

STRATEGIC SCHOOL PROFILE 2008-09

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(c) 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.

COMMUNITY DATA

County: Litchfield Per Capita Income in 2000: \$38,752
 Town Population in 2000: 3,977 Percent of Adults without a High School Diploma in 2000*: 12.1%
 1990-2000 Population Growth: -2.8% Percent of Adults Who Were Not Fluent in English in 2000*: 0.8%
 Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: 83.0%
 *To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 319
 5-Year Enrollment Change: -6.7%

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	28	8.8	11.5	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.9	7.0
Students Identified as Gifted and/or Talented	15	4.7	1.8	2.3
Students with Disabilities	38	11.9	11.6	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	25	100.0	85.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	253	91.3	92.8	84.8
Homeless	0	0.0	0.1	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	936	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	30
Computer Education	44	17
English Language Arts	364	427
Family and Consumer Science	0	1
Health ¹	20	22
Library Media Skills ¹	18	18
Mathematics	160	198
Music	44	32
Physical Education	36	40
Science	75	98
Social Studies	67	91
Technology Education	0	2
World Languages	18	12

¹Interdisciplinary approach

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

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 8 in this school. Statewide, 78.4% of elementary and middle schools that serve Grade 8 start world language instruction by this grade.

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	38.5	34.2
World Language	35.9	49.0

Average Class Size	School	DRG	State
Kindergarten	12.5	15.8	18.3
Grade 2	13.5	17.5	19.3
Grade 5	16.5	19.6	21.0
Grade 7	12.4	19.5	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	0.9	7.0
% of Gifted and/or Talented Students Who Received Services	0.0	28.5	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.6	79.6	80.3

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.

122-01

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	1.9	2.7	3.3
% of Computers with Internet Access	100.0	98.4	99.0
% of Computers that are High or Moderate Power	100.0	91.3	94.6
# of Print Volumes Per Student*	61.5	36.1	28.2
# of Print Periodical Subscriptions	39	15	13

*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.

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DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	33.10
Paraprofessional Instructional Assistants	2.88
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	5.12
Library/Media Specialists and/or Assistants	1.88
Administrators, Coordinators, and Department Chairs	
District Central Office	0.40
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.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	16.6	15.2	13.3
% with Master's Degree or Above	83.3	79.2	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	7.7	8.5	8.6
% Assigned to Same School the Previous Year	91.7	88.8	83.3

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.

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	7	2.2
Black	17	5.3
Hispanic	7	2.2
White	288	90.3
Total Minority	31	9.7

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.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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.

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.

During the 2008-2009 year Salisbury Central School hosted several assemblies to help increase student awareness of the diversity of individuals and cultures. Students viewed and participated in programs from:

Eshu Bumpus and Motoko - These storytellers shared African and African-American tales and "storysongs". Also included were folktales from Japan, China, Korea and southeast Asia.

John Farrell – Singer and head of the international organization "Bridges of Peace and Hope." He shared and led students in songs of Character Education and ecology.

Hip Hop Dimensions – A multi-ethnic group presenting the history, culture, and dance styles of Hip Hop. The focus of this program was using dance as a positive outlet for artistic expression.

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	53.3	33.6	88.3
Grade 6	70.0	35.3	98.6
Grade 8	44.4	36.8	68.9

*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	61.1	54.6	47.8
Writing	78.9	62.5	77.4
Mathematics	66.7	62.8	44.0
Grade 4 Reading	76.7	60.7	77.3
Writing	86.4	64.2	97.0
Mathematics	79.5	63.6	74.4
Grade 5 Reading	84.4	66.0	82.6
Writing	81.8	66.5	78.4
Mathematics	83.9	68.8	77.8
Science	87.9	58.1	96.9
Grade 6 Reading	86.7	68.9	78.5
Writing	77.4	62.2	71.2
Mathematics	65.5	68.8	28.2
Grade 7 Reading	87.5	74.9	73.2
Writing	79.2	62.9	78.3
Mathematics	78.3	66.0	63.7
Grade 8 Reading	86.5	68.4	83.2
Writing	89.5	66.5	90.3
Mathematics	80.6	64.5	67.7
Science	92.1	60.6	99.4

