

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



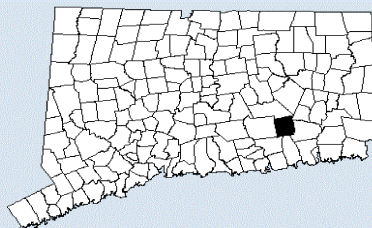
Salem School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	409
Per Pupil Expenditures ¹	\$20,688
Total Expenditures ¹	\$8,419,998

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	206	50.4	48.4
Male	203	49.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	11	2.7	5.1
Black or African American	10	2.4	12.9
Hispanic or Latino	24	5.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	9	2.2	2.9
White	347	84.8	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	44	10.8	35.9
Students with Disabilities ¹	76	18.6	14.3

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	8	4.0	*	*
Male	10	5.0	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	15	4.4	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	9.7	6	7.3
District	18	4.5	12	2.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 12

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	28.5
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	5.6
Paraprofessional Instructional Assistants	10.0
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	23.9

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	1.0
Black or African American	1	2.2	3.6
Hispanic or Latino	1	2.2	3.6
Pacific Islander	1	2.2	0.0
Two or More Races	0	0.0	0.1
White	42	93.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.6

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	31	86.1
Other Health Impairment	24	80.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	72	70.6
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	16	2.6	1.7
Emotional Disturbance	7	1.1	1.0
Intellectual Disability	6	1.0	0.5
Learning Disability	36	5.8	4.9
Other Health Impairment	31	5.0	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	106	17.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,036,708	8,076	9,663
Instructional Supplies and Equipment	58,444	155	321
Improvement of Instruction and Educational Media Services	70,054	186	578
Student Support Services	1,111,896	2,957	1,103
Administration and Support Services	1,191,802	3,170	1,861
Plant Operation and Maintenance	952,452	2,533	1,637
Transportation	869,382	1,362	877
Costs of Students Tuitioned Out	1,129,202	N/A	N/A
Other	58	0	201
Total	8,419,998	20,688	16,236

Additional Expenditures

Land, Buildings, and Debt Service	63,145	168	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	582,823	17.7	34.6
Noncertified Personnel	267,937	8.1	14.6
Purchased Services	353,683	10.7	5.8
Tuition to Other Schools	1,613,436	49.0	21.8
Special Ed. Transportation	346,789	10.5	8.5
Other Expenditures	128,889	3.9	14.7
Total Expenditures	3,293,557	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.4	68.2
State	30.0	30.2
Federal	1.5	1.5
Tuition & Other	0.1	0.1

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	10	*	10	*	*	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino	14	*	14	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	7	*	7	*	*	*
White	216	80.8	216	75.9	76	61.6
English Learners	*	*	*	*	*	*
Non-English Learners	259	80.0	259	74.9	89	61.9
Eligible for Free or Reduced-Price Meals	34	70.9	34	61.7	12	*
Not Eligible for Free or Reduced-Price Meals	226	81.3	226	76.8	78	62.8
Students with Disabilities	49	58.4	49	52.6	19	*
Students without Disabilities	211	84.9	211	80.0	71	64.7
High Needs	71	64.5	71	57.4	26	51.8
Non-High Needs	189	85.7	189	81.4	64	65.7
District	260	79.9	260	74.8	90	61.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	89.7	89.5	86.0	N/A	139	88.5
Curl Up	79.5	80.7	76.7	N/A	139	79.1
Push Up	61.5	64.9	67.4	N/A	139	64.7
Mile Run/PACER	71.8	78.9	83.7	N/A	139	78.4
All Tests - District	59.0	56.1	62.8	N/A	139	59.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.9	75	50.0	50	100.0	67.1
	High Needs Students	64.5	75	43.0	50	86.0	55.9
Math Performance Index	All Students	74.8	75	49.9	50	99.8	62.2
	High Needs Students	57.4	75	38.2	50	76.5	50.5
Science Performance	All Students	61.7	75	41.1	50	82.2	55.3
	High Needs Students	51.8	75	34.5	50	69.1	45.2
ELA Academic Growth	All Students	59.6%	100%	59.6	100	59.6	55.4%
	High Needs Students	60.9%	100%	60.9	100	60.9	49.8%
Math Academic Growth	All Students	64.4%	100%	64.4	100	64.4	61.7%
	High Needs Students	50.0%	100%	50.0	100	50.0	53.7%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	7.6%	<=5%	44.8	50	89.5	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		91.4% 59.0%	75%	39.3	50	78.7	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				675.8	900	75.1	

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	64.5	10.5	16.7	
Math Performance Index Gap	75.0	57.4	17.6	18.7	
Science Performance Index Gap	65.7	51.8	13.9	16.6	
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	98.9
	High Needs Students	96.4

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: 50.2**

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

Our 7/8 grade students participate 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. On their final class they took a trip to a local courthouse and interacted with court personnel and performed a mock trial in a real courtroom. A local attorney from our community taught the classes for our students. We hosted the U.S. Attorney's Heroin Education Action Team (USA HEAT) to give a presentation for parents. The mission of the USA HEAT is to reduce the growing harm to Connecticut families and communities caused by heroin/opioid abuse by increasing community understanding of this epidemic. We strongly urged our middle school parents to attend this presentation. The USA HEAT held a similar presentation for all of our 8th grade students.

D.A.R.E classes were taught by our local Resident State Trooper to students in Kindergarten, 5th and 8th grade. Our resident trooper along with other local emergency services personnel, held a Safety Day Presentation for all of 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 Student Council sponsored, along with the American Red Cross, a Blood Drive at the school. The students assisted with the recruiting, registering donors during the blood drive, and providing snacks at the “canteen” when they completed their donations.

Most communication was shared through our website through our weekly on-line “Wednesday Folder”. Parents can 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. Parents were also given opportunities to visit the school to attend mini-workshops for the purpose of learning, helping with homework, and guidance with the Connecticut Core Standards. Administrators from the district and the school hosted, along with Resident State Troopers, internet safety for our students and parents. These informal forums met with great success as they provided parents and community members an opportunity to voice concerns, ask questions and provide feedback regarding a variety of district, school and grade-level related decisions and topics. 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.

The school uses Google Apps for Education in grade 5 – 8 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 social studies curriculum expose students to social responsibilities and to promote acceptance of diversity. Our school provided support to the community through our food and clothing drives organized by our students and teachers. 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 2015-2016 school year, middle school aged students participated in a variety of team building activities, including Camp Hazen (an outdoor environmental educational center).

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. Our eighth grade students helped organize, create, and run these activities.

Our school participated in Unity Day. During this day a variety of team building activities along with lessons on identifying, reporting and preventing bullying and mean behaviors were taught. The school united for kindness, acceptance and inclusion.

Our eighth grade students travelled to Montreal, Quebec, Canada for a multicultural experience. The guide taught students the history of Montreal and its people while we toured this multi ethnic multi-national city. Highlights of the trip included learning about maple sugar making and enjoying an authentic Canadian meal at the Sugar Shack, percussion and Tango workshops, sampling both French Canadian and Hispanic cuisine, and shopping in the enormous Underground City.

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Equitable Allocation of Resources among District Schools

N/A