

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



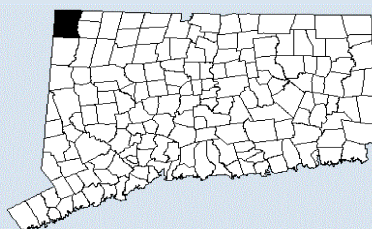
Salisbury School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	273
Per Pupil Expenditures ¹	\$23,220
Total Expenditures ¹	\$6,246,170

¹Expenditure data reflect the 2013-14 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](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	133	48.7	48.3
Male	140	51.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	20	7.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	24	8.8	2.5
White	217	79.5	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	37	13.6	37.6
Students with Disabilities ¹	35	12.8	13.3

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	8	6.3	*	*
Male	10	7.8	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	*	*	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	18	7.0	*	*
State		10.6		7.2

Number of students in 2013-14 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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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	31.2
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	5.4
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	0.8
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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	45	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	10	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	24	85.7
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	11	4.3	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	3.5	1.9
All Disabilities	32	12.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,695,770	13,246	9,134
Instructional Supplies and Equipment	117,630	422	334
Improvement of Instruction and Educational Media Services	222,208	796	498
Student Support Services	289,430	1,037	1,001
Administration and Support Services	553,626	1,984	1,694
Plant Operation and Maintenance	872,654	3,128	1,572
Transportation	462,707	1,232	813
Costs of Students Tuitioned Out	30,546	N/A	N/A
Other	1,599	6	186
Total	6,246,170	23,220	15,289

Additional Expenditures

Land, Buildings, and Debt Service	126,578	454	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	534,662	52.0	35.1
Noncertified Personnel	147,684	14.4	14.2
Purchased Services	43,191	4.2	5.2
Tuition to Other Schools	30,546	3.0	22.0
Special Ed. Transportation	76,644	7.5	8.6
Other Expenditures	195,857	19.0	14.9
Total Expenditures	1,028,584	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.5	94.4
State	2.3	2.4
Federal	2.8	2.8
Tuition & Other	0.4	0.4

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).

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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	*	*	*	*	*	*
Black or African American	*	*	*	*	N/A	N/A
Hispanic or Latino	9	*	9	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	9	*
White	131	83.6	131	72.7	54	66.5
English Language Learners	N/A	N/A	N/A	*	N/A	N/A
Non-English Language Learners	159	84.4	159	72.5	67	65.9
Eligible for Free or Reduced-Price Meals	20	79.2	20	62.8	12	*
Not Eligible for Free or Reduced-Price Meals	139	85.2	139	73.9	55	66.4
Students with Disabilities	21	65.7	21	45.8	7	*
Students without Disabilities	138	87.3	138	76.6	60	67.4
High Needs	37	72.3	37	55.4	18	*
Non-High Needs	122	88.1	122	77.8	49	68.1
District	159	84.4	159	72.5	67	65.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	28.6	47.8	48.0	N/A	69	42.0
Curl Up	57.1	82.6	84.0	N/A	69	75.4
Push Up	76.2	82.6	84.0	N/A	69	81.2
Mile Run/PACER	85.7	69.6	60.0	N/A	69	71.0
All Tests - District	*	30.4	28.0	N/A	69	27.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

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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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	84.4	75	100.0	100	100.0	67.9
	High Needs Students	72.3	75	96.4	100	96.4	56.7
Math Performance Index	All Students	72.5	75	96.7	100	96.7	59.3
	High Needs Students	55.4	75	73.8	100	73.8	47.8
Science Performance Index	All Students	65.9	75	87.8	100	87.8	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	7.0%	<=5%	46.0	50	92.0	10.6%
	High Needs Students	9.4%	<=5%	41.3	50	82.5	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		95.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 27.5%	75%	18.4	50	36.7	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				610.3	700	87.2	

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?					Y
ELA Performance Index Gap	75.0	72.3	2.7	17.3	
Math Performance Index Gap	75.0	55.4	19.6	19.6	
Science Performance Index Gap	68.1	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.2
	High Needs Students	95.2
Math	All Students	98.8
	High Needs Students	97.6
Science	All Students	97.1
	High Needs Students	.

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: 50.1**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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 is also working in conjunction with the Region 1 administration and schools to follow the state guidelines for developing and implementing instructional processes based on Scientific Research-Based Interventions (SRBI) and Response to Intervention (RTI). This multi-year goal involves restructuring the way schools deliver instruction, measure student growth, and respond to student needs. Data teams are in place and teachers are using universal screenings several times per year to conduct Tier I-III interventions. These efforts have yielded a better coordinated, more comprehensive high-quality system of education for all students. Salisbury Central is in its sixth year of implementing the Positive Behavior Interventions and Supports (PBIS) program. This program has provided a framework for strengthening its positive school climate, enhancing the impact of academic instruction and increasing proactive management throughout the building. Salisbury Central School does not have issues with truancy but closely monitors attendance and quickly communicates with families with regard to unexcused absences.

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. Finally, Students in the kindergarten write letters, exchange pictures, and send school supplies to students in Hong Kong. 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

The town is extremely supportive of the school and is therefore generous in its allocation of funds. The purchase and use of technology continues to grow. Teachers are being trained in the effective use of technology and are given time to work collaboratively to share their expertise. Electronic white boards, netbooks, laptops and iPads are readily available to assist student learning. The school is also a vital member of the community. Class projects include food drives, regular visits to an assisted living and retirement village, and efforts to recycle and improve sustainability. Community members are frequently present in classrooms serving as tutors and classroom helpers. Since Salisbury Central is the only elementary/middle school in the district, the equitable distribution of resources is not an issue.