

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

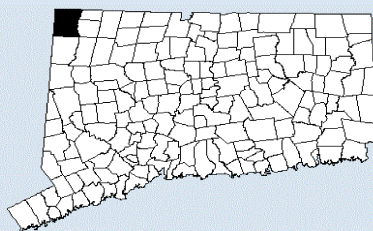


Salisbury School District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 298 |
| Per Pupil Expenditures ¹ | \$25,805 |
| Total Expenditures ¹ | \$6,915,626 |

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 149 | 50.0 | 48.4 |
| Male | 149 | 50.0 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 8 | 2.7 | 5.1 |
| Black or African American | * | * | 12.8 |
| Hispanic or Latino | 20 | 6.7 | 24.8 |
| Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 28 | 9.4 | 3.3 |
| White | 234 | 78.5 | 53.6 |
| English Learners | 15 | 5.0 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 48 | 16.1 | 36.7 |
| Students with Disabilities ¹ | 26 | 8.7 | 14.8 |

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 | 9 | 6.4 | 0 | 0.0 |
| Male | 12 | 8.8 | 10 | 6.8 |
| Black or African American | * | * | 0 | * |
| Hispanic or Latino | * | * | 0 | 0.0 |
| White | 18 | 8.3 | * | * |
| English Learners | 0 | * | * | * |
| Eligible for Free or Reduced-Price Meals | 9 | 16.4 | * | * |
| Students with Disabilities | * | * | * | * |
| District | 21 | 7.6 | 10 | 3.3 |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

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 | 31.7 |
| Paraprofessional Instructional Assistants | 8.9 |
| Special Education | |
| Teachers and Instructors | 1.0 |
| Paraprofessional Instructional Assistants | 10.7 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 0.0 |
| School Level | 1.4 |
| Library/Media | |
| Specialists (Certified) | 1.0 |
| Support Staff | 1.7 |
| Instructional Specialists Who Support Teachers | 0.8 |
| Counselors, Social Workers and School Psychologists | 2.0 |
| School Nurses | 2.0 |
| Other Staff Providing Non-Instructional Services/Support | 20.0 |

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 | 1.1 |
| Black or African American | 0 | 0.0 | 3.7 |
| Hispanic or Latino | 0 | 0.0 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 42 | 97.7 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.1 | 10.5 |

Instruction and Resources

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

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | 0 | 0 |
| Intellectual Disability | N/A | N/A |
| Learning Disability | 8 | * |
| Other Health Impairment | * | * |
| Other Disabilities | * | * |
| Speech/Language Impairment | * | * |
| District | 21 | 95.5 |
| State | | 68.6 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | * | * | 1.8 |
| Emotional Disturbance | * | * | 1.1 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 8 | 2.9 | 5.2 |
| Other Health Impairment | * | * | 3.1 |
| Other Disabilities | * | * | 1.1 |
| Speech/Language Impairment | 8 | 2.9 | 1.8 |
| All Disabilities | 26 | 9.3 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|-------------------|----------------------|-------------------|
| Public Schools in Other Districts | * | * | 8.3 |
| Private Schools or Other Settings | 0 | 0.0 | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil District (\$) | Per Pupil State (\$) |
|---|------------|----------------------------|-------------------------|
| Instructional Staff and Services | 4,088,471 | 14,602 | 9,847 |
| Instructional Supplies and Equipment | 85,492 | 305 | 287 |
| Improvement of Instruction and Educational Media Services | 166,314 | 594 | 589 |
| Student Support Services | 392,667 | 1,402 | 1,120 |
| Administration and Support Services | 630,470 | 2,252 | 1,905 |
| Plant Operation and Maintenance | 1,042,072 | 3,722 | 1,648 |
| Transportation | 493,186 | 1,334 | 904 |
| Costs of Students Tuitioned Out | 0 | N/A | N/A |
| Other | 16,954 | 61 | 208 |
| Total | 6,915,626 | 25,805 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,393 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2016-17

