

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



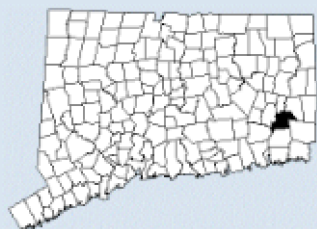
Preston School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	432
Per Pupil Expenditures	\$23,641
Total Expenditures	\$14,823,186

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	206	47.7	48.4
Male	226	52.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	8	1.9	5.2
Black or African American	8	1.9	12.4
Hispanic or Latino of any race	41	9.5	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	3.7	4.8
White	352	81.5	45.1
English Learners/Multilingual Learners	9	2.1	11.3
Eligible for Free or Reduced-Price Meals	128	29.6	44.8
Students with Disabilities	70	16.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	20	10.2	0	0.0
Male	33	15.9	12	5.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	15.8	0	0.0
White	43	13.1	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	27	20.5	*	*
Students with Disabilities	10	14.9	*	*
All Students - District	53	13.1	12	2.7
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Preston School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	34.5
General Education Paraprofessionals	3.0
Special Education Teachers and Instructors	5.0
Special Education Paraprofessionals	15.0
District Central Office Administrators	1.8
School Level Administrators	2.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	2.6
Counselors, Social Workers and School Psychologists	3.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	29.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	2.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	50	98.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	1	2	6.8
Teachers	2	5.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	10	*
Emotional Disability	0	0
Intellectual Disability	*	*
Learning Disability	13	*
Other Health Impairment	29	78.4
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	56	69.1
All Disabilities - State		68.0

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).

District Profile and Performance Report for School Year 2024-25

Preston School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	16	2.7	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	16	2.7	6.5
Other Health Impairment	38	6.5	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	1.2	2.0
All Disabilities	88	14.9	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	27	30.7	8.2
Private Schools or Other Settings	7	8.0	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$8,521,915	\$13,592	\$13,471
Support services - students	\$2,278,321	\$5,131	\$1,826
Support services - instruction	\$516,937	\$1,164	\$972
Support services - general administration	\$854,881	\$1,925	\$568
Support services - school based administration	\$470,666	\$1,060	\$1,274
Central and other support services	\$165,895	\$374	\$761
Operation and maintenance of plant	\$1,000,874	\$2,254	\$2,125
Student transportation services	\$1,013,697	\$1,572	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$14,823,186	\$23,641	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$882,931	18.8	26.4
Instructional Aide Salaries	\$590,877	12.6	10.1
Other Salaries	\$665,517	14.2	10.5
Employee Benefits	\$641,618	13.7	13.3
Purchased Services Other Than Transportation	\$85,698	1.8	6.8
Special Education Tuition	\$1,722,243	36.6	22.8
Supplies	\$53,774	1.1	0.6
Property Services	\$38,672	0.8	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$3,667	0.1	0.2
All Other Expenditures	\$14,565	0.3	0.1
Total	\$4,699,562	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	31.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	74.6
State	21.5
Federal	3.2
Tuition & Other	0.7

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).

District Profile and Performance Report for School Year 2024-25

Preston School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	8	*	8	*	0	N/A
Black or African American	6	*	6	*	*	*
Hispanic or Latino of any race	26	67.8	26	65.5	6	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	9	*	9	*	*	*
White	205	70.8	205	64.9	64	72.7
English Learners/Multilingual Learners	9	*	9	*	*	*
Non-English Learners/Non-Multilingual Learners	249	69.9	249	64.3	*	*
Eligible for Free or Reduced-Price Meals	80	66.6	80	61.7	20	63.2
Not Eligible for Free or Reduced-Price Meals	178	71.9	178	65.8	56	75.2
Students with Disabilities	41	48.7	41	41.6	12	*
Students without Disabilities	217	74.3	217	68.8	64	77.0
High Needs	104	62.5	104	56.5	26	60.4
Non-High Needs	154	75.5	154	69.9	50	78.1
All Students - District	258	70.2	258	64.5	76	72.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	78.8	59.2	63.2	N/A	120	65.8
Curl Up	93.9	95.9	92.1	N/A	120	94.2
Push Up	60.6	73.5	76.3	N/A	120	70.8
Mile Run/PACER	51.5	63.3	78.9	N/A	120	65.0
All Tests - District	39.4	40.8	42.1	N/A	120	40.8
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Preston School District

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.2	75	46.8	50	93.7	64.7
ELA Performance Index	High Needs Students	62.5	75	41.7	50	83.4	54.9
Math Performance Index	All Students	64.5	75	43.0	50	86.0	61.1
Math Performance Index	High Needs Students	56.5	75	37.7	50	75.3	50.6
Science Performance Index	All Students	72.0	75	48.0	50	96.1	62.6
Science Performance Index	High Needs Students	60.4	75	40.3	50	80.6	52.1
ELA Academic Growth	All Students	54.7%	100%	54.7	100	54.7	60.6%
ELA Academic Growth	High Needs Students	49.5%	100%	49.5	100	49.5	55.7%
Math Academic Growth	All Students	59.8%	100%	59.8	100	59.8	62.3%
Math Academic Growth	High Needs Students	58.8%	100%	58.8	100	58.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	13.1%	<=5%	33.8	50	67.5	17.2%
Chronic Absenteeism	High Needs Students	18.5%	<=5%	23.1	50	46.2	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	92.5%	94%	49.2	50	98.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	40.8%	75%	27.2	50	54.4	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				613.5	900	68.2	

