

Board of Education Regular Meeting

Monday, December 10, 2012 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

I. Call to Order	Speaker(s): Chair
II. Pledge of Allegiance	Speaker(s): Chair
III. Approval of Minutes	Speaker(s): Chair
IV. Public Comment	Speaker(s): Chair
V. BOE Committee and Other Reports	Speaker(s): Chair
VI. Superintendent Reports, Recommendations and Goals Update	Speaker(s): Chair
VII. BOE Expenditure/Projection Report	Speaker(s): Chair
VIII. Cafeteria Report	Speaker(s): Chair
IX. New Business	Speaker(s): Chair
IX.A. Votes Required	Speaker(s): Chair
IX.B. Discussion	Speaker(s): Chair
X. Old Business	Speaker(s): Chair
X.A. Votes Required	Speaker(s): Chair
X.B. Discussion	Speaker(s): Chair
XI. Information	Speaker(s): Chair
XII. Date and Time of Next Meeting	Speaker(s): Chair
XIII. Adjournment	Speaker(s): Chair

Board of Education Regular Meeting

November 19, 2012 07:00PM

PVMS Library

1. Call to Order

Charles Raymond called the meeting to order at 7:05PM. Other members present: Deborah Burke-Grabarek, Sandra Gauthier, Dan Harris, Jan Clancy and Pauline Andruskiewicz. John Moulson was absent. Also present: Dr. Welch; Superintendent, Gloria Homiski; Recording Secretary, Ivy Davis-Tomczuk; PPMS Principal and Director of Curriculum and Instruction, Robert Sirpenski; Director of Finance and School Business Operations. Audience: Emile Levasseur; Technology Coordinator, Raymond Bernier; PVMS Principal, Patricia Hibbard; Transportation Coordinator, Michael House; Supervisor of Buildings and Grounds, Dawn Riley, Denielle Beudet-Sandoval, Cameron Beudet, Jennifer Crary, Hannah Crary, Peter Crary, Nathaniel Crary, Melissa Irvine, Jillian Irvine and Julia Irvine.

2. Pledge of Allegiance

3. Approval of Minutes

Moved, to approve the Regular BOE Meeting Minutes of 9-10-12 as presented. Harris/Andruskiewicz. Raymond, Burke-Grabarek and Clancy also in favor. Gauthier abstained. Motion Carries.

4. Public Comment

None

5. BOE Committee and Other Reports

Budget Sub Committee: Met on October 24

Community Relations Sub Committee: Met November 19, 6PM, Community Survey Review

Transportation Sub Committee: Met on October 24 for the audit review

Audit Sub Committee: No Meeting

Preston Advisory Board: Mr. Bernier explained that the group has met and is determining specific areas which need to be focused on in the future.

Moved, to take the agenda out of order to recognize New Business, Votes Required, Item 3. Andruskiewicz/Burke-Grabarek. Unanimous. Motion Carries.

Ivy Davis-Tomczuk introduced a new after school computer program at PPMS. A group of 6th graders wants to build a computer and use it to apply STEM (science, technology, engineering and math) at the Middle School level. Four students prepared a power point presentation outlining their plans. The group is working under the direction of Dawn Riley. Ivy Davis-Tomczuk stated that the total funds needed to procure all parts for the computer would be 1500.00. Dr. Welch reviewed this expense with Bob Sirpenski. It was determined that money could be taken from the text book and instructional supply line items.

Moved, to appropriate a sum not to exceed \$1500.00 in order to facilitate the design and construction of a computer by students enrolled in an after-school program at Preston Plains Middle School. Andruskiewicz/Clancy. Unanimous. Motion Carries.

Bob Sirpenski confirmed that he would move the funds to the Technical Account line item. Emile Levasseur stated that he would be available to help in any way possible and supports the group whole-heartedly.

6. Superintendent Reports, Recommendations and Goals Update

PK-2 Playscape: Installed and being used. Safer play surface with less injuries.

October 1 Enrollment: K-8 forecast was 370, actual K-8 enrollment is 390. The new 20 year forecast will be brought to the December meeting.

Resignation of Bus Mechanic: Although our previous bus mechanic resigned, a new one has been hired. He has a great deal of experience working on school buses and began work today.

2012-2013 School Calendar: Preston Schools were closed October 29 thru November 1 due to Hurricane Sandy. The November 6th PD day was cancelled in order to make up one of the missed days. Parent/Teacher conferences were rescheduled for 12/19/12. The school calendar will be modified to make February 19 a full instructional day. This will make up a second missed day.

FY14 Budget: Last year the Budget Sub Committee comprised of John Moulson, Charles Raymond and Pauline Andruskiewicz met 4 times during December and January to prepare for the budget presentation in February. This year will run similarly. Jan Clancy attended the CAFE Convention where they offered tips on presenting budgets and encouraging people to vote.

7. BOE Expenditure/Projection Report

Robert Sirpenski reviewed the various budget line items and explained that he added an outstanding Purchase Order column to his report at John Moulson's request.

8. Cafeteria Report

Mr. Sirpenski also reviewed the Cafeteria Report. 27% of students receive free/reduced meals this year as compared to 23% who did so last year. On the average 167 meals are served each month as compared to 172 per month from last year. These changes may be due to our tough economy.

9. New Business

9.1. Votes Required

Extra Compensatory Stipends: Mr. Bernier would like to add a yearbook advisor and student council advisor at PVMS. Currently both positions exist at the Middle School. Students have expressed an interest in working in both after school groups.

Moved, to appropriate the sum of \$1824.00 for the purpose of increasing by one each the two following extra-compensatory positions at PVMS: Yearbook and Student Council. Clancy/Gauthier. Unanimous. Motion Carries.

An MOA will be prepared and Robert Sirpenski will make the appropriate line item transfers.

Van Replacement: Dr. Welch, Mr. Sirpenski and Deborah Burke-Grabarek all saw the van intended to be purchased. It is on the state bid list. The BOF has already approved an appropriation of \$30,600.

Moved, to request that the BOF approve the sum of \$30,600 to be appropriated at a Special Town Meeting as called by the BOS to purchase a 2013 Chevrolet nine

passenger van for school transportation purposes. Harris/Gauthier. Unanimous. Motion Carries.

Capital Projects: Dr. Welch outlined a memo he prepared with respect to FY14-FY22 Capital Requests. The list includes replacing a section of roof at PPMS, air conditioning for 12 rooms at PPMS, a generator for PVMS, a new grade 3-5 playground at PVMS and the eventual replacement of all 14, 65 passenger school buses.

Moved, to approve the capital projects as identified in the Superintendent's memorandum dated October 26, 2012 and to be submitted to the BOF on or before December 4, 2012. Gauthier/Burke-Grabarek. Unanimous. Motion Carries.

9.2. Discussion

VISTA Transportation Audit Report: An outside evaluator was hired to evaluate our transportation department. Dr. Welch reviewed the summary. A recommendation was made to acquire additional help for the mechanic. It was determined that maintenance files and driver qualification files require better organization. Certain tools are needed. Some fleet vehicles in need of replacement. DVIR/Pre-trip program lacks oversight. Transportation Coordinator could benefit from additional staffing.

Community Survey Results: The Community Relations Sub Committee met at 6PM. They will review the results of the survey and create a list of items that require attention. The committee will reconvene on December 6 at 5PM. They will report to the BOE on December 10 at 7PM.

Portable Microphone System: Jan Clancy was concerned with the audience member's ability to hear the BOE members. Dr. Welch explained that we have the ability to set the Board up with microphones. This system can be tested at the December 10 meeting.

10. Old Business

10.1. Votes Required

Dr. Welch reviewed his 2012-2013 Goals with the BOE.

10.2. Discussion

11. Executive Session

Moved, to convene in Executive Session at 8:44PM to discuss strategy with respect to pending litigation. Andruskiewicz/Burke-Grabarek. Unanimous. Motion Carries.

BOE came out of Executive Session at 8:56PM.

12. Information

13. Date and Time of Next Meeting

Special Meeting: 12/10/12 6PM, PVMS Library

Regular Meeting: 12/10/12 7PM, PVMS Library

14. Adjournment

Moved, to adjourn the meeting at 8:58PM. Harris/Andruskiewicz. Unanimous. Motion Carries.



PRESTON PUBLIC SCHOOLS
Business Office
325 Shetucket Turnpike
Preston, Connecticut 06365-8631

Robert Sirpenski
Business Manager
sirpenski@prestonschools.org

860-889-6098
Fax 860-889-8685

To: Board of Education

From: Bob Sirpenski

Date: - December 10, 2012

Subject: Board of Education – Key Items

- 1) Salary expense for November YTD reflects a \$35,000 favorable variance compared to budget. The full year expectation is that salary expense will be approximately \$100K under budget. Salary expenses YTD do not reflect grant reimbursements. YTD reimbursements will be are credited to each respective account at the end of December.
- 2) Tuition payments for the first half of the fiscal year have been made to NFA and Ledyard. Tuition invoices for all Special Education placements, Magnet schools, and other placements have not het been received.
- 3) Special Education actual placements have changed significantly from the budget assumptions, potentially creating a budget issue.
- 4) Health insurance expense will be very close to the budget amount.
- 5) Heating coils in the PPMS gymnasium have failed and need to be replaced. Currently there is no heat in the gym. Replacement for each coil will be approximately \$7,200.
- 6) Draft of the 2011-12 audit will be reviewed at the BOF meeting on December 12th.
- 7) Worker's Compensation audit was performed on Behalf of CIRMA in November.

Preston Board of Education
FY2012 Budget Status Report
 July 2012- November 2012 Salary Expense

Account	Annual Budget	November Budget	November Expenses	November Variance	YTD July - Nov Budget	YTD July - Nov Expenses	YTD Variance (Negative)	Encumbered	Balance
111 - Certified Personnel									
Superintendent	\$117,562	\$9,043	\$8,866	\$177	\$45,216	\$44,330	\$886	\$0	\$73,232
Director of Special Education	41,800	\$3,215	\$3,150	\$65	\$16,077	\$13,050	\$3,027	\$0	\$28,750
Principals	206,633	\$15,895	\$15,764	\$131	\$79,474	\$78,820	\$654	\$0	\$127,813
Business Manager	74,160	\$5,705	\$7,131	(\$1,426)	\$28,523	\$35,654	(\$7,131)	\$0	\$38,506
Regular Education Teachers	2,156,684	\$165,899	\$169,997	(\$4,098)	\$663,995	\$667,319	(\$3,724)	\$0	\$1,489,365
			\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Education Teachers	639,444	\$49,188	\$49,493	(\$305)	\$203,690	\$215,182	(\$11,491)	\$0	\$424,262
Health Services	95,226	\$7,599	\$7,685	(\$85)	\$34,431	\$34,188	\$244	\$0	\$61,038
								\$0	\$0
Total Certified Personnel	\$3,331,509	\$256,544	\$262,085	(\$5,541)	\$1,071,007	\$1,088,542	(\$17,535)	\$0	\$2,242,967
112 - Classified Personnel									
Instructional Assistants	230,613	\$21,709	\$26,222	(\$4,513)	\$83,475	\$97,930	(\$14,455)	\$0	\$132,683
Central Office Staff	113,232	8,710	\$8,673	\$37	\$43,551	\$45,708	(\$2,157)	\$0	\$67,524
Technology Staff	73,512	5,655	\$5,321	\$334	\$28,274	\$26,605	\$1,669	\$0	\$46,907
School Secretaries	57,163	4,971	\$4,854	\$116	\$22,368	\$21,268	\$1,100	\$0	\$35,895
Bldg & Grounds/Custodial	225,503	16,460	\$15,450	\$1,010	\$93,821	\$85,844	\$7,977	\$0	\$139,659
Transportation Staff	471,522	\$42,082	\$31,350	\$10,732	\$174,705	\$135,887	\$38,817	\$0	\$335,635
113 - Substitutes	113,080	11,062	\$12,072	(\$1,010)	\$38,103	\$24,989	\$13,114	\$0	\$88,091
			\$0	\$0	\$0	\$0	\$0	\$0	\$0
114 Home Bound Tutor	9,500	929	\$0	\$929	\$3,201	\$1,107	\$2,094	\$0	\$8,393
122 Stipends	21,000	2,685	\$2,190	\$495	\$7,707	\$3,130	\$4,577	\$0	\$17,870
Café Cleaning	-	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Classified Personnel	\$1,315,125	\$114,264	\$106,133	\$7,636	\$495,205	\$442,469	\$52,736	\$0	\$872,656
Total Salaries	\$4,646,634	\$370,808	\$368,218	\$2,095	\$1,566,212	\$1,531,011	\$35,201	\$0	\$3,115,623

Preston Board of Education
FY2012 Budget Status Report
 July 2012- November 2012 Non Salary Expense

