

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



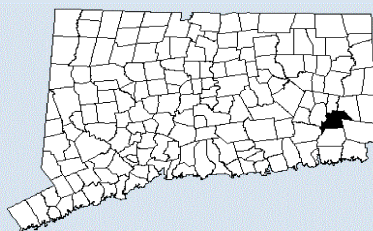
Preston School District

Mr. Roy Seitsinger Jr, Superintendent • 860-889-6098 • <http://www.prestonschools.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	447
Per Pupil Expenditures ¹	\$20,948
Total Expenditures ¹	\$9,489,337

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	221	49.4	48.4
Male	226	50.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	11	2.5	5.1
Black or African American	12	2.7	12.8
Hispanic or Latino	33	7.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	17	3.8	3.3
White	366	81.9	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	108	24.2	36.7
Students with Disabilities ¹	73	16.3	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	15	7.0	0	0.0
Male	15	7.6	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	25	7.5	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	16	12.0	*	*
Students with Disabilities	6	8.6	0	0.0
District	30	7.3	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 13

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	29.6
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	14.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.6
School Level	2.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	29.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	1	2.3	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	43	97.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	16	*
Other Health Impairment	22	84.6
Other Disabilities	*	*
Speech/Language Impairment	22	84.6
District	75	79.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	13	2.1	1.8
Emotional Disturbance	8	1.3	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	16	2.6	5.2
Other Health Impairment	26	4.2	3.1
Other Disabilities	7	1.1	1.1
Speech/Language Impairment	28	4.5	1.8
All Disabilities	98	15.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	5,260,301	12,377	9,847
Instructional Supplies and Equipment	142,892	336	287
Improvement of Instruction and Educational Media Services	101,705	239	589
Student Support Services	288,043	678	1,120
Administration and Support Services	858,135	2,019	1,905
Plant Operation and Maintenance	707,509	1,665	1,648
Transportation	1,006,843	1,574	904
Costs of Students Tuitioned Out	1,076,909	N/A	N/A
Other	47,000	111	208
Total	9,489,337	20,948	16,535

Additional Expenditures

Land, Buildings, and Debt Service	509,961	1,200	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	789,322	24.1	33.8
Noncertified Personnel	508,217	15.5	14.5
Purchased Services	119,598	3.7	5.5
Tuition to Other Schools	1,379,945	42.2	23.4
Special Ed. Transportation	107,999	3.3	8.7
Other Expenditures	368,020	11.2	14.1
Total Expenditures	3,273,101	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	70.3	69.0
State	27.3	28.5
Federal	2.2	2.3
Tuition & Other	0.2	0.2

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Black or African American	7	*	7	*
Hispanic or Latino	17	*	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	12	*	12	*
White	218	72.7	217	67.1
English Learners	6	*	6	*
Non-English Learners	258	71.8	257	66.2
Eligible for Free or Reduced-Price Meals	68	68.8	68	63.1
Not Eligible for Free or Reduced-Price Meals	196	72.9	195	67.8
Students with Disabilities	48	54.3	48	47.4
Students without Disabilities	216	75.7	215	70.9
High Needs	98	65.0	98	59.3
Non-High Needs	166	75.8	165	70.9
District	264	71.8	263	66.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.4	79.1	75.7	N/A	126	78.6
Curl Up	87.0	93.0	89.2	N/A	126	89.7
Push Up	73.9	83.7	75.7	N/A	126	77.8
Mile Run/PACER	78.3	74.4	83.8	N/A	126	78.6
All Tests - District	71.7	62.8	56.8	N/A	126	64.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.8	75	47.9	50	95.8	67.6
	High Needs Students	65.0	75	43.4	50	86.7	57.5
Math Performance Index	All Students	66.6	75	44.4	50	88.8	62.7
	High Needs Students	59.3	75	39.6	50	79.1	52.0
ELA Academic Growth	All Students	52.5%	100%	52.5	100	52.5	60.7%
	High Needs Students	55.7%	100%	55.7	100	55.7	55.6%
Math Academic Growth	All Students	53.6%	100%	53.6	100	53.6	61.9%
	High Needs Students	53.6%	100%	53.6	100	53.6	55.4%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.7	10.7%
	High Needs Students	10.2%	<=5%	39.7	50	79.3	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		90.2%	94%	48.0	50	95.9	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% 64.3%	75%	42.9	50	85.7	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				566.4	800	70.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.0	10.0	15.9	
Math Performance Index Gap	70.9	59.3	11.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.6
	High Needs Students	100.0
Science	All Students	97.9
	High Needs Students	96.9

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Preston Public Schools is dedicated to promoting the growth and development of all of its students. In recent years, the district has made significant progress with respect to its performance on state testing. Apart from encouraging exemplary performances, among students and staff, the district offers an after-school reading and mathematics program for struggling learners who have been purposefully identified for that intervention. In addition, Preston Public Schools has actively embraces Scientifically Based Research Intervention and its behavioral counterpart, Positive Behavioral Support Intervention in order to drive academic success. Lastly, the adoption of formative assessment programs such as Direct Reading Assessments, STAR Assessments and Smarter Balanced Individual Assessment Blocks have all proven to be effective instruments for assessing student competency and developing appropriate instructional approaches in response to the results obtained from those assessments.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Both schools comprising Preston Public Schools, a small and relatively homogeneous district enrolling 450 PK-8 students, employ a variety of strategies that are designed to reduce racial, ethnic and economic isolation. We are especially proud of our immersion oriented K-8 Spanish Program which affords all students the opportunity to learn Spanish as well as exposure to other countries and cultures. All students at the middle school level participate in an Advisor-Advisee program, a program that provides a supervised venue for discussing a variety of topics, including racial, ethnic, religious and economic differences. At the PK-5 level, the school's annual Thanksgiving Food Drive is an event that engages virtually every student in appreciating the needs of those who are economically challenged and less fortunate. Lastly, both schools offer one or more assemblies throughout the year that are designed to enlighten students about the wide array of difference - racial, ethnic and otherwise - that exist among people.

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Equitable Allocation of Resources among District Schools

Every effort is made to equalize the distribution of resources through the budgetary process. This requires a collaborative approach to budget planning that includes the building level administrators and central office. Budgetary decisions are based upon curriculum initiatives and needs.