

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



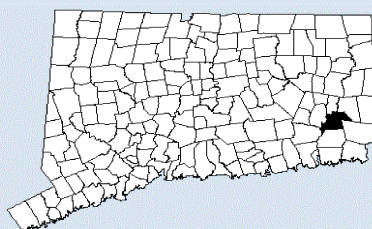
Preston School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	446
Per Pupil Expenditures ¹	\$17,853
Total Expenditures ¹	\$11,800,577

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	216	48.4	48.4
Male	230	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	12	2.7	5.2
Black or African American	13	2.9	12.8
Hispanic or Latino of any race	33	7.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	3.6	3.6
White	363	81.4	52.4
English Learners	7	1.6	7.6
Eligible for Free or Reduced-Price Meals	135	30.3	42.1
Students with Disabilities ³	76	17.0	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	14	6.9	0	0.0
Male	10	4.7	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	7	23.3	*	*
White	17	5.0	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	10.0	*	*
Students with Disabilities	*	*	0	0.0
District	24	5.8	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	29.8
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	4.3
Paraprofessional Instructional Assistants	14.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.3
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	31.0

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	2.2	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	44	97.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	28	77.8
Other Disabilities	*	*
Speech/Language Impairment	17	85.0
District	70	76.9
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	2.3	1.9
Emotional Disturbance	6	1.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	10	1.6	5.5
Other Health Impairment	36	5.9	3.2
Other Disabilities	7	1.1	1.1
Speech/Language Impairment	21	3.4	1.8
All Disabilities	94	15.3	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$8,021,192	\$12,135	\$10,545
Support services - students	\$428,905	\$970	\$1,373
Support services - instruction	\$668,059	\$1,511	\$644
Support services - general administration	\$325,797	\$737	\$462
Support services - school based administration	\$412,531	\$933	\$1,007
Central and other support services	\$165,854	\$375	\$671
Operation and maintenance of plant	\$767,874	\$1,737	\$1,629
Student transportation services	\$978,018	\$1,519	\$1,231
Food services	\$32,348	\$73	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$11,800,577	\$17,853	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$842,224	27.2	29.7
Instructional Aide Salaries	\$3,632	0.1	9.6
Other Salaries	\$260,498	8.4	10.4
Employee Benefits	\$287,837	9.3	13.0
Purchased Services Other Than Transportation	\$116,497	3.8	5.5
Special Education Tuition	\$1,455,789	47.0	22.6
Supplies	\$6,023	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$121,358	3.9	8.0
Equipment	\$1,524	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$3,095,382	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.2	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	74.7
State	23.0
Federal	2.1
Tuition & Other	0.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	7	*	7	*	*	*
Black or African American	9	*	9	*	6	*
Hispanic or Latino of any race	18	*	18	*	9	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	13	*	13	*	*	*
White	218	71.7	218	66.6	73	64.8
English Learners	8	*	8	*	*	*
Non-English Learners	262	70.9	262	65.7	*	*
Eligible for Free or Reduced-Price Meals	84	67.1	84	61.1	30	59.9
Not Eligible for Free or Reduced-Price Meals	186	72.8	186	68.2	66	65.8
Students with Disabilities	49	51.6	49	45.7	22	50.2
Students without Disabilities	221	75.3	221	70.5	74	68.0
High Needs	115	63.5	115	58.1	41	57.9
Non-High Needs	155	76.6	155	71.9	55	68.5
District	270	71.0	270	66.0	96	64.0

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	71.8	67.3	71.1	N/A	136	69.9
Curl Up	100.0	96.2	95.6	N/A	136	97.1
Push Up	61.5	86.5	77.8	N/A	136	76.5
Mile Run/PACER	64.1	82.7	82.2	N/A	136	77.2
All Tests - District	28.2	50.0	53.3	N/A	136	44.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.0	75	47.3	50	94.7	67.7
	High Needs Students	63.5	75	42.3	50	84.6	58.1
Math Performance Index	All Students	66.0	75	44.0	50	88.0	63.1
	High Needs Students	58.1	75	38.7	50	77.5	52.7
Science Performance Index	All Students	64.0	75	42.6	50	85.3	63.8
	High Needs Students	57.9	75	38.6	50	77.2	54.2
ELA Academic Growth	All Students	60.1%	100%	60.1	100	60.1	59.9%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.1%
Math Academic Growth	All Students	63.6%	100%	63.6	100	63.6	62.5%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.8%	<=5%	48.4	50	96.8	10.4%
	High Needs Students	8.2%	<=5%	43.6	50	87.2	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		91.9%	94%	48.9	50	97.8	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.1% 44.9%	75%	29.9	50	59.8	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				658.1	900	73.1	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	63.5	11.5	15.4	
Math Performance Index Gap	71.9	58.1	13.8	17.6	
Science Performance Index Gap	68.5	57.9	10.6	16.1	
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	100.0
Math	All Students	99.6
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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

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**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Preston Public Schools is dedicated to promoting the growth and development of all its students. In recent years, the district has made significant progress in various policy redesigns focused on improving student outcome. Preston established a five year evergreen Strategic Plan that places student well-being and academic success at the core of its work. A new comprehensive Technology Plan is ready to go online. Several student oriented directives have been issued and are focused on a broad array of policies, procedures and professional development tasks that emphasize the whole child.

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 embraced Scientifically Based Research Intervention and its behavioral counterpart, Positive Behavioral Support Intervention, in order to drive academic success. Preston is a participant in a national conversation with educational leaders on how to implement a comprehensive Social Emotional Learning strategy.

The adoption of formative assessment programs such as Direct Reading Assessments, STAR Assessments and Smarter Balanced Individual Assessment Blocks have all helped to create a data-based examination of how to assess student competency and develop appropriate instructional approaches in response to the results obtained from those assessments.

Lastly, communication tools such as the community Pipeline which is distributed to every household in town, and the use of Blackboard Connect, email blasts, the Remind App, newspaper articles and student based activities all assist in maintaining and improving school district messaging to the community.

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 differences - racial, ethnic and otherwise - that exist among people.

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Equitable Allocation of Resources among District Schools

Every effort is made to equalize the distribution of resources through the budgetary process. Several budget process innovations include business case defense of innovation, "acceptable risk," building based budget allocation and budget linkage to the strategic plan. These processes help to assure equity in the distribution of resources. A collaborative approach to budget planning is required and includes the entire leadership team, the building level administrators and central office. Budgetary decisions are based upon curriculum initiatives and the needs of students.