Account	Annual Budget	November Expenses	YTD July - Nov Expenses	Encumbered	Balance
212 · Health Insurance	964,735	\$66,744	\$558,750	\$0	\$405,985
215 · Life Insurance	15,400	\$640	\$8,598	\$0	\$6,802
220 · Social Security	140,000	\$12,754	\$64,810	\$0	\$75,390
250 · Tuition Reimbursement	7,000	\$1,000	\$2,565	\$0	\$4,435
260 · Unemployment Comp	35,000	\$4,544	\$5,101	\$0	\$29,899
270 · Workers Comp	61,200	\$0	\$28,852	\$0	\$32,348
275 · Employee Physicals	1,500	\$122	\$325	\$0	\$1,175
291 · Annuity Payments	136,000	\$1,587	\$88,613	\$0	\$47,387
295/297 · Employee Voluntary Insurances	-	\$330	\$678	\$0	(\$678)
			\$0		\$0
Total Benefits	1,360,835	\$87,720	\$758,091	\$0	\$602,744
320 · Special Education Services	80,700	\$2,591	\$19,488	\$0	\$61,214
322 · Staff Development	12,600	\$4,086	\$4,592	\$1,630	\$6,378
330 · Professional Purchased Services	30,500	\$4,380	\$19,570	\$0	\$10,930
340 · Legal Services	40,000	\$405	\$6,617	\$0	\$33,383
410 · Utility Services	1,000	\$0	\$0	\$0	\$1,000
420 · Refuse Removal	8,000	\$1,111	\$2,626	\$0	\$5,374
421 · Transportation Repairs - Outsourced	35,000	\$3,055	\$22,170	\$4,224	\$8,606
421 · Transportation Repair - Internal	62,994	\$2,388	\$27,658	\$12,050	\$23,288
430 · Repairs & Maintenance	99,664	\$5,878	\$33,581	\$8,195	\$57,888
431 · Maintenance Equipment Repairs	25,000	\$0	\$3,905	\$0	\$21,095
432 · Technology Equipment Repairs	45,000	(\$1,102)	\$6,803	\$6,630	\$31,567
442 · Copier Lease/Rental Expense	51,720	\$340	\$23,740	\$0	\$27,980
450 · Building Improvements	5,000	\$0	\$1,506	\$0	\$3,494
Total Purchased Services	497,178	\$23,131	\$172,255	\$32,728	\$292,195
510/512 · Spec Educ/Magnet Transportation	90,525	\$21,644	\$40,494	\$0	\$50,031
511/512 · Regular Educ Transportation	-	\$0	\$0	\$0	\$0
520 · Property/Liability Insurance	65,900	\$0	\$0	\$0	\$65,900
530 · Communications	35,000	\$5,158	\$14,295	\$0	\$20,705
531 · Postage	5,000	\$0	\$844	\$0	\$4,156
570 · Food Service Stoploss	50,000	\$20,000	\$20,000	\$0	\$30,000
580 · Travel	10,000	\$652	\$1,437	\$0	\$8,563
Total Other Purchased Services	256,425	\$47,454	\$77,070	\$0	\$179,355
560 · Tuition - Designated HS	2,039,373	\$993,680	\$1,004,480	\$0	\$1,034,893
561 · Tuition - Vo-Ag, Other	215,662	\$50,716	\$149,778	\$0	\$65,884
562 · Tuition - Magnet Schools	94,600	\$0	\$0	\$0	\$94,600
563 · Tuition - Spec Ed - LEA Placed	686,420	\$313,008	\$394,998	\$0	\$291,422
564 · Tuition - Spec Ed - DCF Placed	27,205	(\$8,986)	\$86,064	\$0	(\$58,859)
565 · Tuition - Reg Ed - DCF Placed	-	\$0	\$0	\$0	\$0
Total Student Tuition	3,063,260	\$1,348,418	\$1,635,320	\$0	\$1,427,940
611/612 · Instructional/Media Supplies	50,500	\$9,236	\$30,246	\$3,341	\$16,913
613 · Custodial/Maintenance Supplies	32,000	\$718	\$22,703	\$0	\$9,297
620/621 · Heat Energy/Propane	91,665	\$1,108	\$34,146	\$0	\$57,519
622 · Electricity	140,000	\$7,309	\$32,081	\$0	\$107,919
626 · Gasoline/Diesel	111,375	\$81	\$58,998	\$0	\$52,377
641/642 · Textbooks/Workbooks/Library	22,500	\$1,056	\$6,885	\$2,674	\$12,941
650 · Technology Supplies	10,500	\$2,746	\$3,921	\$0	\$6,579
690 · Non-Instructional Supplies	12,500	\$2,677	\$8,724	\$1,680	\$2,096
Total Supplies/Commodities	471,040	\$24,930	\$197,705	\$7,694	\$265,641
730 · Instructional Equipment	5,000	\$0	\$0	\$0	\$5,000
733 · Non-Instructional Equipment	6,000	\$0	\$872	\$512	\$4,616
734 · Technology Equipment	73,400	\$1,795	\$13,385	\$150	\$59,865
735 · Technology Software/Licenses	36,320	\$2,356	\$18,773	\$8,043	\$9,504
Total Equipment	120,720	\$4,151	\$33,030	\$8,705	\$78,985
810 · Dues/Fees	12,500	\$50	\$11,777	\$0	\$723
				\$49,127	
Total Expense	\$10,428,592	\$1,904,072	\$4,416,260	\$49,127	\$5,963,206

PRESTON CAFETERIA ACCOUNT
Profit & Loss Statement
July 1, 2012 - November 30, 2012

		2012-13	2011-12	Change	% Change
Income					
50	State Reimbursements	\$18,303	\$14,084	\$ 4,219	30.0%
51	School Meal Receipts	\$22,211	\$22,806	\$ (595)	-2.6%
52	Miscellaneous Revenue	\$2,704	\$373	\$ 2,331	624.9%
53	BOE Subsidy	\$20,000	\$0	\$ 20,000	
54	Donated Commodities	\$0	\$0	\$ -	
55	Bank Transfers	\$0	\$0	\$ -	
		\$ -	\$ -	\$ -	
	Total Income	\$63,218	\$37,263	\$ 25,955	69.7%
Expenses					
112	Cafeteria Workers	\$17,145	\$14,043	\$ 3,102	22.1%
113	Cafe Subs/Lunch Aides	\$490	\$567	\$ (77)	-13.6%
212	Health Insurance	\$0	\$0	\$ -	
220	Social Security	\$1,349	\$986	\$ 363	36.8%
222	SUTA	\$0	\$0	\$ -	
291	Annuity Payments	\$0	\$0	\$ -	
330	Payroll/Professional Fees	\$3,000	\$0	\$ 3,000	
580	Travel & Meetings	\$0	\$0	\$ -	
630	Food Supplies	\$22,329	\$21,132	\$ 1,197	5.7%
690	Other Supplies	\$2,022	\$4,254	\$ (2,232)	-52.5%
730	Equipment	\$0	\$0	\$ -	
		\$ -	\$ -	\$ -	
	Total Expenses	\$ 46,335	\$ 40,982	\$ 5,353	13.1%
	Net Income	\$ 16,883	\$ (3,719)	\$ 20,602	-554.0%
Meals					
Lunch					
	Paid	7,055	7,620	(565)	-7.4%
	Free	2,275	2,119	156	7.4%
	Reduced	696	451	245	54.3%
	Total Lunches	10,026	10,190	(164)	-1.6%
Breakfast					
	Paid	288	427	(139)	-32.6%
	Free	434	482	(48)	-10.0%
	Reduced	86	37	49	132.4%
	Total Breakfast	808	946	(138)	-14.6%
	Total School Revenue per meal	\$2.05	\$2.05	0	0.1%
	Total School Revenue/Day	\$376.46	\$407.25	(\$30.79)	-7.6%
	School Days	59	56	3	5.4%
	Lunches Served per day	170	182	(12)	-6.6%
	Breakfast Served per day	14	17	(3)	-17.6%

PRESTON CAFETERIA ACCOUNT
Profit & Loss Statement
f November 2012

	2012-13	2011-12	Change	% Change
Income				
50 State Reimbursements	\$9,440	\$6,374	\$ 3,066	48.1%
51 School Meal Receipts	\$6,619	\$7,348	\$ (729)	-9.9%
52 Miscellaneous Revenue	\$0		\$ -	
53 BOE Subsidy	\$20,000		\$ 20,000	
54 Donated Commodities	\$0		\$ -	
55 Bank Transfers	\$0		\$ -	
			\$ -	
Total Income	\$36,059	\$13,722	\$ 22,337	162.8%
Expenses				
112 Cafeteria Workers	\$4,707	\$2,828	\$ 1,879	66.4%
113 Cafe Subs/Lunch Aides	\$300	\$200	\$ 100	50.0%
212 Health Insurance	\$0	\$0	\$ -	
220 Social Security	\$383	\$204	\$ 179	87.7%
222 SUTA	\$0	\$0	\$ -	
291 Annuity Payments	\$0	\$0	\$ -	
330 Payroll/Professional Fees	\$3,000	\$0	\$ 3,000	
580 Travel & Meetings	\$0	\$0	\$ -	
630 Food Supplies	\$8,003	\$7,174	\$ 829	11.6%
690 Other Supplies	\$417	\$1,516	\$ (1,099)	-72.5%
730 Equipment	\$0		\$ -	
			\$ -	
Total Expenses	\$ 16,810	\$ 11,922	\$ 4,888	41.0%
Net Income	\$ 19,249	\$ 1,800	\$ 17,449	969.4%
Meals				
Lunch				
Paid	2,113	2,529	(416)	-16.4%
Free	702	736	(34)	-4.6%
Reduced	233	151	82	54.3%
Total Lunches	3,048	3,416	(368)	-10.8%
Breakfast				
Paid	84	157	(73)	-46.5%
Free	158	175	(17)	-9.7%
Reduced	17	11	6	54.5%
Total Breakfast	259	343	(84)	-24.5%
Total School Revenue per meal	\$2.00	\$1.95	0	2.4%
Total School Revenue/Day	\$367.72	\$408.22	(\$40.50)	-9.9%
School Days	18	18	0	0.0%
Lunches Served per day	169	190	(21)	-11.1%
Breakfast Served per day	14	19	(5)	-26.3%

PRESTON BOARD OF EDUCATION
325 Shetucket Turnpike
Preston, Connecticut 06365

BOARD OF EDUCATION MEETING DATES
Calendar Year 2013

Month	Date	Day	Type of Meeting
January	07	M	Regular Meeting
February	11	M	Regular Meeting
March	11	M	Regular Meeting
April	08	M	Regular Meeting
May	06	M	Regular Meeting
June	10	M	Regular Meeting
July	08	M	Regular Meeting
August	12	M	Regular Meeting
September	09	M	Regular Meeting
October	07	M	Regular Meeting
November	04	M	Regular Meeting
December	09	M	Regular Meeting

All meetings (unless otherwise noted) start at **7:00** p.m. in Preston Veterans' Memorial School Library located at 325 Route 165/Shetucket Tpke.

Approved
Preston Board of Education

Chairperson

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
12/6/2012	130258
AMOUNT	ACCOUNT CODE
\$7,175.00	1-101-0040-0431-2600-0000

PURCHASE ORDER

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

TRANE Co.
PO box 406469
Atlanta, GA 30384-6469

SHIP PREPAID TO:
Preston Veterans Memorial School
325 Shetucket Turnpike
Preston, CT 06365

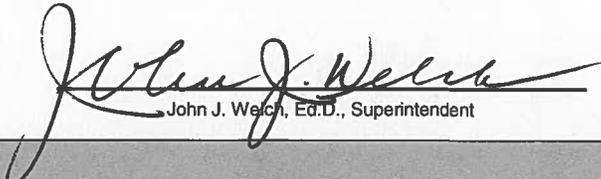
Vendor Phone	Vendor Fax	Vendor Code	B1442
Delivery Required	F.O.B.	Requested by:	# Attachments
		M House	0

ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
2	1.00 Each	Coil for PPMS gymnasium unit ventilaor	\$7,175.00	\$7,175.00
TOTAL				\$7,175.00

Special Instructions:

PURCHASE ORDER AUTHORIZATION

If checked, payment is with this order.


John J. Welch, Ed.D., Superintendent

VENDOR

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
12/6/2012	130253
AMOUNT	ACCOUNT CODE
\$2,837.54	1-101-0070-0421-2700-0000

PURCHASE ORDER

Purchase Terms and Conditions

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

Nutmeg International Trucks, Inc.
130 Brainard Road
Hartford, CT 06114

SHIP PREPAID TO:

Supervisor of Transportation
Preston Bus Garage
327 Shetucket Turnpike
Preston, CT 06365

Vendor Phone Vendor Fax Vendor Code B1314

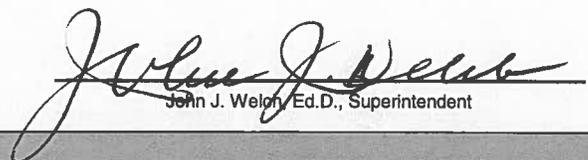
Delivery Required	F.O.B.	Requested by: BILL	# Attachments 0
-------------------	--------	------------------------------	---------------------------

ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	REPAIR BUS # 5	\$2,837.54	\$2,837.54
TOTAL				\$2,837.54

Special Instructions:

PURCHASE ORDER AUTHORIZATION

If checked, payment is with this order.


John J. Welton, Ed.D., Superintendent

VENDOR

5. Goal: To develop in conjunction with appropriate staff “list serves” comprising the email addresses of all parents in order to facilitate routine communication with them from either the school or district level.

Responsible Party: Administration

Timeline: June 2013

_____ Completed _____ Progress _____ Planned for Future
_____ No Action _____ Rejected

6. Goal: To review in conjunction with appropriate staff and the Preston Board of Education the educational options and financial considerations associated with providing options for students who have mastered grade level curriculum that exceeds the requirements of board policy 6172.1. (See Attachment D)

Responsible Party: Administration

Timeline: June 2013

_____ Completed _____ Progress _____ Planned for Future
_____ No Action _____ Rejected

7. Goal: To review in conjunction with appropriate staff and the Preston Board of Education the educational advantages/disadvantages and any modifications warranted therein associated with assigning homework pursuant to board policy 6154 (See Attachment E)

Responsible Party: Administration

Timeline: June 2013

_____ Completed _____ Progress _____ Planned for Future
_____ No Action _____ Rejected

8. Goal: To repeat administration of the Connecticut Department of Education’s School Climate Survey (or variation thereof) among the parents, students and staff of students enrolled in grades three, five and eight to assess progress made in reducing incidences of bullying. (See Attachment F)

Responsible Party: Administration

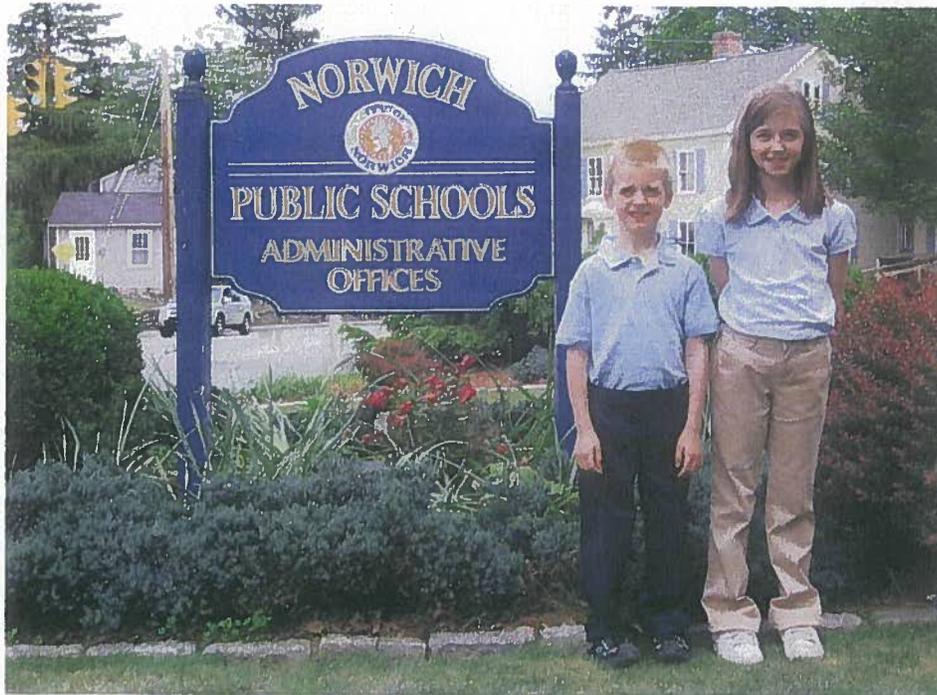
Timeline: June 2013

_____ Completed _____ Progress _____ Planned for Future
_____ No Action _____ Rejected

SchoolCMS Login [Contact Us](#)

- [Continuum of Support](#)
 - [Scientific Research-Based Interventions \(SRBI\)](#)
 - [Health & Wellness](#)
 - [FAQ](#)
 - [Sex Offender Reg](#)
- [NPS Mail](#)

School Uniform Policy



Complete information on [School Uniform Policy 5300](#) can be obtained in printable format.