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	98.4	96.2

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 2007-08 school year, 18 students were responsible for these incidents. These students represent 5.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	4	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	12	0
Total	21	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	30
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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	0.8	0.8
Learning Disability	12	3.9	3.7	3.9
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	2	0.7	0.7	1.0
Speech Impairment	6	2.0	2.9	2.3
Other Health Impairment*	2	0.7	1.8	2.1
Other Disabilities**	7	2.3	0.7	0.9
Total	30	9.8	11.1	11.6

*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	1	3.3

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	22	73.3	75.5	72.7
40.1 to 79.0 Percent of Time	7	23.3	18.1	16.1
0.0 to 40.0 Percent of Time	1	3.3	6.4	11.2

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	N/A	N/A	79.7	65.7
Writing	40.9	19.5	82.7	64.1
Mathematics	N/A	N/A	75.9	65.7
Science	N/A	N/A	90.1	59.4

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		0.0

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$3,306	\$10,770	\$7,411	\$7,032	\$7,522
Instructional Supplies and Equipment	\$122	\$399	\$332	\$303	\$271
Improvement of Instruction and Educational Media Services	\$179	\$584	\$232	\$409	\$446
Student Support Services	\$246	\$803	\$796	\$862	\$806
Administration and Support Services	\$521	\$1,698	\$1,508	\$1,365	\$1,369
Plant Operation and Maintenance	\$668	\$2,177	\$1,249	\$1,339	\$1,377
Transportation	\$340	\$750	\$610	\$671	\$644
Costs for Students Tuitioned Out *	\$27	N/A	N/A	N/A	N/A
Other	\$5	\$17	\$87	\$158	\$151
Total*	\$5,416	\$17,815	\$12,897	\$12,486	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$333	\$1,086	\$1,185	\$1,677	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$7,449; Tuition Costs, \$1,873.

Total town expenditures per pupil for PK-12 are \$17,693.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$711,498	13.1	19.0	20.5

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).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	92.5	4.1	3.0	0.5
Excluding School Construction	93.9	2.5	3.1	0.5

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The staff at Salisbury Central School continuously strives to improve the quality of education provided to our students.

Salisbury Central School is working in conjunction with the Region 1 administration and schools to follow the state framework of developing and implementing an instructional process based on Scientific Research-Based Interventions (SRBI) and Response to Interventions (RTI). This multi-year goal involves restructuring the way schools deliver instruction, measure student growth, and respond to student needs. The result will be a coordinated, comprehensive high-quality system of education for all students.

In the area of writing Salisbury Central School middle school teachers will continue to focus on integrating writing with instructional practices consistent with content standards and provide opportunities for students to improve their writing skills.

SUPPLEMENTAL SCHOOL INFORMATION

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

In addition to our focus on academics, Salisbury Central School has many other accomplishments of which we are very proud. Many students participated in the Geography Bee, Spelling Bee, Math Counts program, Quiz Bowl, Academic Fair, and SOAR. The Student Council continued to be very active, and organized many school spirit related activities including student/ faculty athletic events and whole-school spirit days throughout the year. Our middle school Quiz Bowl team became regional champs for the 2nd year in a row. The Senior Band and Jazz Band continued to grow had a very successful trip to the Music in the Parks Festival. The Jazz band took 2nd place, and the Senior Band won in its division. Also, for the 2nd year in a row the band was awarded the Esprit de Corp award for outstanding citizenship and behavior demonstrated during the festival. During the year students at Salisbury Central School demonstrated their caring and generosity through such activities as collecting food for OWL's Kitchen, recognizing the contributions of our nation's veterans, decorating trees for Noble Horizons, and collecting litter on Earth Day.
