

STRATEGIC SCHOOL PROFILE 2011-12**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: 92.7%

*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, 2011 396
5-Year Enrollment Change -20.5%

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	65	16.4	14.9	35.2
K-12 Students Who Are Not Fluent in English	8	2.1	0.7	5.6
Students Identified as Gifted and/or Talented	0	0.0	3.3	4.0
PK-12 Students Receiving Special Education Services in District	53	13.4	11.1	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	27	71.1	86.6	79.8
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	1.8
Asian American	10	2.5
Black	4	1.0
Hispanic	16	4.0
Pacific Islander	0	0.0
White	342	86.4
Two or more races	17	4.3
Total Minority	54	13.6

Percent of Minority Professional Staff: 2.1%

Non-English Home Language:

2.1% 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 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.

Both schools comprising Preston Public Schools, a small and relatively homogeneous district enrolling fewer than 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.

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	51.0	59.2	17.5
Writing	60.8	62.7	34.4
Mathematics	76.5	66.5	58.1
Grade 4 Reading	66.0	64.1	34.4
Writing	78.4	65.3	62.5
Mathematics	64.7	68.0	24.4
Grade 5 Reading	85.0	67.6	80.1
Writing	70.0	68.1	40.5
Mathematics	82.5	71.6	59.5
Science	80.0	63.9	64.9
Grade 6 Reading	83.3	74.1	58.4
Writing	74.0	67.4	47.0
Mathematics	71.4	69.3	37.3
Grade 7 Reading	89.2	79.8	61.6
Writing	75.0	65.6	53.4
Mathematics	78.4	68.1	56.9
Grade 8 Reading	83.7	76.8	49.1
Writing	79.5	68.3	56.9
Mathematics	88.4	67.2	83.6
Science	86.4	61.9	89.4

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
	60.2	50.6	75.4

SAT® I: Reasoning Test Class of 2011		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 2011	N/A	N/A	N/A
2010-11 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	31.60
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	5.00
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	1.60
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	31.70

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	17.0	15.4	13.9
% with Master's Degree or Above	94.7	81.8	79.6

Average Class Size	District	DRG	State
Grade K	18.5	15.5	18.5
Grade 2	11.7	17.0	19.7
Grade 5	13.7	18.5	21.6
Grade 7	17.3	19.1	20.3
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	981	992	993
Middle School	989	1,027	1,024
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	2.4	2.8
Middle School	1.6	1.9	2.2
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$4,818	\$11,205	\$8,513	\$8,407	\$8,469
Instructional Supplies and Equipment	\$140	\$325	\$323	\$300	\$271
Improvement of Instruction and Educational Media Services	\$31	\$72	\$407	\$412	\$482
Student Support Services	\$321	\$746	\$919	\$905	\$901
Administration and Support Services	\$899	\$2,091	\$1,700	\$1,532	\$1,490
Plant Operation and Maintenance	\$769	\$1,789	\$1,281	\$1,547	\$1,463
Transportation	\$825	\$1,261	\$678	\$768	\$724
Costs for Students Tuitioned Out*	\$1,181	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$102	\$178	\$165
Total*	\$8,984	\$20,326	\$14,710	\$14,452	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$585	\$1,361	\$1,866	\$1,107	\$1,331

*Town total expenditures (in 1000s) for PK-12 are: Total, \$10,961 Tuition Costs, \$3,158.

Total town expenditures per pupil for PK-12 are \$16,916.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,271,957	29.8	20.1	21.7

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	67.1	26.7	5.6	0.6
Excluding School Construction	65.4	28.1	5.9	0.6

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 budetary 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	92
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.9%

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	14	2.3	1.1	1.2
Learning Disability	13	2.1	3.6	3.9
Intellectual Disability	2	0.3	0.4	0.4
Emotional Disturbance	3	0.5	0.7	1.0
Speech Impairment	25	4.0	2.5	2.1
Other Health Impairment*	23	3.7	1.9	2.2
Other Disabilities**	12	1.9	0.8	1.0
Total	92	14.9	11.1	11.7

*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 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	28.9	36.0	75.3	70.4
	Writing	27.7	21.5	72.8	66.3
	Mathematics	28.6	31.8	76.4	68.4
	Science	45.5	23.0	83.3	62.9
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	10.4
	% With Accommodations	89.6
CAPT	% Without Accommodations	100.0
	% With Accommodations	N/A
% Assessed Using Skills Checklist		8.0

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	1.1
Private Schools or Other Settings	12	13.0

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	67	72.8	74.3	72.1
40.1 to 79.0 Percent of Time	15	16.3	18.2	16.3
0.0 to 40.0 Percent of Time	10	10.9	7.5	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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 the Connecticut Mastery Test. Apart from encouraging exemplary CMT 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 these assessments.
