

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



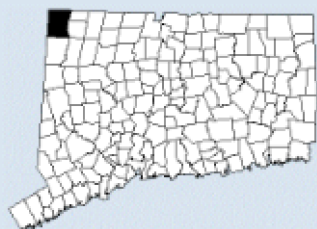
Salisbury School District

Melony Brady-Shanley, Superintendent • 860-435-9871 • <http://www.salisburycentral.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	288
Per Pupil Expenditures	\$27,587
Total Expenditures	\$8,386,315

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	146	50.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	11	3.8	12.4
Hispanic or Latino of any race	28	9.7	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	24	8.3	4.8
White	221	76.7	45.1
English Learners/Multilingual Learners	6	2.1	11.3
Eligible for Free or Reduced-Price Meals	66	22.9	44.8
Students with Disabilities	51	17.7	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	10	7.8	0	0.0
Male	21	15.0	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	21	10.2	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	17.5	*	*
Students with Disabilities	15	34.1	*	*
All Students - District	31	11.5	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 29
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	32.4
General Education Paraprofessionals	6.2
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	5.6
District Central Office Administrators	0.0
School Level Administrators	2.1
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	17.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	2.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	46	97.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	6	13.3	6.8
Teachers	4	11.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	7	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	14	*
Other Health Impairment	10	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	38	97.4
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	8	3.1	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	15	5.7	6.5
Other Health Impairment	11	4.2	3.6
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	43	16.4	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$5,558,127	\$18,283	\$13,471
Support services - students	\$88,416	\$292	\$1,826
Support services - instruction	\$386,954	\$1,277	\$972
Support services - general administration	\$230,473	\$761	\$568
Support services - school based administration	\$576,177	\$1,902	\$1,274
Central and other support services	\$188,521	\$622	\$761
Operation and maintenance of plant	\$921,015	\$3,040	\$2,125
Student transportation services	\$433,991	\$1,233	\$1,695
Food services	\$2,641	\$9	\$10
Enterprise operations	.	.	\$219
Total	\$8,386,315	\$27,587	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$763,739	43.7	26.4
Instructional Aide Salaries	\$125,402	7.2	10.1
Other Salaries	\$229,942	13.1	10.5
Employee Benefits	\$372,053	21.3	13.3
Purchased Services Other Than Transportation	\$105,450	6.0	6.8
Special Education Tuition	\$43,928	2.5	22.8
Supplies	\$10,192	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$96,306	5.5	8.7
Equipment	\$2,666	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$1,749,677	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	20.9
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.7
State	0.4
Federal	3.8
Tuition & Other	0.1

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	18	*	18	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	139	80.1	139	76.0	39	79.2
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	74.9	36	71.1	9	*
Not Eligible for Free or Reduced-Price Meals	143	81.8	143	77.6	47	79.6
Students with Disabilities	28	59.9	28	56.1	6	*
Students without Disabilities	151	84.2	151	80.0	50	80.1
High Needs	57	70.0	57	66.2	14	*
Non-High Needs	122	85.2	122	81.0	42	81.9
All Students - District	179	80.4	179	76.3	56	77.5

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	96.4	76.9	91.7	N/A	78	88.5
Curl Up	100.0	80.0	91.3	N/A	76	90.8
Push Up	71.4	72.0	62.5	N/A	77	68.8
Mile Run/PACER	96.4	96.2	87.0	N/A	77	93.5
All Tests - District	71.4	60.0	59.1	N/A	75	64.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.4	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	70.0	75	46.7	50	93.4	54.9
Math Performance Index	All Students	76.3	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	66.2	75	44.1	50	88.3	50.6
Science Performance Index	All Students	77.5	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	78.3%	100%	78.3	100	78.3	60.6%
ELA Academic Growth	High Needs Students	70.6%	100%	70.6	100	70.6	55.7%
Math Academic Growth	All Students	74.7%	100%	74.7	100	74.7	62.3%
Math Academic Growth	High Needs Students	66.5%	100%	66.5	100	66.5	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	11.5%	<=5%	37.0	50	74.1	17.2%
Chronic Absenteeism	High Needs Students	18.2%	<=5%	23.6	50	47.3	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	64.0%	75%	42.7	50	85.3	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				634.4	800	79.3	

Physical Fitness Estimated Participation Rate - District: 96.2% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	70.0	5.0	16.9	N
Math Performance Index Gap	75.0	66.2	8.8	18.4	N
Science Performance Index Gap	75.0	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	98.2
Science	High Needs Students	.

