

STRATEGIC SCHOOL PROFILE 2010-11**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: 94.2%

*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, 2010 430
 5-Year Enrollment Change -12.4%

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	67	15.6	13.7	34.1
K-12 Students Who Are Not Fluent in English	10	2.5	0.7	5.6
Students Identified as Gifted and/or Talented	0	0.0	3.5	4.0
PK-12 Students Receiving Special Education Services in District	65	15.1	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	12	38.7	86.3	80.2
Homeless	2	0.5	0.1	0.3
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	7	1.6
Asian American	10	2.3
Black	7	1.6
Hispanic	12	2.8
Pacific Islander	0	0.0
White	380	88.4
Two or more races	14	3.3
Total Minority	50	11.6

Percent of Minority Professional Staff: 2.1%

Non-English Home Language:

3.2% 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 Preston School District is committed to reducing racial, ethnic and economic isolation. The district continually explores programs and activities that lend themselves to diversity. World language, art, music and school wide assemblies all offer students the opportunity to learn about other cultures.

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	58.5	58.4	31.9
Writing	56.6	61.1	24.8
Mathematics	64.2	63.0	40.4
Grade 4 Reading	67.4	62.5	47.2
Writing	79.1	65.5	65.9
Mathematics	72.1	67.0	43.3
Grade 5 Reading	58.7	61.4	28.2
Writing	68.1	66.8	37.4
Mathematics	63.8	72.5	20.9
Science	68.1	59.9	46.0
Grade 6 Reading	80.0	76.0	41.1
Writing	71.1	65.2	51.8
Mathematics	80.0	71.3	55.4
Grade 7 Reading	91.5	77.8	79.0
Writing	83.3	58.9	90.5
Mathematics	85.1	68.4	75.6
Grade 8 Reading	71.4	74.7	26.8
Writing	83.7	64.8	73.9
Mathematics	77.6	66.6	50.3
Science	67.3	63.1	36.3

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
	44.4	51.0	32.8

SAT® I: Reasoning Test Class of 2010		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, Adjusted Cohort Rate 2010	N/A	N/A	N/A
2009-10 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	32.70
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	16.00
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	1.60
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	33.25

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	16.0	15.2	13.9
% with Master's Degree or Above	92.3	81.0	79.0

Average Class Size	District	DRG	State
Grade K	15.5	16.7	18.4
Grade 2	18.7	18.1	19.9
Grade 5	16.3	19.7	21.2
Grade 7	16.0	19.6	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	981	993	992
Middle School	959	1,025	1,017
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	3.1
Middle School	2.3	2.0	2.4
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$4,406	\$10,199	\$8,245	\$7,996	\$8,237
Instructional Supplies and Equipment	\$255	\$590	\$312	\$280	\$300
Improvement of Instruction and Educational Media Services	\$137	\$317	\$273	\$396	\$463
Student Support Services	\$384	\$890	\$852	\$924	\$872
Administration and Support Services	\$780	\$1,807	\$1,718	\$1,460	\$1,459
Plant Operation and Maintenance	\$726	\$1,679	\$1,231	\$1,405	\$1,410
Transportation	\$1,004	\$1,478	\$644	\$727	\$692
Costs for Students Tuitioned Out*	\$1,196	N/A	N/A	N/A	N/A
Other	\$0	\$1	\$86	\$179	\$159
Total*	\$8,888	\$19,928	\$14,049	\$13,766	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$544	\$1,260	\$1,449	\$1,611	\$1,616

*Town total expenditures (in 1000s) for PK-12 are: Total, \$11,200 Tuition Costs, \$3,508.

Total town expenditures per pupil for PK-12 are \$17,311.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,182,412	28.4	20.1	21.5

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	66.5	26.8	6.4	0.3
Excluding School Construction	64.9	28.1	6.7	0.3

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.

Although operating budgets for the period FY09-FY12 have remained flat, Preston Public Schools has been successful in maintaining an equitable allocation of instructional supplies, textbooks and equipment between the two schools comprising the district. Monies allocated for those purposes are driven by student enrollment X a fixed amount.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	105
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.9%

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	16	2.4	N/A	1.1
Learning Disability	20	3.0	N/A	3.9
Intellectual Disability	2	0.3	N/A	0.4
Emotional Disturbance	7	1.1	N/A	1.0
Speech Impairment	28	4.2	N/A	2.2
Other Health Impairment*	20	3.0	N/A	2.1
Other Disabilities**	12	1.8	N/A	0.9
Total	105	15.9	N/A	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 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	32.4	33.0	70.7	68.6
	Writing	25.6	19.3	73.4	63.7
	Mathematics	28.6	33.4	73.4	68.2
	Science	N/A	N/A	67.7	61.5
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	34.1
	% With Accommodations	65.9
CAPT	% Without Accommodations	100.0
	% With Accommodations	N/A
% Assessed Using Skills Checklist		11.1

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	0	0.0
Private Schools or Other Settings	11	10.5

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	69	65.7	N/A	74.1
40.1 to 79.0 Percent of Time	22	21.0	N/A	14.9
0.0 to 40.0 Percent of Time	14	13.3	N/A	11.0

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 all students, Preston Public Schools focused on improving team analysis processes (specifically data team processes) in order to improve data analysis and targeted instruction. At the elementary school level, program improvements have included: • Consistently employing flexible reading and math groupings across grade levels; • Improving core literacy instruction in grades K – 2 through targeted professional development in guided reading processes; • 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: • Providing co-taught instruction at the 6th – 8th grade levels in reading, language arts and math; • Ensuring that instruction occurs across subject areas in heterogeneous groupings (excluding math); and • Improving tiered literacy instruction in grades 6 - 8 with the goal of accurately identifying and remediating areas of student weakness. During the 2010-2011 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: • Monthly family meetings for students in our ABA program address on-going curriculum development and instructional methodologies, behavioral data collection and home-school communication. • Preston Board of Education created a Community Outreach Subcommittee to communicate with community members regarding district programming and fiscal matters. • Both schools sponsored Visiting Author Days to which parents were invited and encouraged to participate in presentations by local authors.
