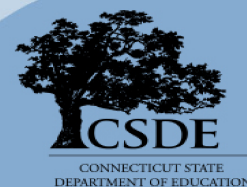


# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

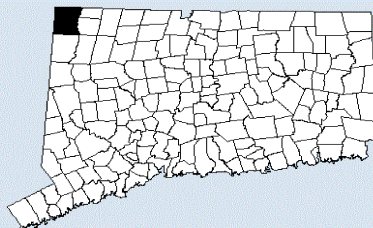


## Salisbury School District

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

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	280
Per Pupil Expenditures <sup>1</sup>	\$24,610
Total Expenditures <sup>1</sup>	\$6,447,783

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	143	51.1	48.4
Male	137	48.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	7	2.5	5.1
Black or African American	6	2.1	12.9
Hispanic or Latino	15	5.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	23	8.2	2.9
White	229	81.8	54.8
English Learners	14	5.0	6.8
Eligible for Free or Reduced-Price Meals	41	14.6	35.9
Students with Disabilities <sup>1</sup>	27	9.6	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	9	6.5	0	0.0
Male	16	12.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	7	17.9	0	0.0
Students with Disabilities	*	*	*	*
District	25	9.4	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Salisbury School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	31.7
Paraprofessional Instructional Assistants	4.1
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	5.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	1.5
<b>Library/Media</b>	
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	8.2

<sup>1</sup>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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	44	100.0	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	22	88.0
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Salisbury School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	9	3.4	4.9
Other Health Impairment	6	2.3	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	6	2.3	1.8
All Disabilities	25	9.5	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,898,598	14,228	9,663
Instructional Supplies and Equipment	98,080	358	321
Improvement of Instruction and Educational Media Services	202,757	740	578
Student Support Services	276,947	1,011	1,103
Administration and Support Services	637,373	2,326	1,861
Plant Operation and Maintenance	845,636	3,086	1,637
Transportation	485,967	1,304	877
Costs of Students Tuitioned Out	0	N/A	N/A
Other	2,425	9	201
Total	6,447,783	24,610	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	312,181	1,139	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	546,697	47.1	34.6
Noncertified Personnel	207,976	17.9	14.6
Purchased Services	81,892	7.1	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	73,854	6.4	8.5
Other Expenditures	249,301	21.5	14.7
Total Expenditures	1,159,720	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	95.5
State	1.9	2.0
Federal	2.2	2.3
Tuition & Other	0.2	0.2

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## 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	6	*	6	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	*	*
White	137	79.3	137	73.1	37	62.6
English Learners	6	*	6	*	0	N/A
Non-English Learners	160	79.8	160	73.3	44	63.7
Eligible for Free or Reduced-Price Meals	22	71.7	22	66.7	8	*
Not Eligible for Free or Reduced-Price Meals	144	80.1	144	74.1	36	64.6
Students with Disabilities	15	*	15	*	*	*
Students without Disabilities	151	80.8	151	75.6	40	65.7
High Needs	37	67.3	37	61.2	11	*
Non-High Needs	129	82.4	129	76.5	33	66.9
District	166	79.0	166	73.1	44	63.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	25.0	36.0	*	N/A	71	31.0
Curl Up	78.6	88.0	*	N/A	71	81.7
Push Up	64.3	80.0	*	N/A	71	76.1
Mile Run/PACER	96.4	92.0	*	N/A	71	91.5
All Tests - District	*	32.0	*	N/A	71	22.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Salisbury School District

### 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	79.0	75	50.0	50	100.0	67.1
	High Needs Students	67.3	75	44.9	50	89.7	55.9
Math Performance Index	All Students	73.1	75	48.7	50	97.5	62.2
	High Needs Students	61.2	75	40.8	50	81.7	50.5
Science Performance	All Students	63.7	75	42.5	50	85.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	57.7%	100%	57.7	100	57.7	55.4%
	High Needs Students	54.9%	100%	54.9	100	54.9	49.8%
Math Academic Growth	All Students	57.8%	100%	57.8	100	57.8	61.7%
	High Needs Students	49.5%	100%	49.5	100	49.5	53.7%
Chronic Absenteeism	All Students	9.4%	<=5%	41.3	50	82.5	9.9%
	High Needs Students	12.9%	<=5%	34.2	50	68.4	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		85.5%   22.5%	75%	7.5	50	15.0	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>529.8</b>	<b>800</b>	<b>66.2</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.3	7.7	16.7	
Math Performance Index Gap	75.0	61.2	13.8	18.7	
Science Performance Index Gap	66.9	N/A	.	16.6	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.8
	High Needs Students	95.0
Math	All Students	98.8
	High Needs Students	95.0
Science	All Students	95.7
	High Needs Students	.

<sup>3</sup>Minimum 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: \***      **State: 50.2**

#### 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 2016-17

## Salisbury School District

### Narratives

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#### **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. Our school follows a Strategic Plan for School Improvement that is clear and outlines the goal areas of improving formative and summative assessment to achieve a guaranteed and viable curriculum; improving student achievement as measured by multiple data sources; implementing teacher and school leader evaluation plans; and promoting social and emotional health and well being for all students. Professional development focuses upon improving students' learning through enhancing instructional and research based practices in the classroom.

Our district continuously reviews and analyzes student achievement data in all areas, including ELA and math literacy, as well as behavioral data. A Leadership Team - Data Team exist for the purpose of determining when students should be receiving SRBI Services and identifying when we need to be served at Level 2 and when students should be referred for evaluation to determine Special Education.

Region One School Shared Services provides special education services to our school. The student to teacher ratio is low, as it is generally 5-7 students to one teacher. Additionally, as we develop and review every student's IEP to determine auxiliary services, we match these to the student's needs. Through Shared Services, we provide Speech and Language Services, Physical Therapy, and Counseling services to those students whose IEPs require this. 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. 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.

We engage families in student learning in a number of ways. Our school has Open House night, family events, four evenings of Student Led and Student Involved Conferences (students invite the parents and then lead the conference for their parents and teacher(s), and two nights a year when all parents and any community members are invited to be a part of School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. Three to four topics from the school's Strategic Plan for School Improvement are discussed at these two night meetings and we strive to have a two-way discussion regarding student achievement and programs.

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. 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.

#### **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. Our school also now has the support of an EL teacher who focuses on ways to help EL students successfully integrate into the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored.

# District Profile and Performance Report for School Year 2016-17

## 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.