational Media Services	105,879	253	541
Student Support Services	483,269	1,156	1,048
Administration and Support Services	823,792	1,971	1,790
Plant Operation and Maintenance	749,625	1,793	1,608
Transportation	911,042	1,507	845
Costs of Students Tuitioned Out	908,738	N/A	N/A
Other	36,802	88	194
Total	9,179,010	21,005	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	366,375	876	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	658,711	24.0	35.1
Noncertified Personnel	404,715	14.8	14.5
Purchased Services	146,587	5.3	5.5
Tuition to Other Schools	1,151,321	42.0	21.6
Special Ed. Transportation	113,525	4.1	8.3
Other Expenditures	268,883	9.8	15.0
Total Expenditures	2,743,742	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.4	65.3
State	30.6	31.6
Federal	2.4	2.5
Tuition & Other	0.6	0.6

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Preston School District

### 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	8	*	8	*	*	*
Asian	7	*	7	*	*	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	11	*	11	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	223	74.4	222	69.9	76	61.5
English Learners	6	*	6	*	*	*
Non-English Learners	260	73.3	259	68.6	*	*
Eligible for Free or Reduced-Price Meals	63	67.1	63	61.9	26	53.7
Not Eligible for Free or Reduced-Price Meals	203	75.1	202	70.8	69	63.2
Students with Disabilities	56	55.6	55	51.2	19	*
Students without Disabilities	210	77.9	210	73.2	76	64.1
High Needs	98	64.0	97	59.2	36	51.4
Non-High Needs	168	78.6	168	74.2	59	66.2
District	266	73.2	265	68.7	95	60.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.3	83.3	87.8	N/A	110	88.2
Curl Up	84.6	*	65.9	N/A	110	60.0
Push Up	59.0	66.7	80.5	N/A	110	69.1
Mile Run/PACER	84.6	73.3	95.1	N/A	110	85.5
All Tests - District	51.3	*	56.1	N/A	110	41.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Preston School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.2	75	48.8	50	97.6	67.7
	High Needs Students	64.0	75	42.7	50	85.4	56.7
Math Performance Index	All Students	68.7	75	45.8	50	91.6	61.4
	High Needs Students	59.2	75	39.4	50	78.9	49.9
Science Performance Index	All Students	60.6	75	40.4	50	80.8	57.5
	High Needs Students	51.4	75	34.3	50	68.5	47.0
ELA Academic Growth	All Students	55.5%	100%	55.5	100	55.5	63.8%
	High Needs Students	55.1%	100%	55.1	100	55.1	58.3%
Math Academic Growth	All Students	62.6%	100%	62.6	100	62.6	65.0%
	High Needs Students	58.9%	100%	58.9	100	58.9	57.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.0%	<=5%	46.0	50	92.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		80.3%   41.8%	75%	13.9	50	27.9	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>643.5</b>	<b>900</b>	<b>71.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.0	11.0	16.5	
Math Performance Index Gap	74.2	59.2	15.0	18.9	
Science Performance Index Gap	66.2	51.4	14.8	17.2	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	95.8
	High Needs Students	96.1
Math	All Students	95.4
	High Needs Students	95.1
Science	All Students	98.0
	High Needs Students	97.3

<sup>3</sup>Minimum 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: 51.4**

#### 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 2015-16

## Preston School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Preston Public Schools is dedicated to promoting the growth and development of all of its students. In recent years, the district has made significant progress, especially at the Middle School level with respect to its performance on state testing. Apart from encouraging exemplary performances, among students and staff, the district offers an after-school reading and mathematics program for struggling learners who have been purposefully identified for that intervention. In addition, Preston Public Schools has actively embraced Scientifically Based Research Intervention and its behavioral counterpart, Positive Behavioral Support Intervention in order to drive academic success. Lastly, the adoption of formative assessment programs such as Direct Reading Assessments, STAR Assessments and AIMS Web have all proven to be effective instruments for assessing student competency and developing appropriate instructional approaches in response to the results obtained from those assessments.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Both schools comprising Preston Public Schools, a small and relatively homogeneous district enrolling 426 PK-8 students, employ a variety of strategies that are designed to reduce racial, ethnic and economic isolation. We are especially proud of our immersion-oriented K-8 Spanish Program which affords all students the opportunity to learn Spanish as well as exposure to other countries and cultures. All students at the middle school level participate in an Advisor-Advisee program, a program that provides a supervised venue for discussing a variety of topics, including racial, ethnic, religious and economic differences. At the PK-5 level, the school's annual Thanksgiving Food Drive is an event that engages virtually every student in appreciating the needs of those who are economically challenged and less fortunate. Lastly, both schools offer one or more assemblies throughout the year that are designed to enlighten students about the wide array of differences - racial, ethnic and otherwise - that exist among people.

# District Profile and Performance Report for School Year 2015-16

## Preston School District

### **Equitable Allocation of Resources among District Schools**

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.