

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



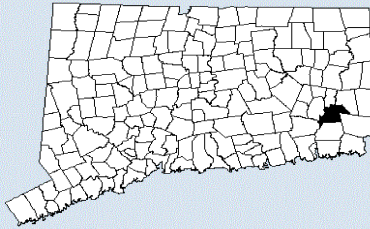
Preston School District

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

District Information

Grade Range	PK-8
Number of Schools	2
Enrollment	433
Per Pupil Expenditures ¹	\$20,860
Total Expenditures ¹	\$8,907,051

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	225	52.0	48.3
Male	208	48.0	51.6
American Indian	11	2.5	0.2
Asian	9	2.1	4.6
Black or African American	9	2.1	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	*	*	0.0
White	381	88.0	58.4
Two or More Races	12	2.8	2.3
English Language Learners	6	1.4	5.7
Eligible for Free or Reduced-Price Meals	78	18.0	37.3
Students with Disabilities ¹	68	15.7	12.8

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	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	*	*
Hispanic or Latino	0	*	0	*
White	*	*	9	2.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	*	*
District	*	*	12	2.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 14

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	29.8
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	4.8
Paraprofessional Instructional Assistants	12.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.2
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	31.6

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 (%)
Asian	0	0	1.0
Black or African American	1	2.3	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	42	97.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	14	*
Other Health Impairment	15	*
Other Disabilities	*	*
Speech/Language Impairment	20	69.0
District	60	66.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	13	2.1	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	15	2.4	4.2
Other Health Impairment	18	2.9	2.5
Other Disabilities	8	1.3	1.0
Speech/Language Impairment	30	4.9	1.9
All Disabilities	91	14.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,555,259	11,220	8,769
Instructional Supplies and Equipment	54,338	134	275
Improvement of Instruction and Educational Media Services	122,623	302	487
Student Support Services	364,129	897	965
Administration and Support Services	841,951	2,074	1,600
Plant Operation and Maintenance	1,078,992	2,658	1,472
Transportation	918,042	1,526	786
Costs of Students Tuitioned Out	931,717	N/A	N/A
Other	40,000	99	178
Total	8,907,051	20,860	14,642

Additional Expenditures

Land, Buildings, and Debt Service	399,275	983	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	753,253	25.5	35.6
Noncertified Personnel	349,982	11.9	14.5
Purchased Services	223,317	7.6	5.0
Tuition to Other Schools	1,216,658	41.2	21.4
Special Ed. Transportation	113,029	3.8	8.5
Other Expenditures	294,875	10.0	14.9
Total Expenditures	2,951,114	100.0	100.0

PK-12 Expenditures Used for Special Education	33.1	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.9	65.7
State	31.1	32.2
Federal	2.0	2.0
Tuition & Other	0.1	0.1

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.	n/a	
Hispanic or Latino	.	.	.	.	<20	.	.	n/a	
English Language Learners	.	.	.	.	<20	.	.	n/a	
Eligible for Free or Reduced-Price Meals	70.0	71.8	78.2	83.2	62	81.9	75.7	Yes	
Students with Disabilities	53.8	50.5	58.4	65.1	52	68.5	59.8	Yes	
High Needs	64.1	62.4	70.0	77.3	96	78.2	69.2	Yes	
District	82.6	83.5	86.5	89.4	282	87.4	84.8	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	58.8	80.0	53.3	109	66.1
Curl Up	55.9	71.1	56.7	109	62.4
Push Up	47.1	82.2	80.0	109	70.6
Mile Run/PACER	52.9	80.0	66.7	109	67.9
All Tests - District	20.6	57.8	20.0	109	35.8
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Preston Public Schools is dedicated to promoting the growth and development of all its students. In recent years, the district has made significant progress with respect to its performance on the CMT. 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 embraced Scientifically Based Research and 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 a little over 400 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.

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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.