Who?

School Uniforms will be required for all Preschool through Eighth Grade students for the start of the 2011-12 school year.

Where will I be able to purchase uniforms?

Walmart (Norwich store and online at www.walmart.com)

Eblens (Norwich store)

Old Navy or www.oldnavy.com

www.kohls.com (uniform tab)

www.convgraphics.com

www.jcpenney.com

www.sears.com

Girls shall wear the following during school hours:

- Navy blue or khaki colored jumpers, skirts, (not more than 3" above the knee) pants or knee length shorts, sized to fit the student. Shorts may be worn from April 1 to November 1 only. Pants and shorts must be "dress" or "docker" style. No jeans or cargo shorts may be worn.
- Blue blouses must be worn. Blouses must have a collar and may be button down/oxford or polo style. Blouses must be tucked into pants or shorts. Hem must reach to waistline when arms are raised. Sleeves may be long or short. No tee shirts may be worn.
- Sweaters or sweatshirts without hoods or pockets are optional, but if worn must be solid in color or contain the school insignia or name.
- Footwear that causes noisy distractions, high heels which can cause safety hazards or footwear which causes marks on floors are not permitted.

Boys shall wear the following during school hours:

- Navy blue or khaki colored pants or knee-length shorts. Shorts may be worn from April 1 to November 1 only. Pants and shorts must be "dress" or "docker" style. No jeans or cargo shorts may be worn.
- Blue shirts must be worn. Shirts must have a collar and may be button down/oxford or polo style. All shirts must be tucked into pants or shorts. Hem must reach to waistline when arms are raised,
- Sweaters or sweatshirts without hoods or pockets are optional, but if worn must be solid in color or contain the school insignia or name.
- Footwear that causes noisy distractions, high heels which can cause safety hazards or footwear which causes marks on floors are not permitted

To access the complete School Uniform Policy, please go to www.norwichpublicschools.org

If you have any questions about school uniforms, please contact

Gayle Selvidio - 823-6284 x100

6172.1

Instruction**Gifted Children Program**

Gifted students are those with outstanding learning abilities or outstanding talent in the creative arts.

The school district shall provide learning experiences within the general education program for the gifted and talented. Such experiences shall:

- A. broaden and deepen knowledge and develop skills necessary for the student to function successfully in society;
- B. encourage students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as an initial step in a continuing educational process. Also, special abilities and skills appear at different times in children's lives.

Legal Reference: **Connecticut General Statutes**

10-76a-(e) Definitions.

10-76d(e) Duties and powers of Boards of Education to provide special education programs and services.

Policy adopted: 4/11/11

6154

Instruction**Homework Instruction Homework**

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

- A. Strengthen basic skills
- B. Extend classroom learning
- C. Stimulate and further interests
- D. Reinforce independent study skills
- E. Develop initiative, responsibility, and self-direction
- F. Stimulate worthwhile use of leisure time
- G. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

- A. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
- B. Students should understand not only what to do, but also how to do it.
- C. Homework should grow from classroom problems, projects, and concerns.
- D. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.

Assignments should make use of a variety of skills.

E. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.

F. When a student's grade is being adversely affected by poor homework performance, the

teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.

G. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines. Additionally:

A. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.

Average Homework Time

10 minutes multiplied by the student's grade level per night

Ex: Grade 1 = 10 minutes of homework per night

Grade 2 = 20 minutes of homework per night

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: 2/7/11

Copyright © CABE. All rights reserved.

**Grades 3, 5 and 8 School Climate Survey
Results and Recommendations**

Following the start of the 2012-2013 school year, students in grades 3, 5 and 8 as well as their parents and staff were asked to complete a brief School Climate Survey that was commissioned by the Connecticut Department of Education. The results and corresponding recommendations associated with those results are summarized below. Preston Public Schools expects to repeat this survey toward the close of the school year in order to measure progress over time.

On behalf of Preston Public Schools, I would like to thank our students, staff and parents who participated in this survey.

John J. Welch, Ed. D.
Superintendent



2012 School Climate Survey Results Recommendations Presented by: School Perceptions

In September of 2012, Preston Public Schools surveyed their staff members, 3rd, 5th and 8th grade students and their parents with the desire to understand the school climate and safety issues. The survey results will provide the District with a good data set from which to begin analyzing alternatives and setting priorities for future planning. It is important to note that these recommendations should be one of many factors to consider.

Staff

- Overall, a majority of the staff feels the District is doing well and things are improving. However, it appears that roughly 40% of respondents felt the District could make some improvements. Specifically, the District could consider building a better sense of community and collaboration between staff and administrative personnel.
 - 62% of staff respondents felt "the administrative team is committed to finding fair and balanced solutions to problems," *All or Most* of the time.
 - 59% of staff respondents felt "the culture and emotional climate of the school is positive and supportive," *All or Most* of the time.
 - 59% of staff respondents felt "their contributions are valued and important," *All or Most* of the time.
- 44% of staff respondents felt the administration should provide more clear-cut policies and procedures.

Parents

- The vast majority of the parent staff feels the District is doing well.
 - 92% said their children like to come to school each day.
 - 98% said the school is physically safe.
- 24% of the parents said their child is not involved in extra-curricular activities. This is an area which the District could consider putting more emphasis/encouraging participation.

Students in grade 8

- The vast majority of the students (94%) either *Like* (38%) or felt school is *Ok* (56%). Only 6% did not like school and only 10% did not feel there was an adult at school to talk to if something was bothering them.
- Although the students in 8th grade reported feeling safe, the District could consider increasing supervision in restrooms, playing fields and hallways.



Students in grades 3 & 5

- The vast majority of the students (97%) of the students either *Like* (83%) or felt school is *Ok* (14%). Only 6% did not like school and only 10% did not feel there was an adult at school to talk to if something was bothering them.
- Although the students in 3rd and 5th grade reported feeling very safe, the District could consider increasing supervision on the playground and bus.

Students

Dress and Grooming

Uniform Policy

Grades PreK – 5 (2009-2010)

Grades 6-8 (2010-2011)

I. Statement of Policy

The Norwich Board of Education has determined that reasonable regulation of school attire can enhance educational interests, including the following:

1. Creating a greater sense of community, school pride and respect among students.
2. Reducing distractions and loss of self-esteem caused by teasing and competition over clothing.
3. Fostering a safer school environment with easy identification of students at school activities, group gatherings and walking to and from school.
4. Reducing parental cost of school clothing.
5. Reducing peer pressure for wearing brand name apparel.
6. Enhancing school safety by making it harder to conceal weapons and contraband.
7. Creating an atmosphere reflecting seriousness of purpose about education.
8. Minimizing disruption from wearing inappropriate clothing or possessing inappropriate items in school.

II Uniform

The following uniform is mandatory for all students of the Norwich Public Schools effective at the start of the 2009-2010 school year. The purpose of this Policy is the further the important educational interests identified above.

A. Girls shall wear the following during school hours:

1. Blue or khaki colored jumpers, skirts, (not more than 3” above the knee) pants or knee length shorts, sized to fit the student. Shorts may be worn from April 1 to November 1 only. Pants and shorts must be “dress” or “docked” style. No jeans or cargo shorts may be worn.
2. Blue blouses must be worn. Blouses must have a collar and may be button down/oxford or polo style. Blouses must be tucked into pants or shorts. Hem must reach to waistline when arms are raised. Sleeves may be long or short. No tee shirts may be worn.

3. Sweaters or sweatshirts without hoods or pockets are optional, but if worn must be solid in color or contain the school insignia or name.
4. Footwear that causes noisy distractions, high heels which can cause safety hazards or footwear which causes marks on floors are not permitted.

B. Boys shall wear the following during school hours:

1. Blue or khaki colored pants or knee-length shorts. Shorts may be worn from April 1 to November 1 only. Pants and shorts must be “dress” or “docked” style. No jeans or cargo shorts may be worn.
2. Blue shirts must be worn. Shirts must have a collar and may be button down/oxford or polo style. All shirts must be tucked into pants or shorts. Hem must reach to waistline when arms are raised.
3. Sweaters or sweatshirts without hoods or pockets are optional, but if worn must be solid in color or contain the school insignia or name.
4. Footwear that causes noisy distractions, high heels which can cause safety hazards or footwear that causes marks on floors are not permitted.

Inappropriate Attire

The following are considered inappropriate for all students to wear during regular school hours or at school-sponsored events:

1. All clothing made of sweat, spandex or any color denim/canvas/jean material, and all cargo-style pants, shirts, shorts, or skorts.
2. Tank tops, undershirts, tee-shirts, halter tops, tube tops, bare midriffs, transparent clothing, plunging revealing or provocative necklines (front and back), hooded shirts and shirts containing expressive writing or pajamas.
3. Any clothing that is torn or ragged. Any clothing that is too tight or too loose.
4. Outer coats, fleece jackets, wind breakers, hats, caps, scarves, earmuffs, bandannas, curlers, goggles, sunglasses and backpacks are prohibited indoors.
5. Oversized jewelry, chains, medallions, and earrings, or wallet/key chains causing danger or distraction.
6. Clothing or items that contain messages or images that would tend to be offensive or disruptive to the educational process, including, but not limited to, items with indications of gang affiliations, racist messages, sexist messages, messages promoting drug or alcohol abuse, profane or pornographic messages or illustrations, or messages that incite violence or constitute “fighting words.”
7. Bare feet, bedroom slippers, shower style flip flops, roller blades, roller skates, or any footwear that marks floors, causes excessive noise, or creates a safety hazard.

III. Parental Responsibility

It is the responsibility of parents and guardians to ensure that their child's dress conforms to the requirements of this policy.

IV. Staff Responsibility

School personnel, including substitutes, will serve as role models for proper attire in the educational setting. Personnel will dress professionally during the school day.

V. Administrative Responsibility

It is the responsibility of the Administration to inform all parents and guardians of the Uniform Policy, and the information regarding the Uniform Policy shall be available in English, Spanish, Creole, and Chinese in the Student Handbook and on the Norwich Public School's web site and in such other places as the administration deems suitable to reach all parents and guardians.

VI. Accommodations

1. Where the bona fide religious beliefs, health needs or with identified special needs with accommodations of a student conflict with the Uniform Policy, the schools will provide reasonable accommodation. Any student or parent or guardian desiring accommodation shall notify the school principal in writing or via a PPT of the requested accommodation and the factual basis for the request. Approved coverings worn as part of the student's bona fide religious practices or beliefs shall not be prohibited under this policy.
2. It is the policy of the Norwich Public Schools that no student will be denied an education due to a bona fide financial inability to obtain clothing that complies with the Uniform Policy. Any student or parent or guardian for whom compliance with the Uniform Policy poses a bona fide financial burden, may submit a written request for clothing assistance to the school principal specifying the clothing needed together with a statement of financial need. Where the request is bona fide, school principals or their designees shall try to connect parents and guardians with available community resources to locate adequate clothing, and until such clothing is obtained, the student shall be excused from complying with the Uniform Policy.

VII. Compliance

School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with the requirements of the Uniform Policy. However, when a student fails to comply with the Uniform Policy, discipline is appropriate. The following disciplinary procedures shall apply:

- A. First Offense-**Administrative conference with the student and the parent/guardian.
- B. Second Offense-**Written warning and notification to parent or guardian.
- C. Third and Subsequent Offenses-**Disciplinary procedures including after school detention(s) will be administered.

VIII. Administrative Review

A student who believes that his or her school has not reasonably accommodated his or her bona fide religious, health, special education accommodations or financial needs or right of free expression may submit a written objection on their own or through his or her parents/guardians to the school's principal. The principal shall respond in writing to the student and his or her parents/guardians within fourteen (14) days. Any student or parent/guardian dissatisfied with the principal's response may submit a written appeal to the Superintendent of Schools for the Norwich Public Schools. The Superintendent may request such additional information from the school, the student, and/or the parents/guardians as he or she deems necessary. The Superintendent shall issue a written decision on the appeal within twenty-one (21) days.

Policy Adopted: June 9, 2009
Policy Revised: June 8, 2010

NORWICH PUBLIC SCHOOLS
Norwich, Connecticut

Technology News for Today's K-20 Educator

eSCHOOL NEWS

Vol. 15, No. 10 \$10.00

eSchoolNews.com

November/December 2012

Duncan: Make textbooks 'obsolete'

U.S. education chief wants textbooks to go all-digital in the next few years

From wire service reports

E Education Secretary Arne Duncan on Oct. 2 called for the nation to move as fast as possible away from printed textbooks and toward digital ones. "Over the next few years, textbooks should be obsolete," he declared.

It's not just a matter of keeping up with the times, Duncan said in remarks to the National Press Club. It's about keeping up with other countries whose students are leaving their American counterparts in the dust.

South Korea, which consistently outperforms the U.S. when it comes to educational outcomes, is moving far faster than the

U.S. in adopting digital learning environments. One of the most wired countries in the world, South Korea has set a goal to go fully digital with its textbooks by 2015.

"The world is changing," Duncan said. "This has to be where we go as a country."

The transition from print to digital in-

Duncan, page 22

Duncan...

continued from page 1

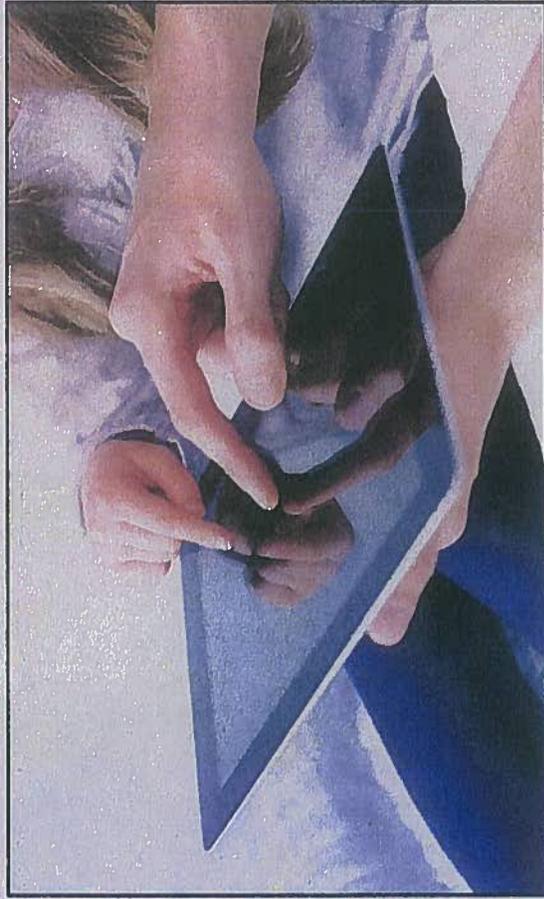
struction involves much more than scanning books and uploading them to computers, tablet devices, or eReaders. Proponents describe a comprehensive shift to immersive, online learning experiences that engage students in a way a textbook never could.

