Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Salisbury School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	287
Per Pupil Expenditures[1]	$22,909
Total Expenditures[1]	$6,872,692

[1]*Expenditure data reflect the 2017-18 school year.*
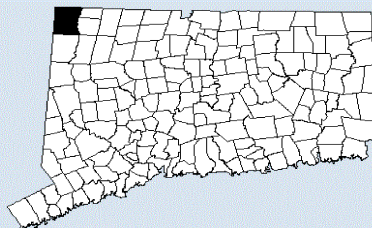
Community Information

[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 2018-19 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, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	150	52.3	48.4
Male	137	47.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	9	3.1	12.8
Hispanic or Latino of any race	17	5.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	22	7.7	3.6
White	231	80.5	52.4
English Learners	9	3.1	7.6
Eligible for Free or Reduced-Price Meals	77	26.8	42.1
Students with Disabilities[3]	29	10.1	15.4

[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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	14.3	*	*
Students with Disabilities	*	*	*	*
District	18	6.6	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	31.3
Paraprofessional Instructional Assistants	5.2
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
School Level	1.4
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	0.9
Other Staff Providing Non-Instructional Services/Support	10.0

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	44	97.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	8	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	23	88.5
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	8	3.0	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	10	3.8	1.8
All Disabilities	27	10.2	15.0

[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 District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	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 Expenditures:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$4,521,567	$15,072	$10,545
Support services - students	$238,912	$802	$1,373
Support services - instruction	$257,745	$865	$644
Support services - general administration	$223,678	$751	$462
Support services - school based administration	$293,089	$984	$1,007
Central and other support services	$32,051	$108	$671
Operation and maintenance of plant	$773,801	$2,597	$1,629
Student transportation services	$506,762	$1,432	$1,231
Food services	$25,088	$84	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$6,872,692	$22,909	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$571,291	44.0	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	$222,830	17.2	10.4
Employee Benefits	$277,815	21.4	13.0
Purchased Services Other Than Transportation	$102,660	7.9	5.5
Special Education Tuition	.	.	22.6
Supplies	$4,220	0.3	0.6
Property Services	$27,814	2.1	0.4
Purchased Services For Transportation	$85,887	6.6	8.0
Equipment	$4,874	0.4	0.2
All Other Expenditures	.	.	0.1
Total	$1,297,391	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.9	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	97.7
State	0.1
Federal	2.2
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).

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
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	*	*
White	133	81.7	133	70.4	42	76.6
English Learners	11	*	11	*	*	*
Non-English Learners	162	82.2	162	70.8	*	*
Eligible for Free or Reduced-Price Meals	50	72.6	50	60.9	10	*
Not Eligible for Free or Reduced-Price Meals	123	85.2	123	74.5	44	79.7
Students with Disabilities	18	*	18	*	*	*
Students without Disabilities	155	83.5	155	72.8	*	*
High Needs	63	73.0	63	61.9	14	*
Non-High Needs	110	86.4	110	75.5	40	81.7
District	173	81.5	173	70.6	54	76.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	50.0	65.6	59.3	N/A	87	58.6
Curl Up	96.4	87.5	92.6	N/A	87	92.0
Push Up	89.3	87.5	88.9	N/A	87	88.5
Mile Run/PACER	78.6	78.1	81.5	N/A	87	79.3
All Tests - District	42.9	50.0	55.6	N/A	87	49.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.5	75	50.0	50	100.0	67.7
	High Needs Students	73.0	75	48.7	50	97.4	58.1
Math Performance Index	All Students	70.6	75	47.0	50	94.1	63.1
	High Needs Students	61.9	75	41.2	50	82.5	52.7
Science Performance Index	All Students	76.8	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	71.0%	100%	71.0	100	71.0	59.9%
	High Needs Students	75.3%	100%	75.3	100	75.3	55.1%
Math Academic Growth	All Students	63.4%	100%	63.4	100	63.4	62.5%
	High Needs Students	61.2%	100%	61.2	100	61.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.6%	<=5%	46.8	50	93.6	10.4%
	High Needs Students	12.9%	<=5%	34.2	50	68.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		88.0%	94%	46.8	50	93.6	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.7% | 49.4%	75%	33.0	50	65.9	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**668.5**	**850**	**78.7**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	73.0	2.0	15.4	
Math Performance Index Gap	75.0	61.9	13.1	17.6	
Science Performance Index Gap	75.0	.	.	16.1	
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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.9
	High Needs Students	98.5
Math	All Students	98.9
	High Needs Students	98.5
Science	All Students	96.6
	High Needs Students	.

[3]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: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Salisbury Central School is always working to improve the quality of education provided for all students. Efforts for school improvement in the area of special education have focused on collecting accurate data and improving tiered interventions. Teachers track data using STAR Renaissance, AimsWeb, classroom assessments, and specialized skill and cognitive assessments. Data teams meet three times per year to review all student achievement. The Special Education and Response to Intervention team meet weekly. Professional development this year was focused on assessment, executive functioning skills, and personalized learning in order to meet the needs of diverse learners. Classroom teachers collaborate with special education teachers to on strategies and instruction.

Salisbury Central follows the state guidelines for attendance. Families are asked to inform the school of pre-planned absences so that student work can be collected. Absences are only excused if they meet the state guidelines. Families receive a letter if a student has missed too many days of school. Meetings are held with the principal, nurse, guidance counselor, and teacher to help support families that have high numbers of absences or tardies.

Salisbury Central staff are proud of their excellent working relationship with families. Teachers are in constant communication with families about student progress. Teachers write weekly newsletters, post information on Seesaw, and use email and other media to communicate with parents. Salisbury Central conducts student-led conferences in K-8 as a means of strengthening communication among parents, teachers and students. In addition to information nights, SCS Showcase, and The Evening of the Arts, SCS also held two Community Partnership meetings as a way for all stakeholders to have a voice in school strategic planning.

Salisbury Central School supports students working at home on learning activities in a variety of ways. Teachers post resources on their website that include learning games and activities that students can play with their families. Teachers send home practice and formative work that can be done at home to strengthen skills. For the past two years, the focus of this work has been on independent reading. Over the summer the school joined with the local library and enrichment program to start a "Two Books, One School" reading campaign for K-8 families. Books were provided for all students and staff. The culminating activities included author visits and a celebration of reading ice cream social. Later in the year, the SCS English Language Arts Professional Learning Committee organized a week long celebration of "Read Across America Week" that included reading recognitions for reading done at home. Students are encouraged to check out books from the library or middle school learning commons to read with family members and engage in discussion about what they are reading.

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. Grades K-5 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 interesting class discussion in all grades. SCS often partners with students from Hotchkiss School or Salisbury School (both have students from all over the world) to share their insights, projects, and activities. Salisbury Central has a vibrant Spanish program that begins in first grade. Students in the upper grades are able to communicate with students in Peru and Spain. SCS field trips are another way to broaden student experiences and reduce isolation. Students travel to Washington DC, New York City, Boston and other parts of Connecticut. The School's EL population is steadily rising to include students that speak French, Arabic, Chinese, French and Spanish. These students all share experiences from their homelands with the rest of the student population. Finally, SCS hosted six 6th grade Chinese students for a month this year. Students enjoyed sharing aspects of different cultures as they joined SCS classes and after school activities.

Equitable Allocation of Resources among District Schools

Salisbury Central School is a one-school district and is generously supported by the town of Salisbury. Staffing is consistent with the needs of providing a high quality teaching and learning. 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 updated classrooms and bathrooms in the K-5 building. The Town works with the school to ensures the safety, maintenance, and beautification of the entire school campus.