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 578,447 | 47.2 | 33.8 |
| Noncertified Personnel | 210,466 | 17.2 | 14.5 |
| Purchased Services | 74,523 | 6.1 | 5.5 |
| Tuition to Other Schools | 0 | 0.0 | 23.4 |
| Special Ed. Transportation | 83,480 | 6.8 | 8.7 |
| Other Expenditures | 277,809 | 22.7 | 14.1 |
| Total Expenditures | 1,224,725 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) Including School Construction | Percent of Total (%) Excluding School Construction |
|-----------------|---|---|
| Local | 97.5 | 97.5 |
| State | 0.2 | 0.2 |
| Federal | 2.2 | 2.2 |
| Tuition & Other | 0.2 | 0.2 |

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|--|----------------------------|------|-------|------|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 6 | * | 6 | * |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 11 | * | 11 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A |
| Two or More Races | 21 | 85.2 | 21 | 81.4 |
| White | 135 | 81.1 | 135 | 74.7 |
| English Learners | 10 | * | 10 | * |
| Non-English Learners | 169 | 81.4 | 169 | 75.1 |
| Eligible for Free or Reduced-Price Meals | 10 | * | 10 | * |
| Not Eligible for Free or Reduced-Price Meals | 169 | 81.8 | 169 | 75.5 |
| Students with Disabilities | 12 | * | 12 | * |
| Students without Disabilities | 167 | 81.8 | 167 | 76.3 |
| High Needs | 28 | 64.9 | 28 | 62.4 |
| Non-High Needs | 151 | 83.7 | 151 | 77.2 |
| District | 179 | 80.8 | 179 | 74.9 |

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

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 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 | HS | Count | Rate (%) |
| Sit & Reach | 24.0 | * | 42.4 | N/A | 82 | 29.3 |
| Curl Up | 88.0 | 87.5 | 97.0 | N/A | 82 | 91.5 |
| Push Up | 80.0 | 91.7 | 87.9 | N/A | 82 | 86.6 |
| Mile Run/PACER | 68.0 | 83.3 | 90.9 | N/A | 82 | 81.7 |
| All Tests - District | 24.0 | * | 42.4 | N/A | 82 | 29.3 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|---------------|--------|---------------|------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 80.8 | 75 | 50.0 | 50 | 100.0 | 67.6 |
| | High Needs Students | 64.9 | 75 | 43.3 | 50 | 86.6 | 57.5 |
| Math Performance Index | All Students | 74.9 | 75 | 49.9 | 50 | 99.8 | 62.7 |
| | High Needs Students | 62.4 | 75 | 41.6 | 50 | 83.2 | 52.0 |
| ELA Academic Growth | All Students | 75.5% | 100% | 75.5 | 100 | 75.5 | 60.7% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 55.6% |
| Math Academic Growth | All Students | 67.0% | 100% | 67.0 | 100 | 67.0 | 61.9% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 55.4% |
| Chronic Absenteeism | All Students | 7.6% | <=5% | 44.9 | 50 | 89.8 | 10.7% |
| | High Needs Students | 11.7% | <=5% | 36.6 | 50 | 73.2 | 16.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 74.8% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 44.8% |
| On-track to High School Graduation | | N/A | 94% | 0.0 | 0 | 0.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | N/A | 75% | 0.0 | 0 | 0.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 87.2% 29.3% | 75% | 9.8 | 50 | 19.5 | 96.6% 50.1% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 51.2% |
| Accountability Index | | | | 418.5 | 550 | 76.1 | |

| 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 | 64.9 | 10.1 | 15.9 | |
| Math Performance Index Gap | 75.0 | 62.4 | 12.6 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | . | . | . | . | |

¹If 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.