For instance, students studying algebra might click to watch a video clip explaining a new concept or property. If they get stuck, interactive help features could help them figure out the problem. Personalized quizzes ensure they're not missing anything—and if they are, bring them up to speed before they move on to the next lesson. Social networking would allow students to interact with teachers and each other, even when school isn't in session.

Using digital textbooks, schools can save money on hard copies and get updated material to students more quickly, Duncan said. School districts also might be able to pick and choose their curriculum buffet-style. A district might choose one publisher's top-notch chapter on Shakespeare, but follow it with another publisher's section on Nathaniel Hawthorne's *The Scarlet Letter*.

But adopting digital textbooks isn't as easy as a directive from Washington, D.C. States set their own processes for selecting and purchasing textbooks that match their needs.

Over the last two years, at least 22 states have taken major strides toward digital text-



Many districts, already buckling from diminished budgets, don't have the bandwidth or the equipment to make digital materials available to every student.

state a national leader in electronic college textbooks.

Still, many districts, already buckling from diminished budgets, don't have the bandwidth or the equipment to make digital materials available to every student. That's created a new challenge for the educational publishing industry as it works to market products to districts across the technological spectrum.

"We haven't produced anything that's print-only in over three years. One hundred percent of what we have is available to school districts electronically," said Vineet Madan, senior vice president of new ventures for McGraw-Hill Education.

A central tension in the movement toward digital materials is what it means for textbook publishers whose profits rely on replacing old, worn-out textbooks with new ones. Yet to be seen is whether textbooks, like music, will become easy to steal or copy without payment, or whether the industry will find new ways to make money off of teaching materials. **ES**

For More Policy News Go to....
<http://www.eschoolnews.com>

Recent Policy Headlines:

- Hawaii plan would give all students computers
- Study shows early learning helps prevent crime
- State boards of ed weigh in on ed-tech policy

Get the **NEW eSchool News Widget!**
<http://www.eschoolnews.com/content-exchange-rss/widget/>

For Reprint Info call Nancy at 1.800.394.0715

"There are opportunities for the federal government to encourage states and districts not to reinvent the wheel," Levin said.

A school district in Huntsville, Ala., launched an effort over the summer to transition fully to digital textbooks. To do that, districts first must ensure that every student has either a laptop or a tablet computer. In California, Gov. Jerry Brown signed a pair of bills in September aiming to make his

books, said Douglas Levin, executive director of the State Educational Technology Directors Association. Until recently, Levin said, states struggled to collaborate because each had its own curricular standards, a particular burden for smaller states. That burden has been eased now that 48 states and the District of Columbia have adopted the Common Core standards, a set of uniform benchmarks for math and reading.

Readers: Digital textbook implementation just a dream

From staff reports

According to readers, though digital textbooks sound good in theory, not all students would have access to these materials from home as well as school. Also, many schools just don't have the funding or infrastructure needed to support these efforts.

Here's a sampling of our readers' reactions to Duncan's digital learning push.

Not until everyone has access

Digital textbooks are a "good idea for many, but not so good for students [who] do not have computer/online access outside of the school. We have both hard copy and online [textbooks] available, which is how it should be until access is guaranteed [for] all." —*C. Smith, National Board Certified Teacher*

"I am an administrator in the largest high school in Kansas—poverty level in the student population is around 70 percent—[and] the [idea] of textbooks being exclusively digital is far from practical. Students do not have the means to acquire the technology device necessary to facilitate digital content—[and] unless publishers have shifted their pricing structure, there is no cost advantage to going digital, while still paying the same price or an annual fee that is nearly the same." —*Steven Shook, assistant principal, IB coordinator, Wichita High School East, Wichita, Kan.*

Pedagogy comes first

"Schools and teachers must learn more about the pedagogy that supports learn-

ing from digital tools. Also, is it possible to put in some form of regulation of cost? School districts can easily go into debt just keeping up with the textbook demand related to the Common Core State Standards." —*Carolyn J. Evans, chief academic officer, Grand Rapids Public Schools, Mich.*

"Who is teaching the teachers and students how to evaluate the resources; are they accurate? Have they been self-published, and, therefore, not edited or fact checked? Is the author an expert? Are students prepared to read 'critically' online for details? Are teachers prepared to detect plagiarized work, so easy with digitized text? Who in the school has the expertise to help with this? ... Let's prioritize and think it through this time. It is an idea whose time has come, but bring in some creative thinkers to determine how to pull it off." —*Sandy Kelly, EMS-NBCT, library media teacher, Carlisle School, Carlisle, Mass.*

Digital resources need time to mature

"We are ... using digital textbooks this year. We have to use three different formats with considerable variance in quality and features. This should not be a federal mandate, but a local school district or state-enabled requirement. Published textbooks are still valuable. Digital resources are not mature enough or widely available yet." —*Larry O'Reilly, education technology specialist, Southeast Christian School, Parker, Colo.*

"This past year while embracing a dual environment, PCs and Macs, we've found that the digital world hasn't worked out all [the] kinks while promising the ultimate digital textbook solution. ... We're definitely looking for the ultimate solution to lighten backpacks, but in reality, there are a number of details—along with a committed staff—that needs to be in place before digital texts are a working reality." —*Cheryl Corie*

"I am pretty technically savvy, and I use lots of technology both at home and for teaching. However, I recently took an advanced (master's level) chemistry class using the online version of a very popular chemistry textbook. After just two weeks of the class, I gave up on the online version and shelved out the cash for the dead tree version. My verdict: Digital textbooks stink.

"I had similar experiences with computer programming, physics, mathematics, and biology texts. Moving to digital texts may be appropriate in the humanities, but they are, ironically, worse than useless for science and technical fields. Publishers simply have not created effective note-taking and annotation tools for digital texts." —*ctdahle*

Infrastructure is not yet ready

"We have one district in our Regional Education Service Area that rolled out iPads to all students [in] grades 6-12 at the start of the 2012-13 school year. That district is now responsible for utilizing

40 percent of our county's daily internet usage. We have seven other districts, one considerably larger than that one, and six similar in size. Question: Where would we be if every district in our county rolled out the same initiative? Answer: We would all be using chalkboards, because our current infrastructure and support would crash and burn." —*Matt Drake, principal, Capac Middle School, Capac Virtual Education Program director*

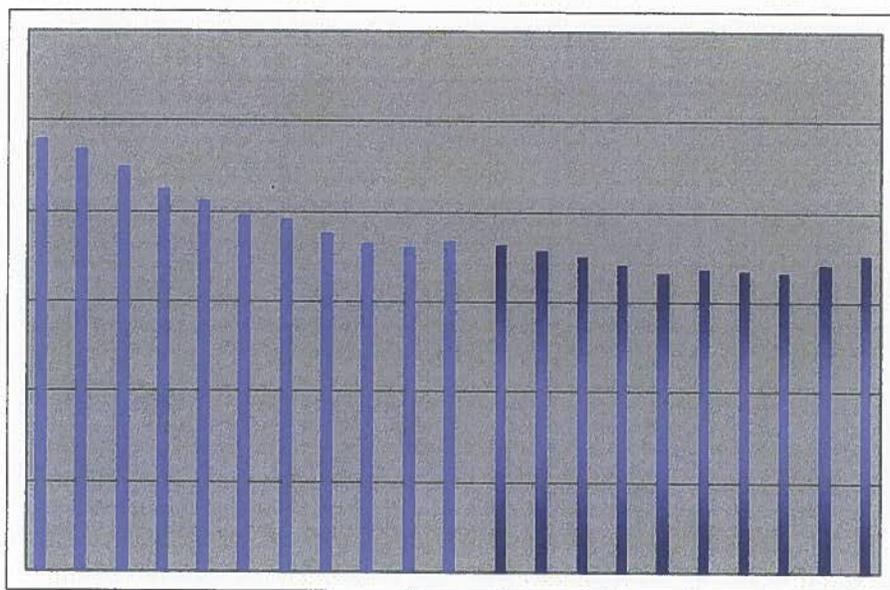
No funding, no digital texts

"I do agree that we should go digital, but where are the funds going to come from to ensure that all students have access to the digital format at school and home?"

"I work in a Title I building where I have one student computer for 26 students and a SMART Board. As well, many of our students do not have access to the internet at home. An answer might be, go to the library to do your work. [But many students] don't have a means of transportation. Take a bus to get to the library. Again, they don't have the financial means to spend on a bus ticket.

"I'm truly interested in how to make this happen, but as we can see in our large district, we have ... groups of 'haves' [and] 'have nots,' and going digital will take huge financial obligations which, at this time, our district does not have." —*Mrs. Dorsey*

PRESTON PUBLIC SCHOOLS ENROLLMENT PROJECTED TO 2022



Peter M. Prowda, PhD
28 Old Mill Court
Simsbury, CT 06070
(860) 658-9919
peteprowda@yahoo.com

October 16, 2012

Table of Contents

<u>Section</u>	<u>Page</u>
Introduction	1
Perspective	1
Current Enrollment	2
Projection Method	3
Total Enrollment	5
Preston Veterans' Memorial School Enrollment	6
Preston Plains School Enrollment	7
Factors Affecting the Projection	8
Context of the Projection	10
Prior Projections of Enrollment	13
Summary	14
Appendix A. Preston Enrollment Projected By Grade to 2022	15
Appendix B. Growth from Grade to Grade across Years	16
List of Tables	
1. 2011 Enrollment	2
2. Total Enrollment	5
2. Preston Veterans' Memorial School Enrollment	6
3. Preston Plains School Enrollment	7
4. Analysis of Kindergarten Enrollment	9
List of Figures	
1. Preston Enrollment 1970 to Date	1
2. Schools Attended by Town Residents, 2011	2
3. Enrollment by Grade 2012	3
4. Grade to Grade Growth Rates	4
5. Total Enrollment	5
6. Preston Veterans' Memorial School Enrollment	6
7. Preston Plains School Enrollment	7
8. Births since 1980	8
9. Total Yield from Birth Cohort	9
10. Estimated Population Growth, 2010 to 2011	10
11. Women of Child-Bearing Age	10
12. Recent Changes in the Labor Market	11

List of Figures (Cont'd)

13. Net New Housing Units	11
14. Sales of Existing Homes	11
15. Non-Public School PK-8 Enrollment	12
16. Residents Enrolled in Other Public Schools	12
17. Estimated Student Migration	12
18. Prior Projections of Enrollment	13

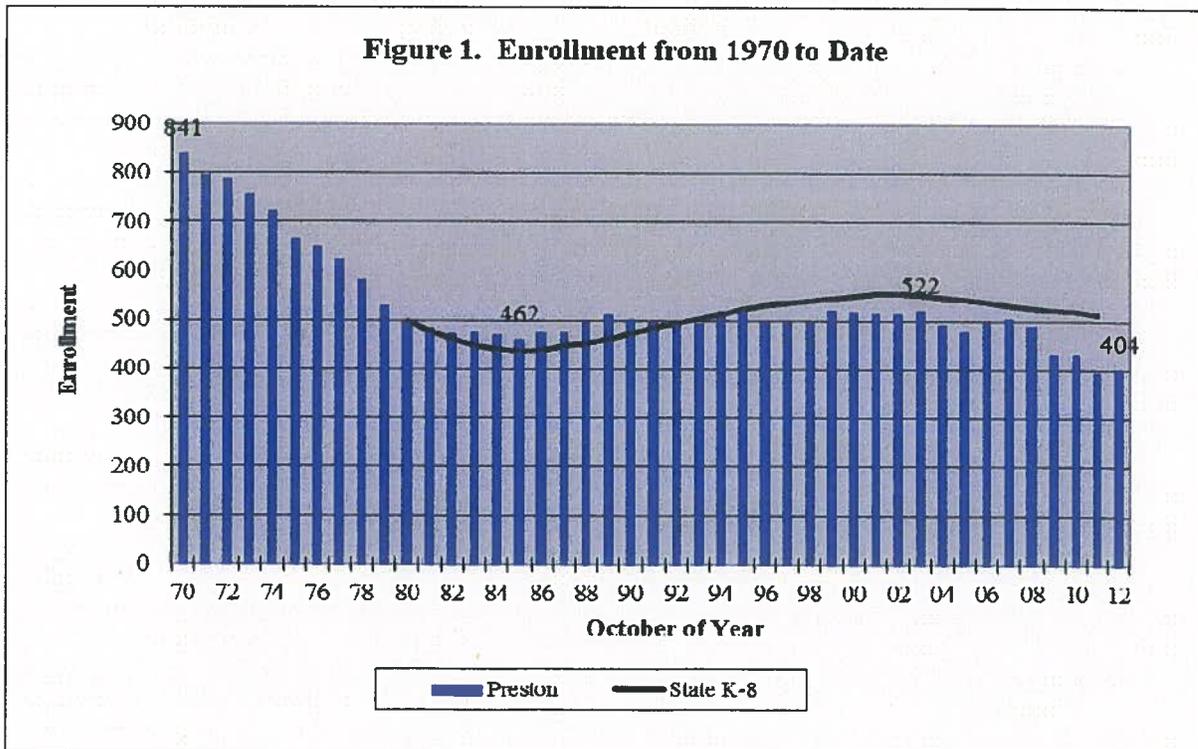
Introduction

This report is a ten-year projection of enrollment for the Preston Public Schools. It is based on students attending the Preston Public Schools in October of the school year. The projection is divided into the two grade levels that represent how the Preston schools are organized: PK-5 and 6-8. The report includes 43 years of enrollment to place the projection into a wider historical perspective. One of the primary drivers of future enrollment is births to residents. The report examines births and their relationship to kindergarten enrollment. Several factors that influence school enrollment - town population, women of child-bearing age, housing, migration, non-public enrollment and resident enrollment in other public schools - are presented. Finally, the accuracy of earlier projections is examined.

