

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



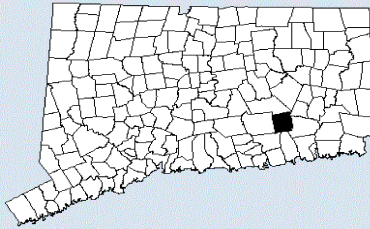
## Salem School District

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

### District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	435
Per Pupil Expenditures <sup>1</sup>	\$17,751
Total Expenditures <sup>1</sup>	\$7,916,888

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	208	47.8	48.3
Male	227	52.2	51.6
American Indian	*	*	0.2
Asian	19	4.4	4.6
Black or African American	13	3.0	12.9
Hispanic or Latino	15	3.4	21.2
Pacific Islander	*	*	0.0
White	374	86.0	58.4
Two or More Races	10	2.3	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	48	11.0	37.3
Students with Disabilities <sup>1</sup>	47	10.8	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	8	4.1	*	*
Male	10	4.5	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	14	3.9	6	1.6
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	12.9	*	*
Students with Disabilities	9	16.4	*	*
District	18	4.3	9	2.0
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 18**

<sup>2</sup>A 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.

<sup>3</sup>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 2013-14

## Salem School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	29.5
Paraprofessional Instructional Assistants	7.5
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	8.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.6
School Level	2.3
<b>Library/Media</b>	
Specialists (Certified)	0.7
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	2.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	25.4

<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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	1	2.2	3.6
Native American	1	2.2	0.1
White	44	95.7	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.3	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	19	86.4
Other Health Impairment	10	*
Other Disabilities	0	0
Speech/Language Impairment	6	*
District	42	66.7
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Salem School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	1.5	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	22	3.3	4.2
Other Health Impairment	13	2.0	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	8	1.2	1.9
All Disabilities	67	10.1	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,055,177	9,609	8,769
Instructional Supplies and Equipment	187,056	443	275
Improvement of Instruction and Educational Media Services	40,104	95	487
Student Support Services	161,326	382	965
Administration and Support Services	1,017,685	2,412	1,600
Plant Operation and Maintenance	827,580	1,961	1,472
Transportation	843,485	1,198	786
Costs of Students Tuitioned Out	784,398	N/A	N/A
Other	77	0	178
Total	7,916,888	17,751	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
-----------------------------------	---	---	-------

<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	459,774	19.4	35.6
Noncertified Personnel	217,402	9.2	14.5
Purchased Services	186,541	7.9	5.0
Tuition to Other Schools	1,111,082	46.9	21.4
Special Ed. Transportation	326,055	13.8	8.5
Other Expenditures	67,212	2.8	14.9
Total Expenditures	2,368,066	100.0	100.0
PK-12 Expenditures Used for Special Education		29.9	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.6	65.7
State	33.2	32.0
Federal	2.1	2.1
Tuition & Other	0.1	0.1

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2013-14

## Salem School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	80.5	72.6	73.2	73.8	.	.	.	.	
Students with Disabilities	62.4	47.2	61.1	46.0	.	.	.	.	
High Needs	70.6	63.7	67.6	63.2	.	.	.	.	
District	91.5	89.4	89.1	87.9	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	79.3	76.9	94.0	135	85.9
Curl Up	82.8	74.4	92.5	135	85.2
Push Up	48.3	41.0	76.1	135	60.0
Mile Run/PACER	65.5	51.3	85.1	135	71.1
All Tests - District	0.0	0.0	50.7	135	25.2
All Tests - State	50.2	50.7	50.3		51.1

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2013-14

## Salem School District

### Narratives

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

Salem School has a supportive and active PTO. Through the partnership with this organization, many school-wide initiatives have been achieved. The PTO funds enrichment programs at each grade level to support cultural and academic field trips and assemblies. They help support school-wide literacy events (through book fairs twice a year) and coordinate several family events for students and their parents outside of the school day. Our PTO has sponsored the Salem Reading Hall of Fame as well as the Salem Summer Reading program. Salem School actively supports strong communication with parents and families. Most communication is shared through electronic documents and can also be found on our website. Our Website and School/District Communication Publications were recognized this year by the CAFE Award of Excellence for Educational Communications. Through our weekly on-line "Wednesday Folder," school and community announcements and events are communicated. Parents can access all levels of information via the Salem School website. The school principal also publishes monthly parent newsletters, whereby curricular and classroom highlights are shared. Parents are also given opportunities to visit the school to attend mini-workshops for the purpose of learning, participating in conversation, and sharing ideas. Administrators have also hosted multiple "coffees" throughout the year. 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.

Salem School has been developing and implementing new standards-based curricula in the area of English language arts, mathematics, social studies, science, technology, and developmental guidance. An action plan to integrate areas between our current curricular offerings and the Connecticut Common Core Standards began in SY2011-12 and continued through the SY2013-14. As part of the school improvement process, each year teachers administer Blue Ribbon Tests' three common district assessments to students in grades 3 – 8 in the areas of mathematics and language arts, as well as science assessment in grades 5 and 8. Grade level teachers, curriculum support teachers, and administration met monthly to review student progress. Salem School is in its 6th year of implementing SRBI. Teachers continue to develop and improve common assessment tools and utilize the data-driven decision making process for the adjustment and differentiation of instruction strategies based on student needs. Salem School presented evening workshops to educate and inform the community regarding school initiatives. Some of these presentations were curricular-based and were presented at BOE meetings. Others were sponsored by the administration and focused on budget, curricular and school climate initiatives. Our school's integrated Pre-K program promoted the development of students' life and social skills needed for success in school as well as support services through physical therapy, occupational therapy and speech and language therapy. Salem School continued to increase the use of assistive technology in both regular and special education settings, including the use of SMART boards, laptops and software designed to meet individual needs.

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

Salem School's civic lessons in our social studies curriculum exposed 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 in CT, MA and RI. During the fall of SY2013-14, middle school grade students participated in a variety of teambuilding activities, including Camp Hazen (an outdoor environmental educational center). Ten of our students attend the Regional Multicultural Magnet School and two students attend the Winthrop Elementary Magnet School. Through our developmental guidance program, "Connections", teachers worked to promote a sense of connectedness among all students. Each staff member was assigned a small group of students which became their "Connection Group". The groups met once every two weeks and set individual student goals. Students participated in activities developing an understanding of tolerance, talked about our positive school climate, and gave students the opportunity to connect with another adult in the building.

The PTO also provides students with cultural enrichment opportunities throughout the year. Coordinating with local municipality, staff members using a "giving tree" ensured that all families in the community were supported throughout the holidays.

# District Profile and Performance Report for School Year 2013-14

## Salem School District

### **Equitable Allocation of Resources among District Schools**

Salem School District is a one school district so this question does not apply.