

**STRATEGIC SCHOOL PROFILE 2007-08**

Single Elementary School District Edition

**Salisbury Central School****Salisbury School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Litchfield

Town Population in 2000: 3,977

1990-2000 Population Growth: -2.8%

Number of Public Schools: 1

Per Capita Income in 2000: \$38,752

Percent of Adults without a High School Diploma in 2000\*: 12.1%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.8%

District Enrollment as % of Estimated Student Population: 82.8%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: PK- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 307

5-Year Enrollment Change: -10.0%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	25	8.1	10.3	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	0.8	7.3
Students Identified as Gifted and/or Talented	12	3.9	2.0	2.3
Students with Disabilities	40	13.0	11.8	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	22	59.5	82.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	279	94.9	94.5	86.8
Homeless	0	0.0	0.0	0.2

## PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	909	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	24	31
Computer Education	45	17
English Language Arts	302	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills*	18	18
Mathematics	180	199
Music	24	33
Physical Education	34	40
Science	121	97
Social Studies	121	92
Technology Education	0	1
World Languages	20	10

\*Interdisciplinary Approach

**Type of Kindergarten:** This school offers full-day kindergarten.

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	46.7	31.2
World Language	46.7	46.4

Average Class Size	School	DRG	State
Kindergarten	18.0	15.7	18.1
Grade 2	11.7	16.8	19.3
Grade 5	15.0	19.9	20.9
Grade 7	11.7	19.6	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.8	7.1
% of Gifted and/or Talented Students Who Received Services	0.0	42.6	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.5	80.3	79.1

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	1.7	3.0	3.4
% of Computers with Internet Access	100.0	97.6	98.3
% of Computers that are High or Moderate Power	100.0	92.3	91.7
# of Print Volumes Per Student*	65.5	34.2	27.7
# of Print Periodical Subscriptions	40	15	16

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

## DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education: Teachers and Instructors	32.10
Paraprofessional Instructional Assistants	2.88
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	5.12
Library/Media Specialists and Assistants	1.88
Administrators, Coordinators, and Department Chairs	
District Central Office	0.50
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.75

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	17.4	15.0	13.2
% with Master's Degree or Above	86.1	81.0	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	6.5	8.9	8.7
% Assigned to Same School the Previous Year	91.7	78.5	72.5

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

### HOME AND SCHOOL COMMUNICATION AND SUPPORT

Salisbury Central School is very involved with the surrounding community. The school communicates with the public through a variety of methods including: school and teacher web pages; monthly school newsletters; weekly folders for school related notes and teacher-home communication (Friday Folders); grade level informational meetings held in September; Fall Open House; and parent-teacher conferences.

Our PTO (Parent Teacher Organization) holds monthly meetings to facilitate communication between home and school.

The Salisbury Central School Educational Enrichment Fund continues to be popular and effective. This privately funded program, better known as S.O.A.R. (Seek Originate Aim Reach), offers many opportunities during the spring and fall for our students to participate in activities outside of the regular school day.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	5	1.6
Black	11	3.6
Hispanic	8	2.6
White	283	92.2
Total Minority	24	7.8

**Percent of Minority Professional Staff:** 2.2%

**Non-English Home Language:** 0.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

#### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Salisbury Central School 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 third grade visits the Mashantucket Pequot Museum to learn about the culture and lifestyles of the Northeastern Native American Tribes. The third grade also 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. Our middle school students visit a traditional Mexican restaurant to experience cultural aspects of Mexico and to use their Spanish in a real-world situation.

In preparation for the 2008 Summer Olympics our school used its annual field day event as an opportunity to expose students to world cultures. Students K-8 were reorganized into teams that were associated with individual countries. Each team researched its country to find out more about the location, geography, and culture of the country. The Salisbury Central School Educational Enrichment Fund also brought programs in the fall and spring that included but were not limited to classes such as "World Games." Students learned about traditional games that children play in other cultures around the world.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	41.9	33.8	70.1
Grade 6	59.1	35.4	90.9
Grade 8	46.2	37.0	74.2

