

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



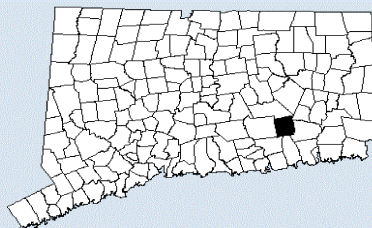
## Salem School District

Mr. Joseph Onofrio II, Superintendent • 860-892-1223 • [www.salemschools.org](http://www.salemschools.org)

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	418
Per Pupil Expenditures <sup>1</sup>	\$17,374
Total Expenditures <sup>1</sup>	\$10,702,173

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	216	51.7	48.4
Male	*	*	51.6
American Indian or Alaska Native	7	1.7	0.3
Asian	7	1.7	5.2
Black or African American	10	2.4	12.8
Hispanic or Latino of any race	25	6.0	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	16	3.8	3.6
White	353	84.4	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	72	17.2	42.1
Students with Disabilities <sup>3</sup>	64	15.3	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	7	3.3	*	*
Male	7	3.7	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	0	0.0	*	*
White	*	*	9	2.5
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	14	3.5	12	2.8
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 9**

**Number of school-based arrests: 0**

<sup>4</sup>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.

<sup>5</sup>This column displays 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 2018-19

## Salem School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	8.0
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	9.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.9
School Level	2.1
<b>Library/Media</b>	
Specialists (Certified)	0.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	21.9

<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	1.1
Black or African American	1	2.2	3.8
Hispanic or Latino of any race	1	2.2	3.8
Native Hawaiian or Other Pacific Islander	1	2.2	0.0
Two or More Races	0	0.0	0.1
White	42	93.3	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	10.0

### 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	*	*
Intellectual Disability	*	*
Learning Disability	30	90.9
Other Health Impairment	20	69.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	65	73.0
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Salem School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	12	2.0	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	33	5.6	5.5
Other Health Impairment	29	4.9	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	90	15.2	15.0

<sup>1</sup>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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup>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:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$6,985,169	\$11,340	\$10,545
Support services - students	\$921,798	\$2,322	\$1,373
Support services - instruction	\$134,821	\$340	\$644
Support services - general administration	\$426,629	\$1,075	\$462
Support services - school based administration	\$509,983	\$1,285	\$1,007
Central and other support services	\$237,015	\$597	\$671
Operation and maintenance of plant	\$784,589	\$1,976	\$1,629
Student transportation services	\$702,169	\$1,149	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$10,702,173	\$17,374	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$532,936	18.5	29.7
Instructional Aide Salaries	\$292,586	10.1	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$140,592	4.9	13.0
Purchased Services Other Than Transportation	\$256,480	8.9	5.5
Special Education Tuition	\$1,442,967	50.0	22.6
Supplies	\$1,759	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$212,451	7.4	8.0
Equipment	\$6,727	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$2,886,498	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.0	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	73.1
State	25.4
Federal	1.2
Tuition & Other	0.4

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Salem 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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino of any race	13	*	13	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	235	80.2	234	76.9	85	77.7
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	70.2	44	64.8	14	*
Not Eligible for Free or Reduced-Price Meals	233	82.0	232	78.3	85	79.5
Students with Disabilities	47	56.3	46	50.9	13	*
Students without Disabilities	230	85.0	230	81.2	86	81.2
High Needs	77	65.2	76	60.3	24	66.4
Non-High Needs	200	85.9	200	82.2	75	82.3
District	277	80.1	276	76.1	99	78.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Grade 4			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	97.7	90.2	93.3	N/A	144	93.8
Curl Up	76.7	87.8	86.7	N/A	144	84.0
Push Up	58.1	56.1	66.7	N/A	144	61.1
Mile Run/PACER	76.7	87.8	81.7	N/A	144	81.9
All Tests - District	48.8	43.9	55.0	N/A	144	50.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>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.