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

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 98.4 |
| | High Needs Students | 93.3 |
| Math | All Students | 98.4 |
| | High Needs Students | 93.3 |
| Science | All Students | 98.6 |
| | High Needs Students | . |

³Minimum 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: 51.5**

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

Salisbury Central School follows a strategic plan for school improvement. The staff always seeks to improve the quality of education provided to all students. Recently efforts for improvement in the area of special education have focused on communication and data collection. Teachers work to obtain and utilize accurate data to support intervention strategies. The data comes from classroom assessment, regional common assessment, STAR Renaissance, SBAC, AIMSWEB and more. Teachers had professional development on assessment this year. Student needs and strategies are shared at weekly team and grade level meetings, special education weekly meetings, RTI weekly meetings, and at data team meetings. In addition, special education, classroom teachers, and interventionists meet more frequently to consult and work together on specific cases. SCS also consults with special education professionals within the region. SCS is lucky to be part of a close-knit community which helps facilitate strong working relationships with parents. Teachers are in constant communication with families about student progress. Teachers write weekly newsletters, post information on their websites and use electronic media to communicate with parents. Teachers in grades K-1 utilized SeeSaw as a way for students to share work with parents and grandparents. The positive response from families was so overwhelming that we have plan to launch SeeSaw in all grades next year. 5-8th grade teachers worked on having students share work regularly from their Google Classroom accounts so that parents were aware of what was being done even though printed work wasn't always going home. SCS teachers contributed to the regional newsletter that was published three times throughout the year. SCS continues to do typical school events such as information nights and open house, as well as parent teacher conferences in the Fall and student-led conferences in the spring. This year SCS added two Community Partnership meetings where parents, teachers, administration, and community members came together to learn about and discuss areas of the strategic plan. Truancy is not a prevalent problem at SCS. Our attendance committee meets monthly to review tardies/absences. The committee communicates with families, holds parent meetings, and contacts outside support services. SCS constantly looks for ways to increase the ways students work at home on learning activities. This year, staff members focused on reading with the goal of increasing reading at home. To further this, teachers created unique reading opportunities or initiatives in different grade levels. 6-8th grade teachers developed an independent reading requirement with engaging book projects. 5th graders started "Fabulous Fridays" where they could read in the dark with a flashlight or invite a family member in to read. 3rd grade piloted a "One Grade, One Read" where students & their families read the same book and participated in activities related to it. SCS formed an ELA professional learning committee this year as well. The PLC designed a week long reading celebration for "Read Across America Week" in March which included team building activities, reading incentives, book giveaways and an assembly where parents were invited. The PLC, our local library, and SOAR developed a summer reading program which will culminate with an author visit.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Although Salisbury Central School is located in a rural area of Connecticut, we are committed to exposing our students to people and places from other cultures, within our own country or in other countries. Our curriculum is rich with literature from many cultures. For example, our ELA class developed a refugee unit which text about refugees from all over. This culminated with one of our own students giving an emotional presentation about her own experiences as a refugee. Current events from around the world are a frequent source of class discussion in all grade levels. Students from all around the world who attend the neighboring private schools frequently visit and share their insights with Salisbury Central Students. They give presentations, act as big buddies, provide tutoring, and lead enrichment opportunities. Our students have the opportunity to get to know the individuals from both Salisbury Boys School and Hotchkiss even better through Big Brothers and Big Sisters program which meets on Fridays nights. Salisbury Central has a vibrant Spanish program for all grade levels. Students in the upper grades are able to communicate electronically with students in Peru and Spain. In ELA, students in 5-8th grade participated in The Global Read Aloud where they read the same text as other schools all over the world and communicated in writing and video with schools in other parts of the country. Field trips are another opportunity to reduce isolation. For example, 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 ethnic diversity and EL population is steadily rising due to students from China, Syria and many countries in Latin America. These students all share experiences from their homelands with the rest of the student population.

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Equitable Allocation of Resources among District Schools

Salisbury is a one-school district and is generously supported by the town. Staffing is consistent with the needs of providing a high quality education. Funds are also sufficient for textbooks, supplies, field trips and other student activities. The town has also supported significant investments in technology to support the creation of a blended learning environment. Finally, the town ensures the safety and maintenance of the School Campus and has helped to fund many updates and renovations this year.