

STRATEGIC SCHOOL PROFILE 2008-09**Preston School District**

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Location: 325 Shetucket Turnpike
Preston,
Connecticut

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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	Per Capita Income in 2000: \$24,752
Town Population in 2000: 4,688	Percent of Adults without a High School Diploma in 2000*: 15.4%
1990-2000 Population Growth: -6.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 93.7%

*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, 2008 488
5-Year Enrollment Change -5.6%

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	61	12.5	11.1	30.3
K-12 Students Who Are Not Fluent in English	9	1.9	0.6	5.2
Students Identified as Gifted and/or Talented	0	0.0	3.8	4.0
PK-12 Students Receiving Special Education Services in District	63	12.9	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	26	51.0	85.5	79.7
Homeless	5	1.0	0.0	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	14	2.9
Asian American	20	4.1
Black	8	1.6
Hispanic	16	3.3
White	430	88.1
Total Minority	58	11.9

Percent of Minority Professional Staff: 2.0%

Non-English Home Language: 2.2% 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 2.

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 Public School System is committed to reducing racial, ethnic and economic isolation. School assemblies and field trips focus on developing student awareness of various cultures.

School media, library books and technology purchases have helped to encourage social acceptance and diversity.

The world language program at Preston Plains Middle School provides students with an opportunity to learn about and understand different cultures and ways of life.

Relationships with pen pals, as well as participation in school clubs and activities have increased interaction between Preston students and other students throughout the state and country.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	47.1	54.6	22.6
Writing	46.2	62.5	10.7
Mathematics	62.7	62.8	35.8
Grade 4 Reading	58.3	60.7	30.1
Writing	62.2	64.2	29.7
Mathematics	66.7	63.6	42.1
Grade 5 Reading	80.0	66.0	69.6
Writing	72.0	66.5	46.9
Mathematics	80.0	68.8	66.7
Science	78	58.1	73.5
Grade 6 Reading	78.6	68.9	50.3
Writing	59.5	62.2	31.3
Mathematics	83.3	68.8	66.3
Grade 7 Reading	80.4	74.9	49.0
Writing	56.1	62.9	22.9
Mathematics	67.9	66.0	42.0
Grade 8 Reading	75.0	68.4	47.7
Writing	66.1	66.5	31.6
Mathematics	62.7	64.5	31.0
Science	74.2	60.6	58.1

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 scoreable 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
	31.7	36.2	35.3

SAT® I: Reasoning Test Class of 2008		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 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 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 District Staff	
General Education	
Teachers and Instructors	31.40
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	8.00
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	31.63

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	18.9	14.6	13.6
% with Master's Degree or Above	90.2	77.2	76.1

Average Class Size	District	DRG	State
Grade K	17.0	15.8	18.3
Grade 2	22.5	17.5	19.3
Grade 5	17.3	19.6	21.0
Grade 7	19.7	19.5	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,088	993	988
Middle School	963	1,010	1,016
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*	3.3	2.7	3.3
Middle School	2.9	2.1	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$4,548	\$9,024	\$7,411	\$7,032	\$7,522
Instructional Supplies and Equipment	\$258	\$512	\$332	\$303	\$271
Improvement of Instruction and Educational Media Services	\$87	\$172	\$232	\$409	\$446
Student Support Services	\$393	\$781	\$796	\$862	\$806
Administration and Support Services	\$594	\$1,179	\$1,508	\$1,365	\$1,369
Plant Operation and Maintenance	\$764	\$1,516	\$1,249	\$1,339	\$1,377
Transportation	\$631	\$820	\$610	\$671	\$644
Costs for Students Tuitioned Out*	\$838	N/A	N/A	N/A	N/A
Other	\$25	\$50	\$87	\$158	\$151
Total*	\$8,140	\$15,046	\$12,897	\$12,486	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$475	\$943	\$1,185	\$1,677	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$10,728; Tuition Costs, \$3,427.

