

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



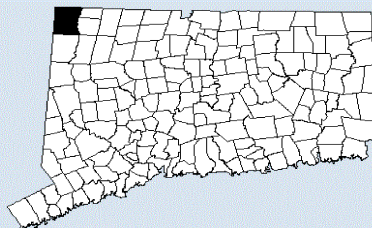
Salisbury School District

Ms. Patricia Chamberlain, Superintendent • 860-435-9871 • <http://www.salisburycentral.org>

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	280
Per Pupil Expenditures ¹	\$20,212
Total Expenditures ¹	\$6,104,112

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	141	50.4	48.3
Male	139	49.6	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	19	6.8	21.2
Pacific Islander	0	0.0	0.0
White	222	79.3	58.4
Two or More Races	27	9.6	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	43	15.4	37.3
Students with Disabilities ¹	33	11.8	12.8

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	*	*	*	*
White	9	4.3	*	*
English Language Learners	0	0.0	0	*
Eligible for Free or Reduced-Price Meals	6	16.2	*	*
Students with Disabilities	*	*	*	*
District	11	4.2	*	*
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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.

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Salisbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	32.6
Paraprofessional Instructional Assistants	3.8
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	6.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.0
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 (%)
Asian	1	2.2	1.0
Black or African American	0	0	3.5
Hispanic	1	2.2	3.6
Native American	0	0	0.1
White	43	95.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	18	62.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	12	4.5	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	8	3.0	1.9
All Disabilities	31	11.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,754,383	12,150	8,769
Instructional Supplies and Equipment	63,803	206	275
Improvement of Instruction and Educational Media Services	164,695	533	487
Student Support Services	299,939	971	965
Administration and Support Services	579,433	1,875	1,600
Plant Operation and Maintenance	714,344	2,312	1,472
Transportation	457,973	1,105	786
Costs of Students Tuitioned Out	67,402	N/A	N/A
Other	2,140	7	178
Total	6,104,112	20,212	14,642

Additional Expenditures

Land, Buildings, and Debt Service	126,577	410	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	492,618	48.4	35.6
Noncertified Personnel	125,211	12.3	14.5
Purchased Services	64,723	6.4	5.0
Tuition to Other Schools	67,402	6.6	21.4
Special Ed. Transportation	72,116	7.1	8.5
Other Expenditures	196,751	19.3	14.9
Total Expenditures	1,018,821	100.0	100.0
PK-12 Expenditures Used for Special Education		16.7	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.2	94.2
State	3.5	2.4
Federal	3.0	3.0
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 2013-14

Salisbury School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	76.2	78.6	80.7	79.3	.	.	.	.
Students with Disabilities	58.6	58.5	60.4	60.5	.	.	.	.
High Needs	69.6	72.7	73.9	71.7	.	.	.	.
District	89.1	90.2	92.1	91.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	91.3	89.7	80.6	106	87.7
Curl Up	52.2	69.0	74.2	106	63.2
Push Up	60.9	75.9	67.7	106	67.0
Mile Run/PACER	80.4	89.7	87.1	106	84.9
All Tests - District	37.0	55.2	58.1	106	48.1
All Tests - State	50.2	50.7	50.3		51.1

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.

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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 our students. The faculty has embraced the Common Core State Standards and is working to align curriculum in all subject areas. Salisbury Central School has also worked in conjunction with the Region 1 administration and schools to implement processes based on Scientific Research-Based Interventions (SRBI) and Response to Intervention (RTI) according to State guidelines. In addition to a more accurate identification of students who require special education, these efforts have yielded a better coordinated, more comprehensive high-quality system of education for all students. Salisbury Central School has always provided outstanding services for its students who receive special education support. It has a veteran trained staff who collaborate well with the general education staff. The special education teachers also receive continuous professional training and development to ensure that they are keeping abreast of the best practices in each area of specialty. Salisbury Central has also increased its investment in assistive technology in the form of iPads and apps to help support the needs of its special education students. Salisbury Central School does not have issues with truancy but closely monitors attendance and quickly communicates with families with regard to unexcused absences. Salisbury Central School has always had extremely strong ties to the parent community. The teachers all communicate regularly with parents via their web pages, email, telephone conversations and meetings. Parents are always welcome to come to classrooms to act as helpers in the lower grades. Student musical and dramatic performances are always extremely well attended as are parent-teacher conferences in the spring and the fall. Teachers regularly publish (on teacher web pages) learning activities that parents and students can work on together at home. The school has a strong PTO that works closely with the administration and faculty to coordinate its fund-raising efforts with school needs. Finally, this year, the faculty and the administration will work together with parents to draft a new vision for the school that is consistent with Salisbury Central School's goals for student learning in the early 21st Century.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Although Salisbury Central School is located in the rural corner of northwest Connecticut, it is committed to broadening the exposure of our 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 the middle school grades. Other opportunities to reduce isolation come in the form of field trips. The third grade class visits Ellis Island as part of a unit on immigration. Prior to their visit students learn about the cultures of a variety of countries from around the world. Our Spanish program begins in first grade continues through eighth grade. In addition to learning the Spanish language, students are exposed to the culture of a variety of Spanish-speaking nations. Students in grades four through six Skype and write letters to sister schools in Peru. Our eighth grade students visit a traditional Mexican restaurant to experience cultural aspects of Mexico and use their Spanish in a real-world situation. The school frequently receives visitors from China and Nepal due to its relationship with private schools in the areas who have contacts with people from those countries. Though the town may seem isolated, the school staff places a priority on bringing the world to its students.

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Equitable Allocation of Resources among District Schools

Salisbury Central is a one-school district; thus most of its support comes directly from the towns of Salisbury and Lakeville. However, it is part of Region One and shares resources for Pupil Services as well as Central Office Services. Resources for pupil services are allocated according to State guidelines and depend on the current caseload in any given year. The Central Office provides supervisory and budgetary oversight, but does not provide any student resources to the school. Salisbury Central School students attend Housatonic Valley Regional High School.