Enrollment projections are a valuable planning tool. For budgeting the numbers can place requested expenditures into a per pupil context. This can inform the public about which expenditures represent continuing expenditures to support on-going programs and expenditures for school improvement and program expansion. They are an essential step in determining the staffing that will be needed in the future. This may facilitate the transfer of teachers from one grade to another or allow the hiring process to start earlier, which can increase the likelihood of attracting the best teachers in the marketplace. Projections are a critical and required step in planning for school facilities. The State of Connecticut requires eight-year projections by school as a critical component of determining the size of the project for which reimbursement is eligible. In some communities the projection can determine the number of places they can make available to urban students as part of a regional desegregation effort.

Perspective

Enrollment projections typically use the most recent five years of data. While the most recent past is viewed as the best predictor of the near future, it is informative to look at a broader perspective. Figure 1 shows the enrollment in Preston from 1970 to date.



Enrollment in the Preston Public Schools peaked at 841 students in 1970. Between 1970 and 1985, enrollment fell to 462 students. In those 15 years, enrollment declined by 379 students or 45.1 percent. Between 1985 and 2003 enrollment grew by 60 students, or 13.0 percent, and reached a secondary peak of 522 students. The 2012 enrollment was 404 students, 118 students (22.6 percent) below the 2003 level.

Preston's enrollment pattern is different than that of the state's public schools in grades K-8. I have tracked public school K-8 enrollment since 1980. Public school K-8 enrollment bottomed in 1985, the same year as Preston. It reached a secondary peak in 2002. In those 17 years, state K-8 enrollment grew by 27.2 percent. Preston's period of growth was slightly shorter than the state's, but much less intense. The state's public school K-8 enrollment has been declining for eight years and it is expected to decline in 2012. Between 2002 and 2011 (the latest data available), it fell by 7.4 percent. Both Preston and the state started the second downturn at about the same time. The second decline in Preston has been steeper than the state's. Had Preston followed the state pattern of enrollment since 1980, it would have had 512 students in October of 2011 instead of the 396 that were enrolled on that date.

Current Enrollment

Table 1 and Figure 2 provide a picture of where Preston residents in grades PK-8 attended school in October of 2011, the latest data available. They show that 85.3 percent of Preston's elementary school-age residents attended the Preston Public Schools in 2011. An estimated 8.0 percent of the school-age residents attended non-public schools in state. The number attending private schools out-of-state is not known. Other school-age residents attended magnet schools (5.4 percent) or public schools in other districts (0.4 percent). Four children (0.9 percent) were reported as being home schooled. There were no non-residents enrolled in the Preston Public Schools in 2011. The projections in this report are based off of the 404 students who attended the Preston Public Schools in October, 2012.

Table 1. 2011 Enrollment		
	Number	Percent
Residents		
A. Preston Public	396	85.3%
B. Other Public	2	0.4%
C. Magnets	25	5.4%
D. Non-Public	37	8.0%
E. Home Schooled	4	0.9%
Total (A+B+C+D+E)	464	
F. Non-Residents	0	
Total Enrollment (A+F)	396	

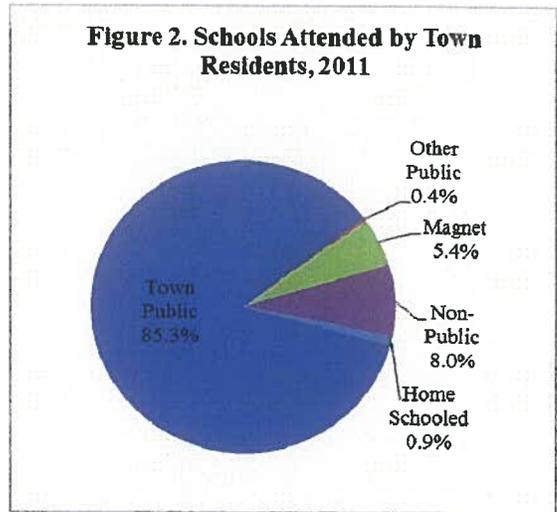
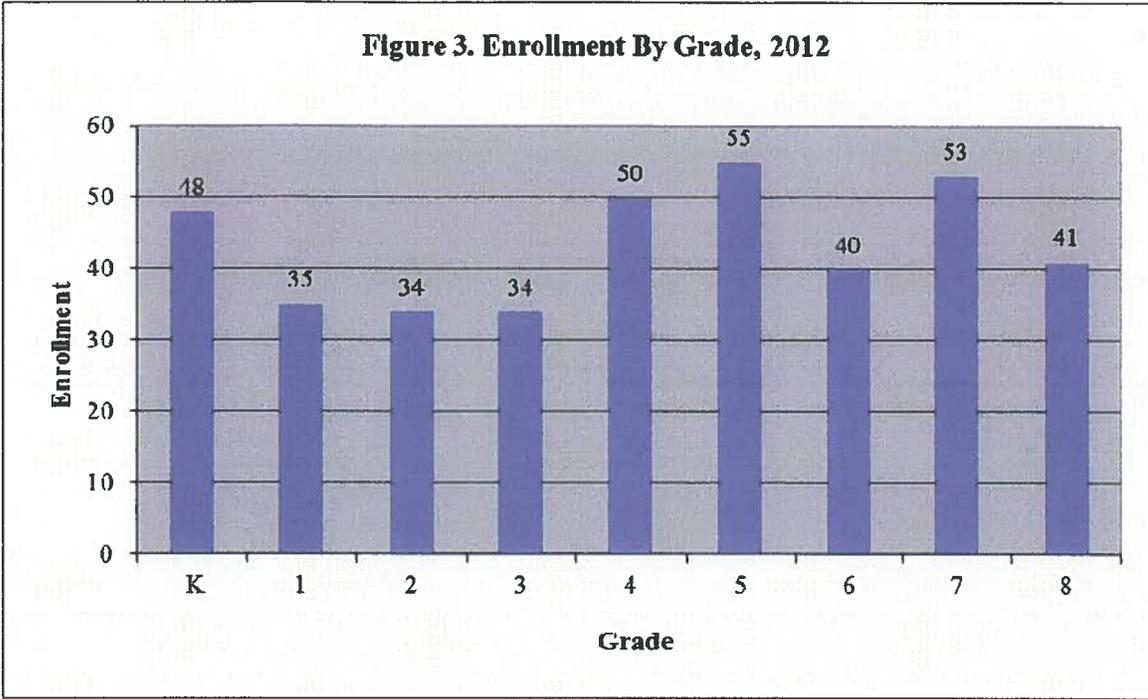


Figure 3 shows the October 2012 grade-by-grade enrollment of students in the Preston Public Schools. The children in pre-kindergarten programs are not shown. Grade 5 had the largest enrollment with 55 students. That was followed by Grade 7 with 53 students and Grade 4 with 50 students. Grades 2 and 3 were the smallest classes with only 34 students each followed by Grade 1 with 35. Kindergarten was higher than expected with 48 students. If current conditions continue, this year's Kindergarten class will have 48 students when it enters Grade 6 in 2018. That is above the current enrollment for that grade. The current year enrollment by grade is the starting point for this projection. How it moves forward is discussed below.



Projection Method

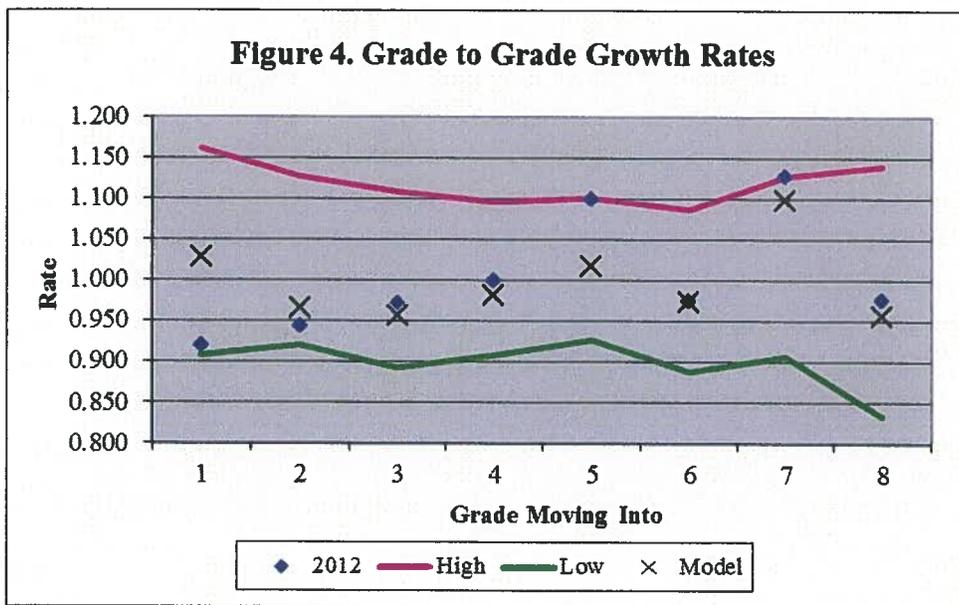
The projections in this report were generated using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendix B). For example, if the number of fifth graders this year is 51 and the number of fourth graders last year was 50, then the growth rate is 1.02. A growth rate above 1.000 indicates that students moved in, transferred from a non-public school or they were retained. A growth rate below 1.000 means that students moved out, transferred or were not promoted from the prior grade. For each grade I calculate four different averages of the annual growth rates: a three-year average, a weighted three-year average, a five-year average and a weighted five-year average. I choose the average that seems to best fit the data. The average growth rate for a grade is applied to the current enrollment from the prior grade. The projection builds grade by grade and year by year.

In the standard model, kindergarten enrollment is compared to births five years prior and some average of the observed growth or decline is used to project future kindergarten enrollment. My method breaks kindergarten enrollment into three parts: five-year olds, six-year olds entering kindergarten for the first time, and six-year old repeaters. Each component is analyzed separately and then combined to get total projected kindergarten. Kindergarten enrollment is notoriously difficult to predict. I feel that this component model can improve the predictability slightly.

To extend the projection beyond four years, I need to estimate births. The State Department of Public Health recorded 30 births in 2009. That is the latest official count. The preliminary count for 2010 is 39 births. In 2011 there were 26 births recorded to Preston residents including two out-of-state. In 2012, there were 25 in-state births recorded through August compared to 15 for the same period in 2011. From this I estimated there would be 40 births in 2012. I utilized the Connecticut State Data Center's projection of children ages 0-4 in 2010, 2015 and 2020 to estimate births in 2013 to 2017. I calculated the projected growth in the interval, annualized it and applied it to the two year running average of births in Preston in the appropriate years.

Figure 4 gives a perspective of the grade-to-grade growth rates for students attending the Preston schools. An "x" indicates the average growth rate used in this projection. The diamond is the growth observed between last year and this year. The upper line indicates the largest growth rate observed over the past ten years and the lower line, the lowest. In general, the narrower the gap between the two lines is, the greater the accuracy of the projection. The growth rates used in the projection were based on a weighted three-year average of the observed grade-to-grade growth. This was the highest of the four averages I calculated.

Most model growth rates are toward the middle or lower end of the ten-year range. Grade 7 is the exception. Five of the elementary growth rates are below 1.00 indicating that children are moving out of the Preston schools. Two of the 2012 grade-to-grade growth rates - grades 5 and 7 - were at ten-year highs. These pulled the model growth rates upward. Most of the model growth rates are close to the annual rate in 2012. The exceptions are Grade 1, where the model rate is above the 2012 rate, and Grade 5, where the model rate is below the annual rate.



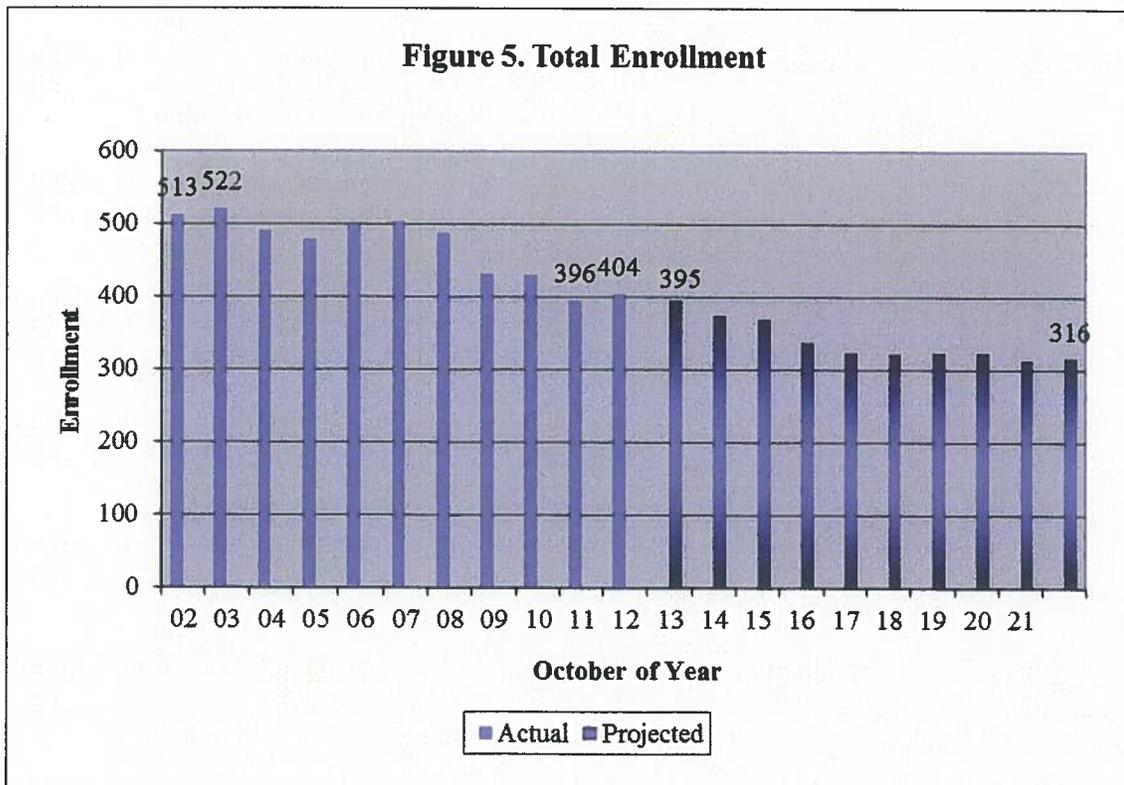
Enrollment data from 2002 to 2011 were taken from the files of the Connecticut State Department of Education. The public school data are available on the Department's website at www.sde.ct.gov. Data for 2012 were provided by the Preston central office. All enrollment data after 2009 are subject to minor changes as they are reviewed and audited. Births from 1980 to 2012 were provided by the Healthcare Quality, Statistics, Analysis and Reporting Unit of the State Department of Public Health.

