

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



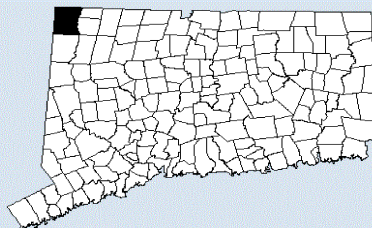
Salisbury School District

Dr. Pamela Vogel, Superintendent • 860-435-9871 • <http://www.salisburycentral.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	284
Per Pupil Expenditures ¹	\$24,428
Total Expenditures ¹	\$7,035,207

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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	143	50.4	48.4
Male	141	49.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	10	3.5	12.7
Hispanic or Latino of any race	20	7.0	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	22	7.7	3.8
White	228	80.3	51.1
English Learners	11	3.9	8.3
Eligible for Free or Reduced-Price Meals	72	25.4	43.3
Students with Disabilities ³	29	10.2	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	10	7.5	0	0.0
Male	11	8.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	19	9.0	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	16.9	*	*
Students with Disabilities	*	*	0	0.0
District	21	8.0	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

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.

District Profile and Performance Report for School Year 2019-20

Salisbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	31.3
Paraprofessional Instructional Assistants	6.3
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	4.8
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
School Level	1.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.9
Counselors, Social Workers and School Psychologists	1.8
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	10.3

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

	Count	District Percent of Total (%)	State 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	46	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	8	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	19	86.4
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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	8	3.0	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	3.4	1.8
All Disabilities	27	10.3	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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$4,426,233	\$15,369	\$10,923
Support services - students	\$236,163	\$823	\$1,277
Support services - instruction	\$398,808	\$1,390	\$682
Support services - general administration	\$341,226	\$1,189	\$467
Support services - school based administration	\$300,880	\$1,048	\$1,021
Central and other support services	\$8,494	\$30	\$679
Operation and maintenance of plant	\$814,297	\$2,837	\$1,718
Student transportation services	\$501,713	\$1,378	\$1,288
Food services	\$7,393	\$26	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$7,035,207	\$24,428	\$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	\$609,498	46.2	28.5
Instructional Aide Salaries	\$6,103	0.5	10.1
Other Salaries	\$228,052	17.3	11.1
Employee Benefits	\$299,119	22.7	13.0
Purchased Services Other Than Transportation	\$73,000	5.5	5.7
Special Education Tuition	.	.	22.5
Supplies	\$6,088	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$91,611	6.9	8.0
Equipment	\$5,819	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$1,319,290	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.8	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	97.7
State	0.2
Federal	2.1
Tuition & Other	.

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).

District Profile and Performance Report for School Year 2019-20

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.

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 Proficient¹

	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	8.0%	<=5%	12.2%
	High Needs Students	13.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	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](#)

District Profile and Performance Report for School Year 2019-20

Salisbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Salisbury Central School is always focused on improving the quality of education provided for all students. School improvement efforts in the area of special education continue to focus on data collection and tiered interventions. Teachers track data using STAR, AimsWeb, iReady, classroom assessments, and cognitive assessments. In an effort to give this important work the time it requires, grade level data teams were scheduled every two weeks to review student achievement, share strategies, and modify supports as needed. The Special Education and Response to Intervention team meet regularly as well. Professional learning remains focused on assessment, positive behavior strategies, and personalized learning in order to meet the needs of diverse learners. Classroom teachers and special education teachers collaborate frequently on instructional strategies.

SCS knows that regular attendance is critical for success at school. Families are asked to inform the school of pre-planned absences so that student work can be gathered ahead of time. Absences are only excused if they meet the state guidelines. Families receive a letter if absences grow beyond what is allowed. Meetings are held with the principal, nurse, guidance counselor, and teacher(s) to help support families that have high numbers of absences or tardies.

SCS staff work closely with families and community members. Teachers are in constant communication with families about student progress. Teachers write weekly newsletters, post information on a platform called Seesaw, and use email and other media to communicate with parents. SCS has current information available through the school website and social media pages. SCS conducted live and virtual student-involved conferences in EK-8 as a means of strengthening communication between parents, teachers and students. The school principal is available to conference with families as well. In addition to Open House, the school held an Evening of the Arts Showcase, STEAM night, Middle School Parent Partnership, and Math & Muffins parent coffee hour as ways to involve stakeholders.

SCS continues to find new ways to support students working at home on learning activities. Teachers post resources on classroom webpages, Seesaw, and Google Classroom that include learning games and activities that students can play with their families. Teachers send home practice and formative work to strengthen skills while at home. One focus this year was on independent reading. Once again, the school joined with the local library and enrichment program to provide a "Two Books, One School" summer reading program for K-8 families. Books were provided for all students and staff. The culminating activities included Skype author visits and a celebration of reading ice cream social. The SCS English Language Arts professional learning committee organized the annual celebration of "Read Across America Week" that included recognitions for reading done at home. Students are always encouraged to check out books to read with family members. A second focus area this year was on STEAM activities. A new in school math and science enrichment program (MASE) was added for grades 1-5. The STEM professional learning committee organized a STEAM week including many take home activities, a STEAM night for families, and a parent coffee hour focused on our mathematics curriculum.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Salisbury Central School is located in a rural corner of Northwest Connecticut. Therefore, it is critical for the school to expose students to people, places, and cultures within our country and around the world. Both the English Language Arts and Social Studies curriculum are rich with diverse cultures. Grades 5-8 participate in The Global Read Aloud as one way to connect with students from other parts of the country and world. Current events from around the world are a frequent source of class discussion in all grades. SCS often partners with students from the local private schools (both have students from all over the world) to share their insights, projects, and activities. Salisbury Central's Spanish program begins in first grade. Students in the upper grades are able to communicate with students in Peru and Spain. SCS field trips are designed to broaden student experiences and reduce isolation. While the early closure canceled several trips, normal yearly travel includes Washington DC, New York City, Boston and other parts of Connecticut. The school's EL population is steadily rising to include students who speak French, Arabic, Chinese, and Spanish. These students all share experiences from their homelands with the rest of the student population. The SCS leadership has been working on ways to promote diversity, inclusion and acceptance for students and staff. Professional learning opportunities are scheduled for the coming year related to these topics.

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Equitable Allocation of Resources among District Schools

Salisbury Central School is a one-school district that is generously supported by the town of Salisbury. Staffing is consistent with the needs of providing high quality teaching and learning to over 300 students. Funds have been allocated to allow increases in intervention and enrichment opportunities as needed. Funds are sufficient for textbooks, supplies, field trips, technology, and student activities. The Town has supported investments to allow for needed improvements to both buildings and to ensure the safety, maintenance, and beautification of the entire school campus.