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Salisbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

As part of our ongoing School Improvement Planning efforts, our district is committed to strengthening communication, enhancing engagement, and creating inclusive opportunities that promote academic and social growth for all students. These initiatives are designed to align with district goals for improving student achievement, encouraging family involvement, and fostering a cohesive school community.

One key focus this year has been promoting the use of PowerSchool among middle school students and their families. This effort is intended to increase transparency, encourage student accountability, and strengthen the home-school connection. By educating families on how to access and interpret attendance, grades, and teacher feedback through PowerSchool, we aim to support early intervention and collaborative problem-solving. Students are being taught how to independently track their academic progress using PowerSchool, which builds personal responsibility and engagement in their own learning process.

To enhance intraschool communication, we are working to improve the consistency and accessibility of critical information among staff and administrators. Increasing access to student data, academic supports, and behavior intervention documentation allows for more actionable decision-making and real-time collaboration. These improvements support a more proactive approach to ensuring that students' academic and social-emotional needs are met.

This school year, several new initiatives have been launched to foster student engagement and build positive relationships between schools and families. These include:

Bridges and Brownies K-5 Family Night – A fun and interactive evening designed to strengthen early literacy and numeracy skills through hands-on activities, while also providing families with tools to support learning at home.

Middle School Coffeehouse – A student-centered performance event that offers a relaxed venue for middle school students to showcase their talents, build confidence, and connect with peers.

Grade 4-5 Musical Production – A new arts initiative that integrates music, drama, and teamwork, providing students with a creative outlet and an opportunity to develop public speaking and performance skills.

Additionally, we continue to host Student Showcase Nights in the fall and spring. These events celebrate student learning across all grade levels and subject areas, giving families the opportunity to view student work, meet educators, and gain insight into the academic expectations and growth occurring throughout the year. These evenings also provide a platform for reflecting on progress and setting new academic goals.

To keep families informed and involved, we maintain a consistent and multi-channel communication strategy that includes weekly eNews updates, principal email updates, and active social media posting. These communications provide reminders, celebrate successes, and highlight upcoming opportunities, ensuring families remain connected to the life of the school and district.

These efforts—when aligned with instructional goals, professional learning, and data-informed practices—form the foundation of our School Improvement Plan. By intentionally fostering family partnerships, transparent communication, and inclusive programming, we are making strides in improving student achievement and overall school climate. Ou

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Salisbury Central School, our commitment to fostering student growth, equity, and community connection remains strong. This year, the 8th grade class had the opportunity to participate in an immersive learning experience at Troutbeck, allowing students to explore history, literature, and identity in a unique setting that deepened their understanding of culture and civic engagement.

Professional learning has been a key focus, with educator Carolyn Corrado leading impactful sessions for teachers and paraeducators. Her workshops addressed topics such as diversifying classroom libraries, navigating conflict through constructive dialogue, and promoting inclusive practices. These sessions support our School Improvement goals by equipping staff with strategies to create more equitable and engaging learning environments.

We also introduced a new Middle School Respect Summit, designed to empower students to lead with empathy, understand the importance of mutual respect, and strengthen positive peer relationships. This summit aligns with our broader social-emotional learning goals and complements our ongoing efforts to build a safe, respectful school climate.

Our Community Conversations Series continued this year with a focused Social Class Workshop, inviting families and staff to engage in thoughtful dialogue around social identity, privilege, and equity. These discussions are vital in fostering mutual understanding and building a stronger, more inclusive school community.

The Community Building Committee remains active in organizing K-8 team-building activities and whole school assemblies that bring students and staff together. These events celebrate shared values, promote school spirit, and help establish a culture of belonging and connectedness across grade levels. Together, these initiatives reflect Salisbury Central's dedication to academic excellence, inclusive practices, and whole-child development.

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Equitable Allocation of Resources among District Schools

At Salisbury Central School, we engage in a collaborative and data-informed budget process that prioritizes student needs and equity. Staffing and resource allocations are guided by student enrollment, academic performance data, and specialized service requirements to ensure all learners are supported. We invest in professional learning, instructional materials, and technology to provide high-quality, accessible educational experiences for all students. Funding is also directed toward inclusive practices and social-emotional learning (SEL) supports, reinforcing our commitment to the whole child. Throughout the year, we continually assess, reflect on, and adjust our financial decisions to remain aligned with evolving student and school priorities.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	33.3	32.0
Retired	2	66.7	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	3		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.