Total Enrollment

Table 2 and Figure 5 present the observed total enrollment in Preston from 2002 to 2012 and projected enrollment through 2022. Detailed grade-by-grade data may be found in Appendix A. Between 2002 and 2003 enrollment grew from 513 to 522 students. By 2011 it had fallen to 396 students. In 2012, it rebounded slightly to 404 students. Between 2002 and 2012 there was a loss of 124 students or 21.2 percent. Statewide in that period, grade K-8 enrollment is projected to have decreased by 8.3 percent. Preston's decline of 23.1 percent between 2001 and 2011 (the latest comparable data available) was much steeper than most similar districts in the region. Enrollment in grades K-8 decreased by 27.9 percent in Lisbon, 12.0 percent in Scotland, 11.4 percent in Bozrah, 11.1 percent in Lebanon, 5.7 percent in North Stonington and 4.7 percent in Franklin. Enrollment increased by 0.3 percent in Brooklyn.

I anticipate that the decline that began in 2004 will continue. Next year, I anticipate that total enrollment will decline 5-10 students. I forecast a low of 313 students in 2021. In 2022, I expect the enrollment will be 316 students. The last time the district enrollment was below 370 students was 1957. The total ten-year projected decline of 88 students is 21.8 percent below the current enrollment. I have projected that K-8 enrollment statewide will be down 10.5 percent in that period. Your total enrollment should average about 340 students over the ten-year projection period. This compares to an average total enrollment of 464 students over the past ten years.

Year	Students	Percent Change
2002	513	
2003	522	1.8%
2004	491	-5.9%
2005	479	-2.4%
2006	498	4.0%
2007	504	1.2%
2008	488	-3.2%
2009	432	-11.5%
2010	430	-0.5%
2011	396	-7.9%
2012	404	2.0%
2013	395	-2.2%
2014	374	-5.3%
2015	368	-1.6%
2016	338	-8.2%
2017	323	-4.4%
2018	321	-0.6%
2019	323	0.6%
2020	324	0.3%
2021	313	-3.4%
2022	316	1.0%



Preston Veterans' Memorial School Enrollment

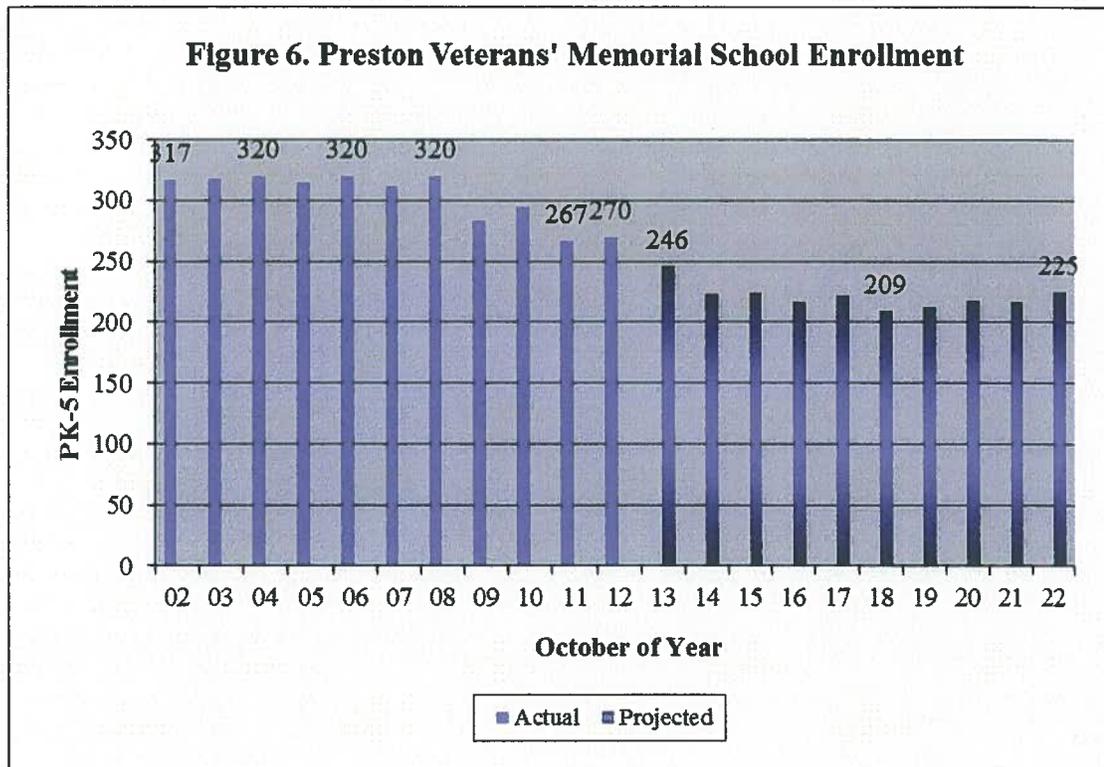
Table 3 and Figure 6 present actual enrollment from 2002 to 2012 and projected enrollment through 2022 at the Preston Veterans' Memorial School. In the past ten years, the school's enrollment fell from 317 to 370 students. The declines in 2009 and 2011 were rather large, perhaps tied to employment levels at the local casinos. Between 2002 and 2012 the school's enrollment declined by 47 students or 14.8 percent. I project that state public school enrollment in grades K-5 will have fallen 8.4 percent in that interval.

I project that next year's enrollment at the school will be 20-25 students less than this year's. I anticipate enrollment will bottom out at 209 students in 2018. By 2022, I expect the school's enrollment be about 225 students. This will be 45 students or 16.7 percent below the October 2012 count. Statewide, I have projected an 8.7 percent decrease in grade K-5 enrollment in that period. Over the ten-year projection period, I believe enrollment at the Preston Veterans' Memorial School will average a little over 220 students. This is below the average of 302 students observed over the past ten years.

These figures include pre-kindergarten children. In the past ten years, pre-kindergarten enrollment ranged from 14 to 29 children. There were 14 children enrolled in these programs in 2012. My projection model holds pre-kindergarten enrollment constant at 14 children.

Table 3. Preston Veterans' Memorial School Enrollment

Year	Students	Percent Change
2002	317	
2003	318	0.3%
2004	320	0.6%
2005	315	-1.6%
2006	320	1.6%
2007	312	-2.5%
2008	320	2.6%
2009	284	-11.3%
2010	295	3.9%
2011	267	-9.5%
2012	270	1.1%
2013	246	-8.9%
2014	223	-9.3%
2015	224	0.4%
2016	217	-3.1%
2017	222	2.3%
2018	209	-5.9%
2019	212	1.4%
2020	218	2.8%
2021	217	-0.5%
2022	225	3.7%



Preston Plains School Enrollment

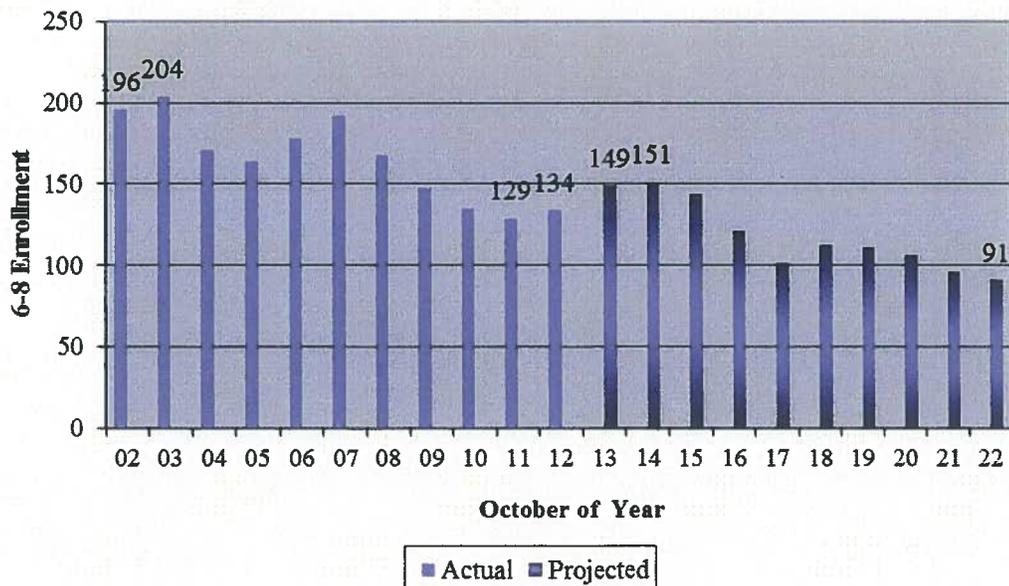
Table 4 and Figure 7 present past enrollment from 2002 to 2012 and projected future enrollment to 2022 at the Preston Plains School. Enrollment grew from 196 students in 2002 to 204 students in 2003. By 2012, the school's enrollment was down to 134 students. Enrollment losses were particularly heavy in 2004, 2008 and 2009. Between 2002 and 2012, enrollment declined by 62 students or 31.6 percent. I project that public school enrollment in grades 6-8 statewide will have decreased 8.1 percent between 2002 and 2012.

I believe that next year's enrollment at Preston Plains School enrollment will be about 15 students more than this year's. Enrollment will temporarily increase to 151 students in 2014, but then resume the decline. I expect the enrollment low will be between 90 and 95 students in 2022. The projected 2022 enrollment is 43 students below the current level, a decline of 32.1 percent. I project that public school enrollment in grades 6-8 statewide will decline by 14.8 percent in that period. Over the ten-year projection period, enrollment at the Preston Plains School is expected to average about 118 students. This is below the average of 162 students observed over the past ten years.

Table 4. Preston Plains School Enrollment

Year	Students	Percent Change
2002	196	
2003	204	4.1%
2004	171	-16.2%
2005	164	-4.1%
2006	178	8.5%
2007	192	7.9%
2008	168	-12.5%
2009	148	-11.9%
2010	135	-8.8%
2011	129	-4.4%
2012	134	3.9%
2013	149	11.2%
2014	151	1.3%
2015	144	-4.6%
2016	121	-16.0%
2017	101	-16.5%
2018	112	10.9%
2019	111	-0.9%
2020	106	-4.5%
2021	96	-9.4%
2022	91	-5.2%

Figure 7. Preston Plains School Enrollment



Factors Affecting the Projection

The primary reasons for elementary enrollment change lie in the births and yield from the birth cohort. Figure 8 presents the births from 1980 to 2009 and preliminary, estimated and projected births through 2017. Births ranged from a low of 15 in 1982 to a high of 59 in 1993. There were 30 births in 2009. The preliminary count of births is 39 in 2010 and 26 in 2011. Based on births through August of 2012, I estimate there will be a rebound to 40 births in 2012. In the 1990s there was an average of 44 births annually. In the five years from 2003 to 2007 (this fall's kindergarten through 4th graders) births averaged 42. Births in the 2008 through 2012 period will likely average 33. The projection in years 2018 to 2022 assumes an average of 35 births annually between 2013 and 2017. This is based in part upon the Connecticut State Data Center projection of Preston children ages 0-4.

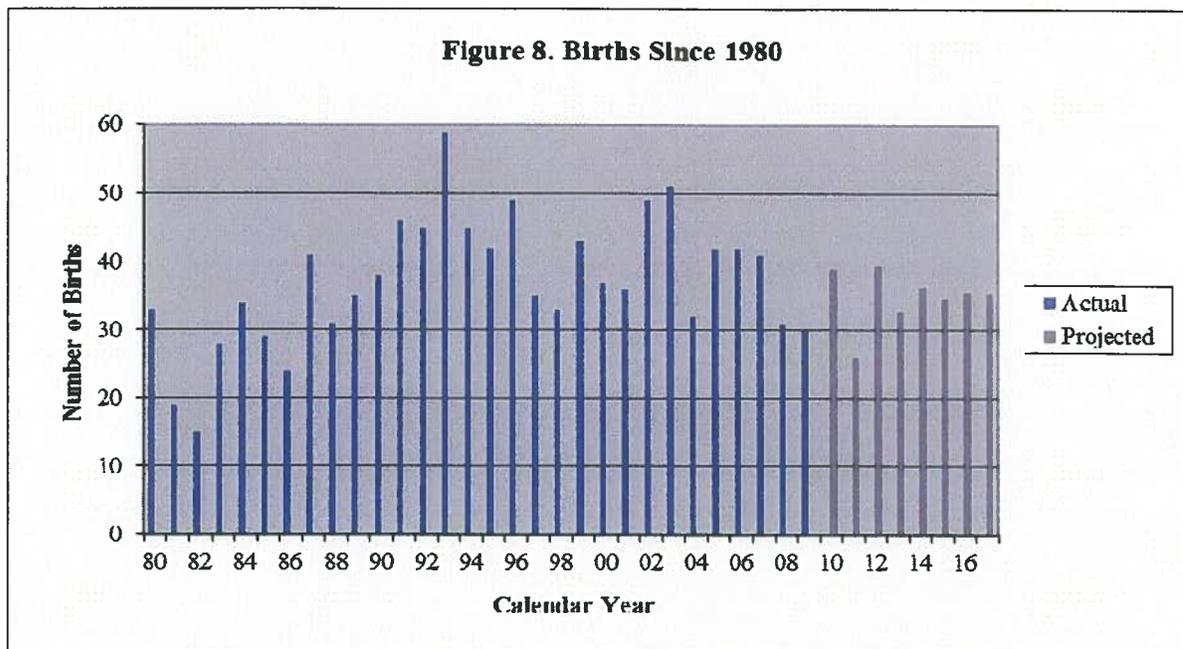
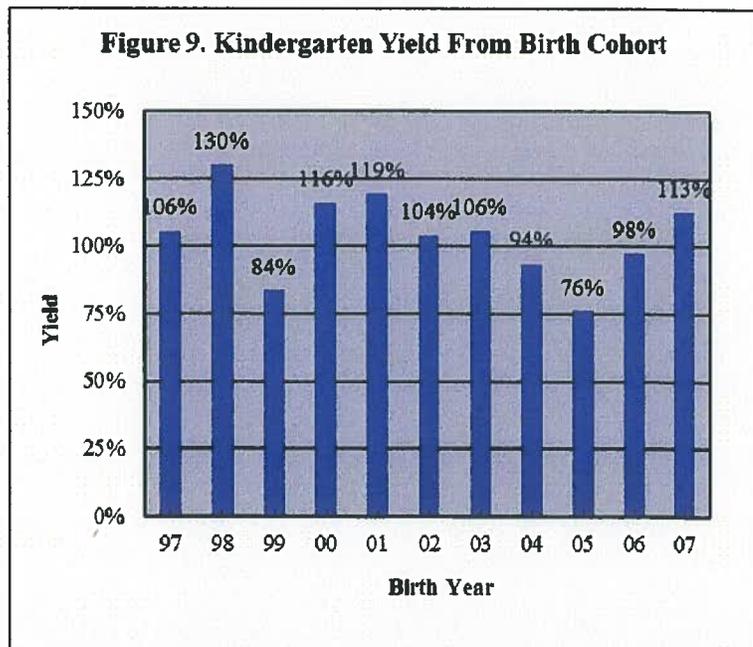


Figure 9 depicts the kindergarten yield five and six years later from the birth cohorts of 1997 to 2007 for Preston residents attending kindergarten in Preston. For example, there were 42 births in 2006 and 38 children enrolled in Preston kindergarten at age five in 2011 and an additional five who first enrolled in kindergarten at age six in 2012. That is a yield of 98 percent. The yield from the birth cohort ranged from a low 76 percent in 2005 to a high of 130 percent in 1998. The estimated yield for births in 2006 is 113 percent. Note that 2006 yield is an estimate because we will not know the actual number of children who will enter kindergarten for the first time as six-year olds until October 2013.