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.3	52.0	85.3
Writing	87.0	63.4	98.2
Mathematics	83.0	60.0	89.0
Grade 4 Reading	80.6	55.9	93.0
Writing	77.4	62.9	71.7
Mathematics	74.2	60.3	66.0
Grade 5 Reading	86.7	62.2	93.2
Writing	83.3	64.5	83.3
Mathematics	86.7	65.9	87.7
Science	90.0	54.9	99.4
Grade 6 Reading	82.6	66.3	73.2
Writing	60.9	61.9	35.1
Mathematics	78.3	66.4	61.9
Grade 7 Reading	89.5	71.1	87.7
Writing	76.3	62.0	69.7
Mathematics	76.3	63.0	63.2
Grade 8 Reading	68.8	64.8	41.5
Writing	53.1	63.4	20.8
Mathematics	78.1	60.8	71.1
Science	84.4	58.6	89.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	97.1	96.4

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 4 students were responsible for these incidents. These students represent 1.2% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	9	0

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	32
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	1	0.3	0.7	0.7
Learning Disability	15	5.1	3.9	4.0
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	4	1.4	0.7	1.0
Speech Impairment	5	1.7	3.0	2.4
Other Health Impairment*	2	0.7	1.9	2.1
Other Disabilities**	5	1.7	0.7	0.9
Total	32	10.8	11.2	11.5

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	0	0.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	26	81.3	74.4	71.6
40.1 to 79.0 Percent of Time	6	18.8	18.8	16.6
0.0 to 40.0 Percent of Time	0	0.0	6.8	11.8

**Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal.** The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	33.3	20.4	79.6	62.1
Writing	23.8	19.3	74.5	63.0
Mathematics	28.6	22.6	79.6	62.7
Science	N/A	N/A	87.1	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

<b>Participation in State Assessments of Students with Disabilities Attending District Schools</b>		
CMT	% Without Accommodations	33.3
	% With Accommodations	66.7
	% Assessed Using Skills Checklist	0.0

### **DISTRICT EXPENDITURES AND REVENUES, 2006-07**

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> (in 1000s)	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>Elementary Districts</b>	<b>DRG</b>	<b>State</b>
Instructional Staff and Services	\$3,178	\$10,218	\$7,141	\$6,656	\$7,159
Instructional Supplies and Equipment	\$140	\$450	\$314	\$302	\$266
Improvement of Instruction and Educational Media Services	\$177	\$568	\$219	\$364	\$429
Student Support Services	\$198	\$638	\$732	\$810	\$761
Administration and Support Services	\$514	\$1,652	\$1,370	\$1,264	\$1,271
Plant Operation and Maintenance	\$620	\$1,992	\$1,146	\$1,301	\$1,322
Transportation	\$351	\$756	\$575	\$622	\$601
Costs for Students Tuitioned Out *	\$0	N/A	N/A	N/A	N/A
Other	\$9	\$27	\$62	\$154	\$145
<b>Total*</b>	<b>\$5,185</b>	<b>\$16,461</b>	<b>\$12,187</b>	<b>\$11,756</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$352	\$1,132	\$1,737	\$1,899	\$1,882

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$7,298; Tuition Costs, \$1,934.

Total town expenditures per pupil for PK-12 are \$16,548.

#### **Special Education Expenditures**

Total Expenditures	\$659,159
Percent of Total PK-12 Expenditures Used for Special Education	12.7%

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
Including School Construction	93.2	3.7	2.9	0.2
Excluding School Construction	94.8	1.9	3.1	0.2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

**SCHOOL IMPROVEMENT PLANS AND GOALS**

The staff at Salisbury Central School continues to make progress in working toward the integration of technology into the classroom. Use of technology during instruction as well as providing students with opportunities to demonstrate their skills in technology are a priority. All students in the middle school work on technology-integrated learning activities on a regular basis, some of which are added to their middle school technology portfolios.

The Salisbury Central School Wellness Committee continues to be an active part of our school community. The Committee requests input from staff, students, parents, and the community and actively promotes lifelong wellness practices for our students. During the 2007-2008 school year the Wellness Committee researched the feasibility of a breakfast program.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Salisbury Central School continues to offer opportunities to learn both in and out of their classrooms. The school is fortunate to have strong support from members of our families and from those in our community.

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