Physical Fitness Estimated Participation Rate - District: 95.2% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	62.5	12.5	16.9	N
Math Performance Index Gap	69.9	56.5	13.5	18.4	N
Science Performance Index Gap	75.0	60.4	14.6	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.6
ELA	High Needs Students	99.1
Math	All Students	99.6
Math	High Needs Students	99.1
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

Preston School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Preston Public Schools is committed to creating a learning environment that is caring and welcoming for students, families, and staff. We are dedicated to promoting the growth and development of all students and providing them as many options as possible to explore, take risks, reflect, and learn. The district has made significant progress over the last several years in a broad array of tasks. We have conducted several full policy reviews, acted on capital improvement bonds that have allowed us to enhance instructional spaces, create a more secure physical environment, and expand our technology capacity. Recently, we have been able to purchase and implement two completely new curricula in reading and math that are already beginning to show performance results.

Over the last few years, we have acknowledged from the outset that there is almost nothing routine or normal about what we are dealing with in society, in our learning community, and as individuals. The most normal part of our days may be our care, concern, and dedication to the children of our community. Budget decisions, along with a myriad of other plans and expectations, are not made in a vacuum. In Preston, this commitment and concern are found in informal but vital community standards that are embedded into the fabric of our lives. For schools, this means an expectation that our students are safe, that our students enjoy smaller class sizes so that teachers can pay more attention to their needs, and that when our students leave our schools, they are, by and large, successful in high school and in life.

In FY 25 and beyond, nothing is more important than maintaining staffing and creating programs that support students and staff for recovery from the remaining impact of the pandemic, as well as advancing their learning. This message has been consistent for the last few years and will continue to be a priority in the future. We are obligated at the outset to recognize the substantial and continued disruption that COVID-19 and other respiratory diseases have caused to our community, families, staff, and children. Our emphasis must continue to be on how to move forward in as safe a manner as possible while doing whatever we can to provide and improve our learning community's educational experience. Our shared experience has reinforced the need to focus on well-being, mental health, rational thinking, equitable access, academic recovery, and academic advancement.

Core to our organizational structure is the new Preston Joint Strategic Plan that is being developed between the school district and the town. We are thrilled that we will be working as an entire community on the wellness and success of the schools and the town. The Joint Planning document will integrate existing documents, such as our technology plan, along with multiple town plans, into one comprehensive plan that will be pursued through 2030. The Board of Education has also continued work with its policy and communication committees, and our finance office has initiated the next level of ClearGov implementation.

As part of our planning and action, we have also initiated a report card remodel discussion, a curriculum audit, a redesign of our gifted and talented rubric, and an effort to reemphasize data-driven instructional design. We are also steadily improving chronic absenteeism, which has greatly improved.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Preston Public Schools are embedded in a small, relatively homogenous community of approximately 4,800 people. The school district population PreK to 8 is comprised of about 445 students. Preston also cares for approximately 201 high school students that attend surrounding institutions. The district employs a variety of strategies that are designed to reduce racial, ethnic, and economic isolation. The pandemic disrupted our efforts to examine race, access, and opportunity. However, we recently reactivated and reignited this work with an equity audit. We are engaged with the LEARN Collaborative and its offering: Race, Racism, Equity presentation by Dr. Lee Teitel. We use the Equity Tool Kit established by the Connecticut Department of Education for reference and guidance. We also made available Yale University's Center for Emotional Intelligence work, which includes Dr. Mark Brackett's offer for multiple virtual course offerings on various mental health issues. Recently, we have furthered our efforts by engaging Dr. Linda D'Arcy and Kevin Booker, Jr. to move our efforts forward.

At the building level, 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. We have active Unified Clubs and we have reinitiated a student government and leadership team at the elementary and middle school levels. Middle school students prepare Personal Interest Projects (PIP) and participate in What I Need (WIN) weekly.

At the PreK -5 level, much of our traditional activities were lost during the pandemic. The school's annual Preston Palooza and Thanksgiving Food Drive are events that engage virtually every student in appreciating the needs of those who are economically challenged and less fortunate. They did not occur due to COVID, but they were restarted to great success. Preston Palooza is the largest single yearly event in Town. School assemblies also took place throughout the year at both schools.

We offered free meal picks for all students throughout the pandemic and we are advocates for continued free lunch in perpetuity. The district continues to expand shared services among towns and with our local districts.

District Profile and Performance Report for School Year 2024-25

Preston School District

Equitable Allocation of Resources among District Schools

Every effort is made to equalize the distribution of resources through the budgetary process and administrative protocols. Several budget process innovations include business case defense of innovation, “acceptable risk,” building based budget allocation, and budget linkage to the strategic plan are being enhanced by the new ClearGov software. 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, the central office, union leadership, staff, and coordination with the First Selectwoman as a budget planning team member. Budgetary decisions are based on curriculum initiatives, safety and security priorities, mental health and wellness, and the overall needs of students.

The priorities describe actions that move the district toward a higher standard of practice and bolster the moral imperative of supporting our families, staff, students, and community. We are proud to be an integral part of Preston's outstanding community.

The Voyages Summer Program offering remains crucial for our students who have worked bravely through the pandemic.

District Profile and Performance Report for School Year 2024-25

Preston School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.