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

# District Profile and Performance Report for School Year 2018-19

## Salem 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	80.1	75	50.0	50	100.0	67.7
	High Needs Students	65.2	75	43.5	50	86.9	58.1
Math Performance Index	All Students	76.1	75	50.0	50	100.0	63.1
	High Needs Students	60.3	75	40.2	50	80.3	52.7
Science Performance Index	All Students	78.5	75	50.0	50	100.0	63.8
	High Needs Students	66.4	75	44.3	50	88.6	54.2
ELA Academic Growth	All Students	67.3%	100%	67.3	100	67.3	59.9%
	High Needs Students	56.6%	100%	56.6	100	56.6	55.1%
Math Academic Growth	All Students	73.7%	100%	73.7	100	73.7	62.5%
	High Needs Students	61.2%	100%	61.2	100	61.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	3.4%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		91.7%	94%	48.8	50	97.5	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.6%   50.0%	75%	33.3	50	66.7	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>718.7</b>	<b>900</b>	<b>79.9</b>	

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 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	65.2	9.8	15.4	
Math Performance Index Gap	75.0	60.3	14.7	17.6	
Science Performance Index Gap	75.0	66.4	8.6	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.6
	High Needs Students	100.0
Math	All Students	99.3
	High Needs Students	98.7
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>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: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Salem School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Most communication was shared through electronic documents found on our website through our weekly on-line "Wednesday Folder," school and community announcements and events were communicated. Likewise parents could access all levels of district, school and grade level information via the Salem School website. The school principal published weekly parent newsletters, whereby curricular, sports and classroom highlights were shared. We also opened a parent portal for better communication with parents.

This school year we brought a new social and emotional curriculum to our school called "Choose Love". The Choose Love Formula teaches the foundational concepts and skills of social and emotional learning (SEL). Scarlett Lewis founded the Jesse Lewis Choose Love Movement after losing her son, Jesse at Sandy Hook Elementary School. Her goal for the Choose Love Enrichment Program™ is to provide children and adults with the knowledge, attitude, and skills they need to choose love in any situation.

We were able to bring Scarlett Lewis to our school with the help of our Board of Education and PTO members. She presented to our teachers in December, and then returned to present to our parents and community members in January sharing her story, and how her son Jesse led her on this journey.

Our teachers and support staff have begun to implement this curriculum with our students in grades Pre-K through 8th grade. The program helps students and educators understand and manage their emotions. The curriculum focuses on the four core areas of courage, gratitude, forgiveness, and compassion in action. The program will help students show empathy and compassion for others and maintain positive relationships.

Representatives from each grade and our unified arts teachers met twice a month before school for our Faculty Advisory Board. This was an opportunity for staff members to voice their opinions and concerns, and to keep abreast of current issues happening in the school.

We have the D.A.R.E. program for three grade levels in our school. Classes were taught by our local Resident State Trooper. The program was taught to our Kindergarten, 5th and 8th grade students.

The school uses Google Apps for Education which allows better communication between the students and teachers. Google classroom makes it possible for students to communicate with their teachers and classmates 24/7. This has made collaborative work much accessible, a necessary 21st century skill.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Salem School's civic lessons in our SS curriculum expose students to social responsibilities and promote acceptance of diversity. Students participated in various cultural assemblies throughout the year, which occurred both in and outside of our school building. MS aged students participated in a variety of teambuilding activities, including Camp Hazen. Our Gr.8 students traveled to Montreal, Quebec to be immersed in a multicultural experience. Their guide taught students the history of Montreal and its people while they toured this multi ethnic/multinational city. Highlights of the trip included learning about maple sugar making and enjoying an authentic Canadian meal at the Sugar Shack, a dancing workshop, sampling both French Canadian and Hispanic cuisine, and shopping in the enormous Underground City. They had an opportunity to explore the Le Marché outdoor market and enjoyed interacting in both French and Spanish. The Student Council sponsored a food & clothing drive for Care and Share, a local charity that supports our local & neighboring community. The student council members along with the American Red Cross sponsored a Blood Drive at the school. The members of the student council assisted, recruited, registered donors during the blood drive, and provided snacks at the "canteen" when they completed their donations. During Computer Science Education week, every grade level participated in some type of coding challenge using platforms such as the Hour of Code, Code.org, or other coding games. The 5th & 6th graders continued their programming in Scratch, a free visual programming language developed at the MIT Media Lab. Students were challenged to create a specific interactive program using their own creativity and project design skills. The 7th & 8th graders were introduced to our new robots! The Edison robot is an engaging tool for teaching kids computational thinking and computer programming in a hands-on way. The 7th & 8th graders started the graphical icon-based Edblocks to get to know the machine, they will progress to using the text based Python. Our school positive behavior team met regularly to support our core values of: "Respect, Responsibility, Safety, and Honesty. There were seasonal spirit weeks and assemblies to promote these core values.

# District Profile and Performance Report for School Year 2018-19

## Salem School District

### Equitable Allocation of Resources among District Schools