Yields above 100 percent generally mean that parents move into town after giving birth elsewhere. Yields below 100% mean that families who gave birth as town residents left town or chose another school system for kindergarten. The average yield over the past five years was 97.3 percent along with a 0.5 percent retention rate.

Table 5 gives a history of enrollment in kindergarten since 2002 and relates the components of kindergarten enrollment back to the appropriate birth cohort. Retention is tied to the prior year's kindergarten enrollment. To estimate kindergarten enrollment, I used the weighted three-year average of retentions, and yields from births five and six years ago. I estimated kindergarten from 92.9 percent of births five years ago, 8.1 percent of births six years ago, and 0.0 percent of current Kindergarten students retained. While the weighted three-year average is the highest among the four I calculated, it is still below the level of 2012. If the 2012 rate were to continue next year, then you would have 37 students in kindergarten instead of the 32 projected.

Year	Birth Year	Births	K	Retained From Prior Year			----- Non-Retained -----		Percent Retained	Yield From Births 5-Years Prior	Yield From Births 6-Years Prior	Total Yield From Birth Cohort
				Born 5-Years Prior Resident	Non-Resident	Born 6 Years Prior	Born 5-Years Prior Resident	Non-Resident				
2002	1997	35	37	0	35	0	2	0.0%	100.0%	4.1%	105.7%	
2003	1998	33	41	1	38	0	2	2.7%	115.2%	5.7%	130.3%	
2004	1999	43	40	1	34	0	5	2.4%	79.1%	15.2%	83.7%	
2005	2000	37	45	1	41	0	2	2.5%	110.8%	4.7%	116.2%	
2006	2001	36	44	1	41	0	2	2.2%	113.9%	5.4%	119.4%	
2007	2002	49	52	0	50	0	2	0.0%	102.0%	5.6%	104.1%	
2008	2003	51	51	0	49	0	1	0.0%	96.1%	2.0%	105.9%	
2009	2004	32	35	1	29	0	5	2.0%	90.6%	9.8%	93.8%	
2010	2005	42	31	0	30	0	1	0.0%	71.4%	3.1%	76.2%	
2011	2006	42	38	0	36	0	2	0.0%	85.7%	4.8%	97.6%	
2012	2007	41	48	0	43	0	5	0.0%	104.9%	11.9%	112.9%	
3-Year Average									0.0%	87.2%	6.9%	95.6%
Weighted 3-Year Average									0.0%	92.9%	8.1%	101.7%
5-Year Average									0.5%	89.9%	6.5%	97.3%
Weighted 5-Year Average									0.3%	90.6%	7.3%	98.5%

The correlation between births and kindergarten enrollment five-year later was a very low 0.10 over the 1990 to 2011 period. If this relationship were used to predict kindergarten enrollment, the estimate would have been off by an average of 8 children annually over the past ten years. The cohort survival method, even with my breakout into five-year olds, six-year old delayed entrants and children retained, cannot overcome the underlying unpredictability of kindergarten enrollment from earlier births.

Context of the Projection

The cohort-survival method needs only births and a few years of recent enrollment data to generate a projection. Mathematically, nothing else matters. But enrollment changes do not occur in a vacuum. Events and policies in the district, community and region all have some bearing on enrollment. Remember that a basic assumption of the cohort-survival method is that the recent past can be a good predictor of the near future. It is incumbent for every receiver of a projection to determine what events happened in the past five years and whether they are likely to change. Analyzing how the factors underlying the projection changed in the prior year can be an important step in this process.

To assist in this endeavor, this report examines eight factors that could affect enrollment: town population, women of child-bearing age; people in the labor market; new home construction; sales of existing homes; non-public enrollment; resident enrollment in other public schools and student migration.

Figure 10 presents the US Census Bureau estimate of Preston population growth between July, 2010 and 2011. In that year, the town population is estimated to have declined by nine people. The population loss of 0.19 percent was the 116th ranked in the state. In contrast, New London County declined by 0.19 percent, the state grew by 0.15 percent and communities with similar economic and need characteristics declined by 0.17 percent. The 2010 census population data show that from April 2000 to April 2010 Preston's population grew from 4,688 people to 4,726. The 38-person growth was the third smallest in the past ten decades. The 0.8 percent increase between 2000 and 2010 was the 149th largest in the state.

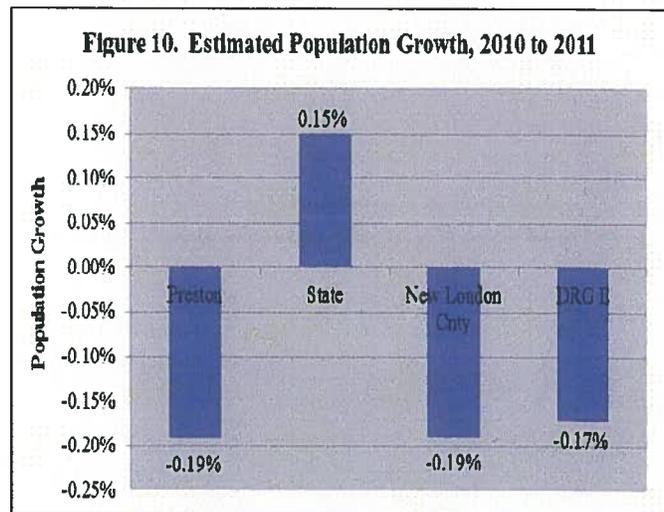


Figure 11 presents the number of women of child-bearing age from the 2000 and 2010 censuses. There were 37 births to Preston residents in 2000 and a preliminary count of 38 in 2010. In communities such as yours, women in the 25-29 age group have the highest rate of births. The number of women in this group fell from 118 in 2000 to 100 in 2010. The second highest birth rate in communities like yours is women ages 30-34. The number in that age range fell from 161 in 2000 to 110 in 2010. The only age ranges that increased at all were 15 to 19 and 20 to 24. These age ranges typically have low birth rates in communities like yours. I applied the 2000 DRG E fertility rates to the 2010 women of child-bearing age and found that with no change in fertility, the number of women could support 40 births.

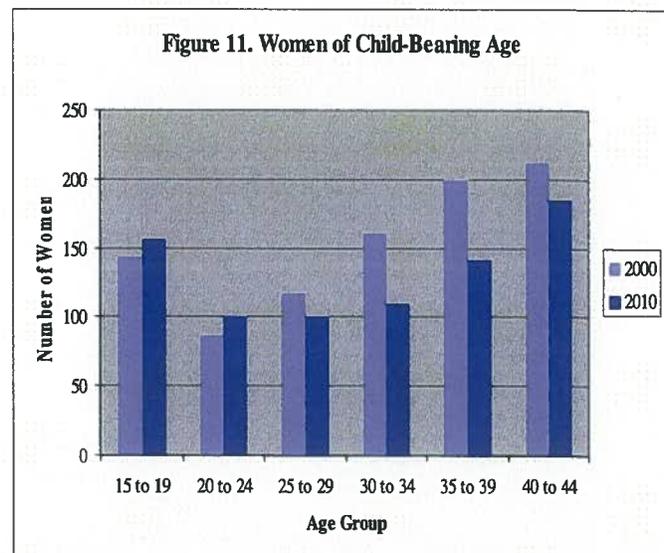


Figure 12 examines the number of people in the labor market from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older working or actively seeking employment. Since it excludes most students and the elderly, I find it a very rough proxy of the number of school-age families. The Preston labor force decreased 3.7 percent between 2007 and 2011. This was lower than the state (+3.9 percent) and New London County (+3.4 percent). The 2011 unemployment level of 7.9 percent was down from the 8.6 percent recent high set last year. It is better than the state rate of 8.8 percent and the New London County rate of 8.6 percent.

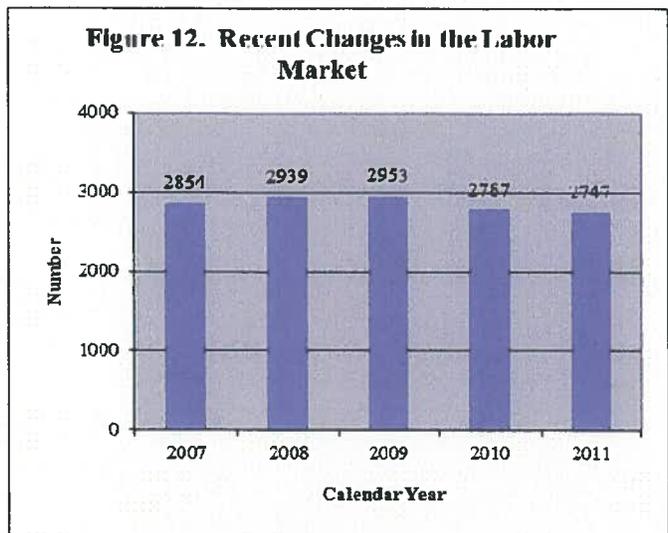


Figure 13 presents the net new housing units constructed from 2001 to 2011 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units constructed in Preston ranged from a high 41 in 2005 down to a low of one in 2008. There were permits for seven new housing units issued in 2011. In the three-year look-back period for this projection, there was an average of 7 net new housing units constructed. The 2010 census indicated that Preston had 2,019 housing units of which 92.6 percent were occupied in April 2010.

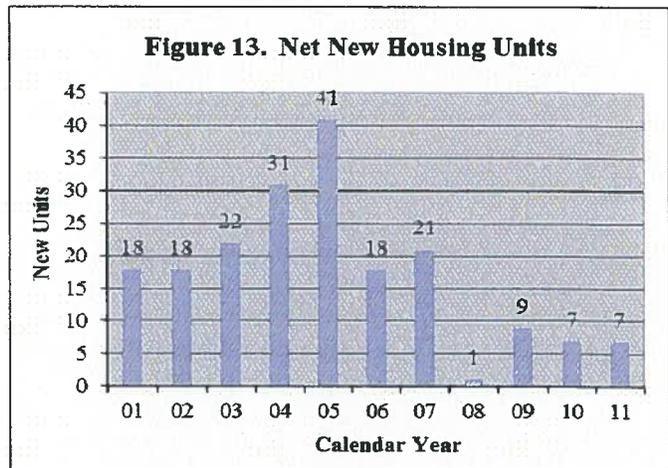


Figure 14 presents my estimate of the number of sales of existing homes. I derived it by taking the number of real estate transactions from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized. This is an estimate because of the lag between the time a new house is authorized and it is sold. The estimated number of sales of existing homes ranged from a low of 42 in 2009 to a high of 90 in 2006. There were 44 existing houses sold in 2011. In the three-year look back period for the projection, there were 54 sales annually. Based on sales through August, I anticipate there will be about 50 sales of existing houses in 2012.

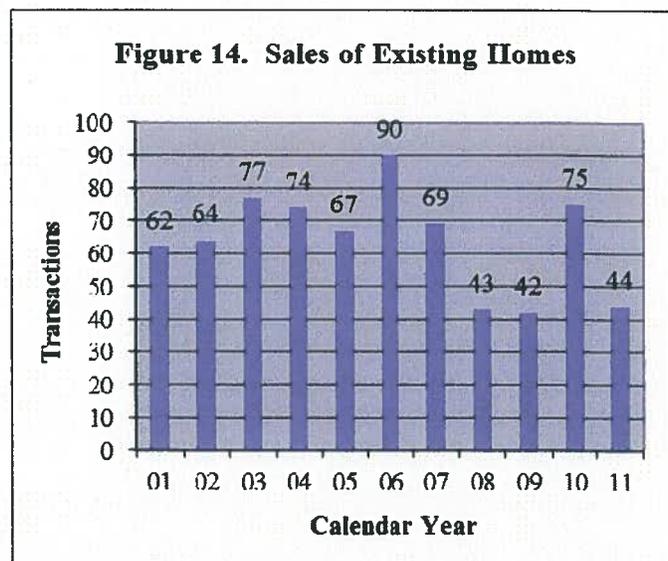


Figure 15 presents the non-public enrollment in grades PK-8 over the past ten years for students from the town of Preston. The data are from the records of the Connecticut State Department of Education. Non-public enrollment ranged from a high of 39 students in 2009 to a low of 24 students in 2002. There were 37 students enrolled in 2011. In the past ten years, enrollment in the non-public schools increased by 10 students or 37 percent. The 2011 enrollment represented 7.5 percent of all PK-8 students from Preston. That is a recent high and is up from 6.5 percent in 2010. I expect the non-public enrollment from Preston will be about the same in 2012.

