Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	438
Per Pupil Expenditures[1]	$18,430
Total Expenditures[1]	$11,869,000

[1] *Expenditure data reflect the 2018-19 school year.*
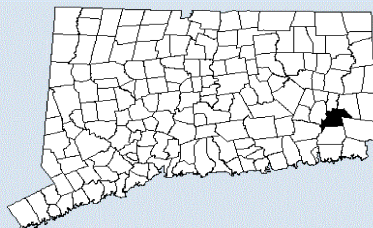
Community Information

[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 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	209	47.7	48.4
Male	229	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	12	2.7	5.2
Black or African American	6	1.4	12.7
Hispanic or Latino of any race	33	7.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	3.7	3.8
White	368	84.0	51.1
English Learners	12	2.7	8.3
Eligible for Free or Reduced-Price Meals	134	30.6	43.3
Students with Disabilities[3]	77	17.6	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	21	10.6	0	0.0
Male	16	7.4	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	31	9.0	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	24	18.2	0	0.0
Students with Disabilities	*	*	0	0.0
District	37	9.0	0	0.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 16

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	28.5
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	4.8
Paraprofessional Instructional Assistants	16.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.9
School Level	1.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	31.0

[1] In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	44	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	24	80.0
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	54	70.1
State		67.8

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

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	2.3	2.0
Emotional Disturbance	7	1.1	1.1
Intellectual Disability	*	*	0.5
Learning Disability	7	1.1	5.7
Other Health Impairment	31	5.1	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	16	2.6	1.8
All Disabilities	82	13.5	15.6

[1] This 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 District[2]

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

[2] This 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]: 2018-19

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$8,076,389	$12,541	$10,923
Support services - students	$465,240	$1,057	$1,277
Support services - instruction	$394,234	$896	$682
Support services - general administration	$463,670	$1,054	$467
Support services - school based administration	$423,084	$962	$1,021
Central and other support services	$164,571	$374	$679
Operation and maintenance of plant	$876,913	$1,993	$1,718
Student transportation services	$1,004,898	$1,585	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$11,869,000	$18,430	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$698,608	23.7	28.5
Instructional Aide Salaries	$507,492	17.3	10.1
Other Salaries	$98,544	3.3	11.1
Employee Benefits	$298,497	10.1	13.0
Purchased Services Other Than Transportation	$96,966	3.3	5.7
Special Education Tuition	$1,076,202	36.6	22.5
Supplies	$12,218	0.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$153,144	5.2	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	$2,941,670	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.8	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	72.3
State	26.1
Federal	1.6
Tuition & Other	0.0

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP 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 Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	9.0%	<=5%	12.2%
	High Needs Students	14.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		91.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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]
Graduation Rate Gap	.	.	.	.	

[1] If 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.
[2] If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Preston Public Schools is committed to caring for students, family, and staff in the challenging times of COVID-19 and always. We are dedicated to promoting the growth and development of all students. In recent years, the district has made significant progress in various policy redesigns, physical plant remodels, and technology purchases focused on improving student outcomes. Preston has established a five-year Evergreen Strategic Plan that places student well-being and academic success at the core of its work. The Strategic Plan is in the process of being modified to move Technology to a top priority, just below student wellness. The district recognizes that without high quality, fully integrated technology, the district cannot provide the necessary learning experience for teachers and the essential tools to teach our educators. Our new Technology Plan will also have to be modified as we adjust to the demands of providing full virtual instruction to all students. Also, several student-oriented directives have been issued, the district has embarked on an in-depth discussion about race, ethnicity, access, and opportunity, and a broad array of policies, procedures, and professional development tasks that emphasize the whole child have been acted on, voted in, or implemented.

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, to drive academic success. Preston is a participant in a national conversation with educational leaders on implementing a comprehensive Social Emotional Learning strategy and has established an internal Social Emotional Learning Team.

The adoption of formative assessment programs such as Direct Reading Assessments, STAR Assessment, 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, the superintendent Facebook page, 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

Preston Public Schools are embedded in a small, relatively homogenous community of just under 5,000 people. The school district population PK-8 is comprised of about 440 students. Preston also cares for approximately 200 high school students that attend surrounding institutions. The district employs a variety of strategies that are designed to reduce racial, ethnic, and economic isolation. We have recently established a community counsel whose charge is to look deeply into race, access, and opportunity. We are engaged with the LEARN Collaborative and its offering: Race, Racism, Equity presentation by Dr. Lee Teitel. The leadership of the district is involved in a text-based discussion using two books: "The Fire Next Time," by James Baldwin and "White Fragility-Why it's so hard for white people to talk about racism," by Robin Diangelo. We use the Equity Tool Kit established by the Connecticut Department of Education for reference and guidance. We also have signed up as a district for access to Yale University's Center for Emotional Intelligence, which includes Dr. Mark Brackett's offer for multiple virtual course offerings on various mental health issues. We have also engaged in Safe Futures professional development.

And we are in the process of reviewing our Strategic Plan to incorporate what we are learning into our future planning.

At the building levels, all students at the middle school level participate in an Advisor-Advisee program. This program provides a supervised venue for discussing various topics, including racial, ethnic, religious, and economic differences.

At the PK -5 level, the school's annual Preston Palooza and 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 in coordination with other activities and professional development noted above.

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. It includes the entire leadership team, the building level administrators, central office, and coordination with the First Selectwoman as a budget planning team member. Budgetary decisions are based upon curriculum initiatives, safety and security priorities, and the needs of students.