

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



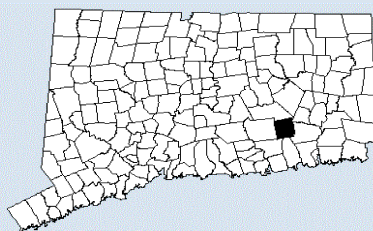
Salem School District

Mr. Joseph Onofrio II, Superintendent • 860-892-1223 • www.salemschools.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	401
Per Pupil Expenditures ¹	\$19,498
Total Expenditures ¹	\$8,325,678

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	211	52.6	48.4
Male	190	47.4	51.6
American Indian or Alaska Native	7	1.7	0.3
Asian	9	2.2	5.1
Black or African American	9	2.2	12.8
Hispanic or Latino	19	4.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	13	3.2	3.3
White	344	85.8	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	47	11.7	36.7
Students with Disabilities ¹	65	16.2	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	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	0.0
White	10	3.1	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	6	8.3
District	10	2.6	13	3.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 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	29.6
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	5.5
Paraprofessional Instructional Assistants	12.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.9
School Level	2.0
Library/Media	
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	22.9

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	1	2.2	3.7
Hispanic or Latino	1	2.2	3.7
Pacific Islander	1	2.2	0.0
Two or More Races	0	0.0	0.1
White	43	93.5	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	29	93.5
Other Health Impairment	17	65.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	66	72.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	2.5	1.8
Emotional Disturbance	7	1.2	1.1
Intellectual Disability	6	1.0	0.5
Learning Disability	31	5.1	5.2
Other Health Impairment	26	4.3	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	94	15.6	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

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

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,085,082	7,674	9,847
Instructional Supplies and Equipment	194,771	485	287
Improvement of Instruction and Educational Media Services	80,495	200	589
Student Support Services	1,097,575	2,730	1,120
Administration and Support Services	1,134,312	2,822	1,905
Plant Operation and Maintenance	795,653	1,979	1,648
Transportation	834,217	1,307	904
Costs of Students Tuitioned Out	1,103,470	N/A	N/A
Other	103	0	208
Total	8,325,678	19,498	16,535

Additional Expenditures

Land, Buildings, and Debt Service	441,062	1,097	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	566,981	18.1	33.8
Noncertified Personnel	315,880	10.1	14.5
Purchased Services	289,214	9.2	5.5
Tuition to Other Schools	1,548,292	49.3	23.4
Special Ed. Transportation	299,521	9.5	8.7
Other Expenditures	119,417	3.8	14.1
Total Expenditures	3,139,305	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	69.4	68.2
State	28.7	29.8
Federal	1.7	1.7
Tuition & Other	0.3	0.3

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	7	*	7	*
Black or African American	8	*	8	*
Hispanic or Latino	12	*	12	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	6	*	6	*
White	218	79.5	218	74.0
English Learners	0	N/A	0	N/A
Non-English Learners	255	78.7	255	73.4
Eligible for Free or Reduced-Price Meals	38	63.9	38	59.6
Not Eligible for Free or Reduced-Price Meals	217	81.3	217	75.8
Students with Disabilities	46	53.4	46	50.5
Students without Disabilities	209	84.3	209	78.4
High Needs	69	60.1	69	55.9
Non-High Needs	186	85.7	186	79.8
District	255	78.7	255	73.4

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	97.1	94.0	96.9	N/A	117	95.7
Curl Up	85.7	82.0	81.3	N/A	117	82.9
Push Up	68.6	60.0	62.5	N/A	117	63.2
Mile Run/PACER	68.6	80.0	87.5	N/A	117	78.6
All Tests - District	57.1	56.0	62.5	N/A	117	58.1
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	78.7	75	50.0	50	100.0	67.6
	High Needs Students	60.1	75	40.0	50	80.1	57.5
Math Performance Index	All Students	73.4	75	48.9	50	97.8	62.7
	High Needs Students	55.9	75	37.3	50	74.5	52.0
ELA Academic Growth	All Students	62.3%	100%	62.3	100	62.3	60.7%
	High Needs Students	44.2%	100%	44.2	100	44.2	55.6%
Math Academic Growth	All Students	55.6%	100%	55.6	100	55.6	61.9%
	High Needs Students	38.5%	100%	38.5	100	38.5	55.4%
Chronic Absenteeism	All Students	2.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	4.9%	<=5%	50.0	50	100.0	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		97.7%	94%	50.0	50	100.0	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)		98.3% 58.1%	75%	38.7	50	77.5	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				565.6	800	70.7	

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	60.1	14.9	15.9	
Math Performance Index Gap	75.0	55.9	19.1	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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

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](#)

District Profile and Performance Report for School Year 2017-18

Salem School District

Narratives

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.

Scott Driscoll presented on internet safety and social media during the day to our Middle School students and in the evening to our parents/guardians. This presentation met with great success as it provided parents with helpful information and opened the door for communication with parents on this topic.

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. Our resident trooper along with other local emergency services personnel, held a Safety Day Presentation for our students. After a bullying presentation to students in grades 4 - 8, the students rotated through several stations, such as Traffic Services, Emergency Services, Major Crimes Unit, DEP Unit, Motorcycle Unit, K-9 Unit, Accident Reconstruction and our Fire Departments. Students gained a better understanding and appreciation for our first responders.

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.

Our seventh and eighth grade students participating in the Connecticut Bar Association's Civics Education Committee's Advisory Program. This program involved 6-8 sessions centered on the Declaration of Independence, the Constitution, Bill of Rights, Civics, separation of power, etc. The students learned and prepared for a mock trial for three weeks and their final class they took a trip to a local courthouse. There, they met and interacted with court personnel (judges, prosecutors, public defenders, marshals, interpreters, probation officers, etc.) and then they performed a mock trial in a real courtroom. A local attorney from our community taught the classes for our students. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

In September Mobile Ed Productions presented The Earth Dome which is a gigantic inflatable earth balloon standing 19-feet high and 22-feet in diameter. It was used to educate students about geography as well as environmental issues. The presenter helped the students better understand the scale of concepts such as continents, time zones, latitude, longitude, and more. The Bureau of Lectures presented an interactive journey from simple funny robots to complex humanoid robots to our students in K-Gr. 8. They explored Science, Technology, Engineering, and Mathematics (STEM) concepts that bring robotics to life! Students were able to interact and assist with robots on the cutting edge of technology and then see the robots carry out their commands. This assembly also aligns to the "Next Generation Science Standards." Another assembly was performed by a musical duo who presented Cubanana, MelodA-as y danzas de Cuba, an immersion in Cuban culture enriched by stories and audience participation. Our PK-Gr 8 students learned a variety of songs, rhythms, dances, and instruments, while gaining historical, linguistic, and cultural perspectives.

Salem School's civic lessons in our SS curriculum expose students to social responsibilities and to promote acceptance of diversity. Students participated in various cultural assemblies throughout the school year, which occurred both in our school building and outside of school as students traveled to various educational sites. During the fall of the school year, middle school aged students participated in a variety of teambuilding activities, including Camp Hazen (an outdoor environmental educational center). The Student Council sponsored, a food and clothing drive for Care and Share. The student council members along with the American Red Cross sponsored a Blood Drive at the school. The month of December kicked off the coding units at Salem School 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 and 6th graders continued their programming in Scratch. The 7th and 8th graders were introduced to our new Edison robots.

Our school positive behavior team met regularly to support our core values.

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Equitable Allocation of Resources among District Schools

N/A