Total town expenditures per pupil for PK-12 are \$14,061.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,845,352	26.5	19.0	20.5

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	66.3	30.2	2.4	1.2
Excluding School Construction	64.8	31.5	2.5	1.2

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 fiscal year 2010 did not result in increased funding for Preston Public Schools, and notwithstanding a decrease in the amount of money available to teachers for instructional supplies, all individual teacher requests for supplies (non-instructional and instructional) and texts were honored by the administration.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	107
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.0%

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	12	1.7	0.8	0.8
Learning Disability	26	3.6	3.7	3.9
Intellectual Disability	4	0.6	0.4	0.5
Emotional Disturbance	6	0.8	0.7	1.0
Speech Impairment	27	3.8	2.9	2.3
Other Health Impairment*	19	2.7	1.8	2.1
Other Disabilities**	13	1.8	0.7	0.9
Total	107	15.0	11.1	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 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	30.2	70.5	65.7
	Writing	12.5	19.5	60.3	64.1
	Mathematics	34.6	30.7	70.1	65.7
	Science	N/A	N/A	75.9	59.4
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	11.1
	% With Accommodations	88.9
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		11.8

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	0	0.0
Private Schools or Other Settings	7	6.5

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	64	59.8	75.5	72.7
40.1 to 79.0 Percent of Time	30	28.0	18.1	16.1
0.0 to 40.0 Percent of Time	13	12.1	6.4	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Preston Public Schools continuously improves, facilitates and augments services for special needs students. During the 2008-2009 school year, we continued to improve special education services by increasing inclusive supports and developing instructional models that meet student need in the classroom with their non-disabled peers.

At the elementary school level, program improvements have included:

- incorporating flexible reading and math groupings into instruction across grade levels, thereby reducing the amount of pull-out instruction;
- improving Kindergarten – 5th grade reading instruction and materials with the acquisition of Mondo's Bookshop, a balanced literacy program incorporating phonemic awareness, phonics and word study, fluency, vocabulary and comprehension. Bookshop is the core literacy program in which all students receive classroom instruction; additional reading instruction as required by IEP may incorporate other materials and instructional methodologies.
- acquiring Kurzweil reading software, text reading software that allows students with reading-based learning disabilities to gain access to grade-level texts; and
- implementing tiered reading instruction in Kindergarten – 2nd grade. Known as RTI or SRBI, tiered instruction constitutes a early intervention process of determining students who have not attained grade level benchmarks and providing appropriate skill-based interventions to meet their specific areas of deficit.

At the middle school level, program improvements have included:

- increasing options for co-taught instruction at the 6th grade level to include reading and math;
- ensuring opportunities for co-taught instruction in language arts at 7th grade and 8th grade levels;
- ensuring that instruction occurs across subject areas in heterogeneous groupings (excluding math); and
- engaging in professional learning about co-teaching and inclusive teaching strategies in preparation for the 2009-2010 school year when inclusive learning opportunities will replace pull-out instruction to the maximum extent possible in 6th - 8th grades.

During the 2008-2009 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:

- An instrumental music program was launched for 5th - 8th grade students with an introductory forum for parents. Families were introduced to available instruments for instruction and supporting services. Demonstrations, anticipated session schedules and questions/answers built student enthusiasm and provided parents with a basic understanding of how the program would be developed while feedback was elicited at the program's inception. To date, participation in the instrumental music program has exceeded expectations.
 - A parent information session regarding implementation of the standards based reporting system at Preston Plains Middle School followed up on previous sessions provided to parents during implementation at the elementary level. Feedback from parents precipitated revisions to performance descriptors: Level 4 performance was changed from "Meets the standard" to "Exceeds the standard" in order to identify and describe performance of those students who exceed grade level expectations, in turn encouraging students to challenge themselves while focusing on self-improvement rather than student-to-student competition.
 - Preston Veterans' Memorial School sponsored a forum for parents on recognizing and nurturing giftedness presented by Katie Augustyn of CT's Council on the Gifted. The presentation was opened to parents from neighboring districts and was attended by parents from Waterford, Montville, Ledyard and North Stonington in addition to Preston parents. During the presentation, the group began to consider possible regionalization of gifted programming with Preston Public Schools as the facilitator.
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