

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

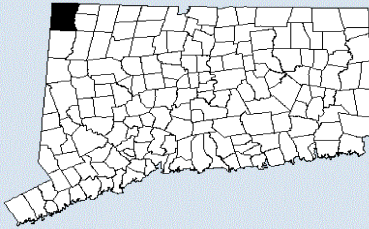


Salisbury School District

860-435-9871 • <http://www.salisburycentral.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	274
Per Pupil Expenditures ¹	\$24,526
Total Expenditures ¹	\$6,425,822

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	144	52.6	48.3
Male	130	47.4	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	19	6.9	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	22	8.0	2.7
White	223	81.4	55.9
English Learners	7	2.6	6.4
Eligible for Free or Reduced-Price Meals	34	12.4	38.0
Students with Disabilities ¹	28	10.2	13.7

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	* *	* *
Male	* *	* *
Black or African American	0 *	0 *
Hispanic or Latino	* *	0 *
White	* *	9 4.1
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	* *	0 0.0
Students with Disabilities	* *	0 0.0
District	11 4.4	9 3.3
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

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.

District Profile and Performance Report for School Year 2015-16

Salisbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	32.2
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	5.3
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.0

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	46	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	9.4

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	8	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	24	88.9
State		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

Salisbury School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	9	3.5	4.6
Other Health Impairment	*	*	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	3.5	1.9
All Disabilities	29	11.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,874,717	14,193	9,387
Instructional Supplies and Equipment	81,892	300	318
Improvement of Instruction and Educational Media Services	196,504	720	541
Student Support Services	203,299	745	1,048
Administration and Support Services	590,930	2,165	1,790
Plant Operation and Maintenance	975,900	3,575	1,608
Transportation	493,243	1,363	845
Costs of Students Tuitioned Out	2,050	N/A	N/A
Other	7,287	27	194
Total	6,425,822	24,526	15,762

Additional Expenditures

Land, Buildings, and Debt Service	126,577	464	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	535,875	51.7	35.1
Noncertified Personnel	143,456	13.8	14.5
Purchased Services	40,869	3.9	5.5
Tuition to Other Schools	2,050	0.2	21.6
Special Ed. Transportation	89,169	8.6	8.3
Other Expenditures	225,753	21.8	15.0
Total Expenditures	1,037,172	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.1	95.0
State	2.2	2.3
Federal	2.4	2.4
Tuition & Other	0.3	0.3

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).

District Profile and Performance Report for School Year 2015-16

Salisbury 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., 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	10	*	10	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	*	*
White	130	82.0	130	75.5	42	66.2
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	51	66.9
Eligible for Free or Reduced-Price Meals	21	74.6	21	66.8	*	*
Not Eligible for Free or Reduced-Price Meals	139	83.1	139	77.0	*	*
Students with Disabilities	22	60.6	22	52.9	6	*
Students without Disabilities	138	85.3	138	79.3	45	69.4
High Needs	39	67.3	39	60.0	7	*
Non-High Needs	121	86.7	121	80.7	44	69.6
District	160	81.9	160	75.7	51	66.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	*	55.3	53.8	N/A	83	51.8
Curl Up	*	68.4	80.8	N/A	83	69.9
Push Up	*	76.3	88.5	N/A	83	77.1
Mile Run/PACER	*	73.7	88.5	N/A	83	74.7
All Tests - District	*	31.6	42.3	N/A	83	34.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Salisbury School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	81.9	75	50.0	50	100.0	67.7
	High Needs Students	67.3	75	44.9	50	89.7	56.7
Math Performance Index	All Students	75.7	75	50.0	50	100.0	61.4
	High Needs Students	60.0	75	40.0	50	80.0	49.9
Science Performance Index	All Students	66.9	75	44.6	50	89.2	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	62.4%	100%	62.4	100	62.4	63.8%
	High Needs Students	57.9%	100%	57.9	100	57.9	58.3%
Math Academic Growth	All Students	76.0%	100%	76.0	100	76.0	65.0%
	High Needs Students	73.6%	100%	73.6	100	73.6	57.4%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.0%	<=5%	46.0	50	91.9	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.5% 34.9%	75%	23.3	50	46.6	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				618.6	800	77.3	

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	67.3	7.7	16.5	
Math Performance Index Gap	75.0	60.0	15.0	18.9	
Science Performance Index Gap	69.6	N/A	.	17.2	
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	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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: 62.4

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

Salisbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The staff at Salisbury Central School continuously strives to improve the quality of education provided to all students. Most recently, efforts for school improvement in the area of special education have focused on collecting more accurate data to support intervention strategies. Teachers have learned through professional development as well as their own research, about how to assess and then target the improvement of specific student skill deficits based on assessment data. STAR Renaissance, classroom assessments as well as specialized skill and cognitive assessments are used for this purpose. Classroom teachers closely collaborate with special education teachers throughout this process and then work together to craft instructional plans that strengthen student skills thereby improving their access to the curriculum.

Because Salisbury Central is a relatively small school in a close-knit community; the staff enjoys an excellent working relationship with parents. Teachers are in constant communication with families about student progress. Teachers write weekly newsletters, post information on their websites and use email and other electronic media to communicate with parents. In addition to the usual school events such as information nights and open house, Salisbury Central has introduced student-led conferences as a means of strengthening the connection among parents, teachers and students with regard to learning and the development of strong work habits to support that learning.

As to supporting students working at home on learning activities, Salisbury Central School staff members feel that reading is the most important activity to be undertaken by students after school. Students can check out books from the library and then read them with family members and engage in discussion about what they are reading. The teachers also post resources on their website that include learning games and activities that students can play with their families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Although Salisbury Central School is located in a rural corner of Northwest Connecticut, it is committed to broadening the exposure of its students to people and places from other cultures whether in our own country or around the world. Our curriculum is rich with literature from many cultures. Current events from around the world are a frequent source of interesting class discussion in all grades. Students from the Hotchkiss School (who come from all over the world) frequently visit and share their insights with Salisbury Central Students. Salisbury Central has a vibrant Spanish program that begins in first grade. Students in the upper grades are able to communicate via Skype with students in Peru and Spain. Other opportunities to reduce isolation come in the form of field trips. The third grade class visits Ellis Island as part of a unit of study about immigration. Prior to their visit, the students learn about the cultures of the early immigrant families and study how the immigrant experience helps to shape the development of the United States. Finally, the School's EL population is steadily rising to include students from the Congo, China, Syria and many countries in Latin America. These students all share experiences from their homelands with the rest of the student population.

District Profile and Performance Report for School Year 2015-16

Salisbury School District

Equitable Allocation of Resources among District Schools

Salisbury Central is a one-school district. The Town of Salisbury is extremely supportive of the School and is therefore generous with its allocation of funds. Staffing numbers are consistent with the need to provide a high quality education to all students. Town funds also sufficiently support textbooks, supplies, field trips and other student activities. The purchase and use of technology continues to grow. Teachers are being trained in the effective use of technology and are given time to work collaboratively and share their expertise. Electronic whiteboards, notebooks, laptops and iPads are readily available to assist student learning. The community also ensures the excellent maintenance and safety of the school campus.