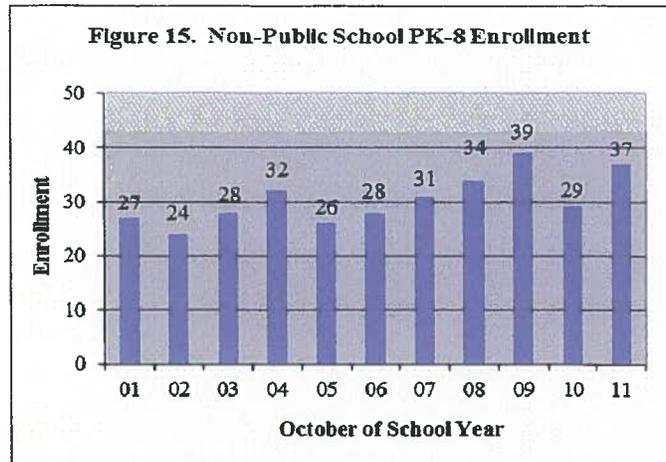


Figure 16 presents the enrollment of Preston residents in other public schools in Connecticut in grades PK-8 from 2002 to 2010. The number educated out-of-district ranged from five in 2003 to 28 in 2010. The count was 27 in 2011, the latest data available. In 2011, a total of 18 students attended the Integrated Day Charter, three attended the Interdistrict School for Arts and Communication, three attended the Multicultural Magnet, two attended special education programs at LEARN and one attended the Dual Language Arts Academy

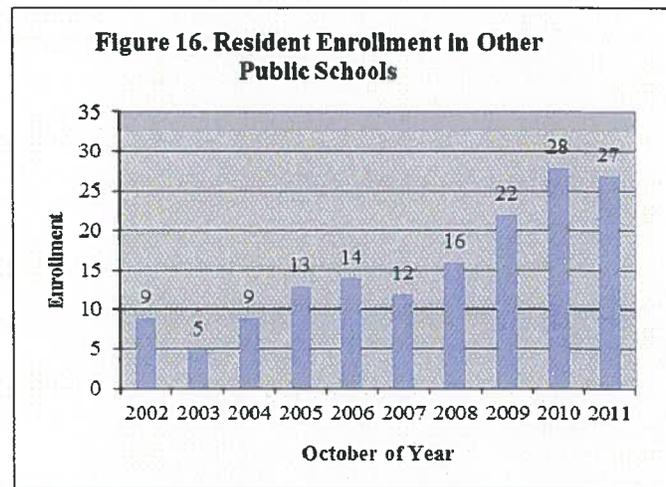
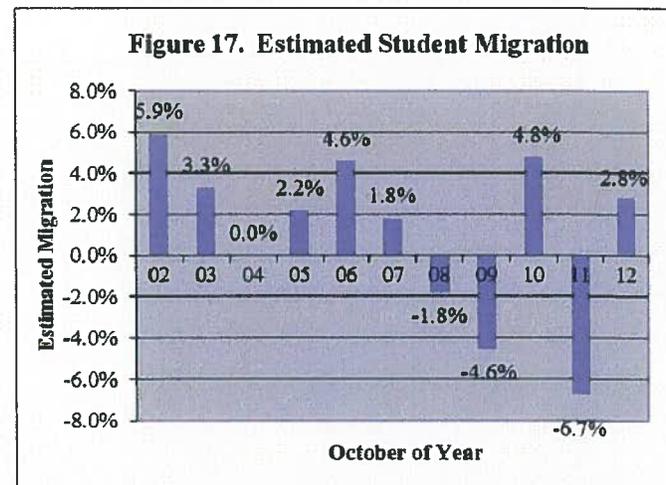


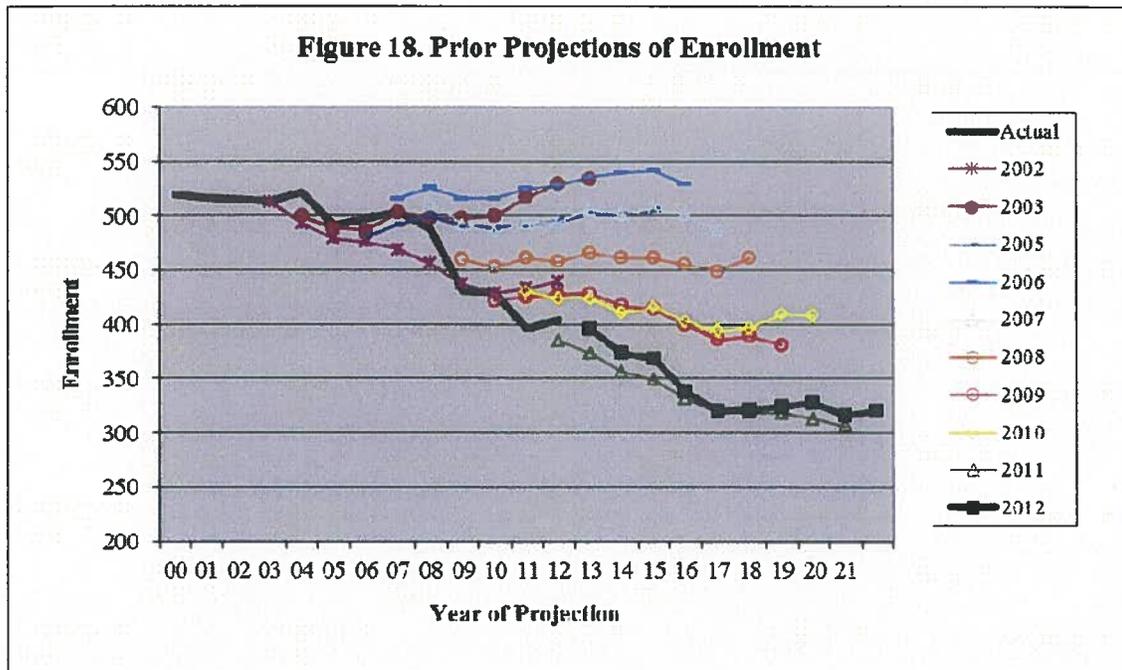
Figure 17 presents the estimated migration of students from Preston. Estimated migration ranged from a low of -6.7 percent in 2011 to a high of +5.9 percent in 2002. The estimate for 2012 was +2.8 percent. The data behind these figures may be found in Appendix B. The projection assumes an average out-migration of -0.2 percent. In the past 29 years, only 5 of the three-year weighted averages of migration have been negative. The median five-year migration rate is 1.65 percent. If migration returns to previous levels, then this projection will be low.



Prior Projections of Enrollment

The cohort-survival projection method works by moving forward the pattern of recent events that are subsumed within the grade-by-grade enrollment. This works very well when communities are stable. That includes places that are growing or declining at a steady rate. One way to know if that assumption is valid is to examine how past projections have fared. Figure 18 presents the enrollment projections that I have run for Preston since 2002. Last year's projection was 19 students (4.7 percent) below this year's enrollment of 404. The eight other enrollment projections that I did between 2002 and 2010 had one-year error rates that averaged 4.0 percent. The five projections done between 2002 and 2007 had an average five-year error rate of 15.5 percent, which is 2.9 percent annualized.

Last year's projection for Preston is running 4.7 percent low after one year. In that analysis, I projected that K-5 enrollment would be 259 students in 2012. The actual enrollment of 270 was 11 students more than projected. The projection was low by 4.1 percent. I projected that enrollment in grades 6-8 would be 126 students in 2012. The actual enrollment of 134 was eight students more than projected. The projection was low by 6.0 percent. The 2011 projection kept pre-kindergarten enrollment constant at 15 children. The actual enrollment was 14 children.



In my work I have found the cohort-survival method provides estimates that are sufficiently accurate for intermediate-range policy planning. The eight-year planning horizon for school construction grants is at the limit of the useful accuracy of the method. I analyzed the eight-year accuracy of the district projections from across the state that I ran in 2003. I found for the 54 district-level projections that I ran in 2003 the median projection was 6.0 high in predicting 2011 enrollment. That is an annual error rate of 0.7 percent. The absolute error rate (regardless of whether it was high or low) averaged 7.0 percent. That error was less than five percent in 44 percent of the projections and more than 15 percent in 7 percent of the projections. Among the 73 elementary projections run, the median projection was 9.6 percent high (1.2 percent annually). Among the 61 middle school projections run, the median projection was 9.1 percent high (1.1 percent annually). Among the 57 high school projections run, the median projection was 2.8 percent high (-0.35 percent per year). This illustrates what an economic downturn can do to projections run with the cohort-survival method.

Summary

Total enrollment is projected to decline 21.8 percent from 404 in 2012 to 316 students in 2022. Enrollment at the Preston Veterans' Memorial School is projected to decline from its current enrollment of 270 students to about 210 students in 2018 and then recover to 225 students in 2022. The enrollment at the projection's end will be about 45 students or 16.7 percent below the October 2012 count. Enrollment at the Preston Plains School was 134 students in October 2012. I project it will rise to about 150 students in 2014 and then fall to 91 students in 2022. The projected 2022 enrollment is 43 students below the current level, a decline of 32.1 percent.

You do not have to look much further than the pattern of births to understand the decline and possible recovery. In the 1990's births averaged 44 annually. In 2003-2007 there were 42 births annually. In the 2008-2012 period, there will be 33 births annually; in 2013 to 2017 period, I estimate there will be 37 births annually. The number of women of child-bearing age in 2010 can support this slight increase in births.

This 2012 report is projecting slightly higher enrollments than the 2011 projection. In last year's report, I estimated there would be 33 births in 2011; there were 26. However, births in 2012 are coming in higher than expected. This will slightly raise the estimated births in 2013 and beyond. I projected you would have 39 kindergartners in 2012; 48 showed up. That pushed the projection up slightly. The low correlation of kindergarten enrollment from births five-years prior makes any projection of kindergarten problematic. The construction of new houses as well as the sale of existing houses remained low. It is critical to remember at this point that a projection is just a moving forward of recent current trends. Do I believe the recent pattern will continue for the next ten years? No, I do not. Do I know when it might change? No, I do not. Nevertheless, I find projections useful because they do answer the question, "What will happen if things remain the same?"

These projections are based upon several key assumptions revolving around the notion that the recent past is a good predictor of the near future. The projection assumes that the following school policies will continue: kindergarten will remain full-day, retention policies will not change and continued enrollment of Preston residents in regional magnet schools. The projection assumes the following population growth factors will not change appreciably: births will average 37 over the 2013 to 2017 period, a 1.7 percent growth between the number of births and kindergarten enrollment and a student migration of -0.02 percent. Additionally, 7.5 percent of parents will start their children in kindergarten at age six (or have had a special education child held in pre-school for an extra year); there will be 7 new housing units constructed annually and 54 sales of existing homes.

This is an incredibly difficult time to predict future enrollment. The unemployment rate is high but coming down, economic doldrums and mortgage foreclosures all make conditions today different than a couple of years ago. Preston's 7.9 percent unemployment rate in 2011 was down 0.7 percentage points in the past year but was the second highest since these data were reported by the US Department of Labor starting in 1990. These conditions are only a part of the three-year enrollment history that is used to look forward to the next ten years. We have seen the impact on enrollment. We cannot know today how long these conditions will remain, whether they will increase in severity and when they might end. The cohort survival method relies on observed data from the recent past. The method is unresponsive to cyclical change. However, I know of no alternative data-based model that is responsive and produces grade-level data.

This projection should be used as a starting point for local planning. Examine the factors and assumptions underlying the method. You know your community best. Apply your knowledge of the specific conditions in Preston and then make adjustments as necessary.

Appendix A. Enrollment Projected By Grade to 2022

School Year	Birth Year	Births ¹	K ²	1	2	3	4	5	6	7	8	PreK	PK-5	6-8	Total
2002-03	1997	35	37	48	56	57	54	51	66	78	52	14	317	196	513
2003-04	1998	33	41	39	51	56	61	53	54	66	84	17	318	204	522
2004-05	1999	43	40	46	43	52	59	59	55	50	66	21	320	171	491
2005-06	2000	37	45	41	46	46	57	58	62	53	49	22	315	164	479
2006-07	2001	36	44	47	42	51	47	60	63	61	54	29	320	178	498
2007-08	2002	49	52	40	53	40	50	48	65	67	60	29	312	192	504
2008-09	2003	51	51	51	45	52	41	54	45	59	64	26	320	168	488
2009-10	2004	32	35	50	53	41	52	38	48	43	57	15	284	148	432
2010-11	2005	42	31	38	56	55	44	49	38	48	49	22	295	135	430
2011-12	2006	42	38	36	35	50	50	41	47	42	40	17	267	129	396
2012-13	2007	41	48	35	34	34	50	55	40	53	41	14	270	134	404
Projected															
2013-14	2008	31	32	49	34	33	33	51	54	44	51	14	246	149	395
2014-15	2009	30	30	33	47	33	32	34	50	59	42	14	223	151	374
2015-16	2010	39	37	31	32	45	32	33	33	55	56	14	224	144	368
2016-17	2011	26	27	38	30	31	44	33	32	36	53	14	217	121	338
2017-18	2012	40	39	28	37	29	30	45	32	35	34	14	222	101	323
2018-19	2013	33	34	40	27	35	28	31	44	35	33	14	209	112	321
2019-20	2014	36	36	35	39	26	34	28	30	48	33	14	212	111	323
2020-21	2015	35	35	37	34	37	26	35	27	33	46	14	218	106	324
2021-22	2016	36	36	36	36	33	36	26	34	30	32	14	217	96	313
2022-23	2017	35	36	37	35	34	32	37	25	37	29	14	225	91	316

¹ 1996 to 2011 births from the State Department of Public Health. Births in 2010 and 2011 are preliminary. Births in 2012 were estimated from the 2012 count through July, the average of the August to December counts in 2010 and 2011 and Out-of-state births in 2011. Births in 2013 to 2017 were estimated from the Connecticut State Data Center projections of children ages 0-4 in Preston.

² Based on weighted 3-year averages of births 5- and 6- years ago and retention.

October of Year	Grade Moved Into from Prior Year										Estimated Migration ¹
	K	1	2	3	4	5	6	7	8	PreK	
2003	1.242	1.054	1.063	1.000	1.070	0.981	1.059	1.000	1.077		3.00%
2004	0.930	1.122	1.103	1.020	1.054	0.967	1.038	0.926	1.000		0.87%
2005	1.216	1.025	1.000	1.070	1.096	0.983	1.051	0.964	0.980		2.16%
2006	1.222	1.044	1.024	1.109	1.022	1.053	1.086	0.984	1.019		4.57%
2007	1.061	0.909	1.128	0.952	0.980	1.021	1.083	1.063	0.984		1.81%
2008	1.000	0.981	1.125	0.981	1.025	1.080	0.938	0.908	0.955		-1.81%
2009	1.094	0.980	1.039	0.911	1.000	0.927	0.889	0.956	0.966		-4.56%
2010	0.738	1.086	1.120	1.038	1.073	0.942	1.000	1.000	1.140		4.81%
2011	0.905	1.161	0.921	0.893	0.909	0.932	0.959	1.105	0.833		-6.73%
2012	1.171	0.921	0.944	0.971	1.000	1.100	0.976	1.128	0.976		2.84%
3-Year Ave.	0.938	1.056	0.995	0.967	0.994	0.991	0.978	1.078	0.983		
Weighted 3-Year	1.010	1.029	0.966	0.956	0.982	1.018	0.974	1.099	0.956		
5-Year Ave.	0.981	1.026	1.030	0.959	1.001	0.996	0.952	1.019	0.974		
Weighted 5-year	0.992	1.030	0.998	0.956	0.992	0.999	0.962	1.059	0.968		
Enrollment Multiplier		1.029	0.966	0.956	0.982	1.018	0.974	1.099	0.956	1.000	

¹ Adjusted for Preston residents enrolled in magnet schools.