

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



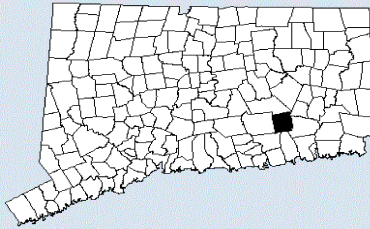
## Salem School District

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	399
Per Pupil Expenditures <sup>1</sup>	\$20,807
Total Expenditures <sup>1</sup>	\$9,404,560

<sup>1</sup>Expenditure data reflect the 2013-14 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](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	184	46.1	48.3
Male	215	53.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	18	4.5	4.7
Black or African American	14	3.5	12.9
Hispanic or Latino	16	4.0	22.1
Pacific Islander	*	*	0.0
Two or More Races	8	2.0	2.5
White	337	84.5	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	64	16.0	37.6
Students with Disabilities <sup>1</sup>	52	13.0	13.3

<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	4.4	*	*
Male	10	4.7	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	11	3.3	7	2.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	8.7	*	*
Students with Disabilities	7	11.5	*	*
District	18	4.6	9	2.1
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 10**

<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 2014-15

## Salem School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	7.7
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	8.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.1
School Level	0.0
<b>Library/Media</b>	
Specialists (Certified)	0.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	2.0
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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	2.6	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	1	2.6	0.0
Two or More Races	0	0.0	0.0
White	36	94.7	91.8

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

	Percent of Total (%)
District	99.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.4	9.2

### 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	26	81.3
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	51	69.9
State		69.7

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Salem School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	11	1.7	1.5
Emotional Disturbance	7	1.1	1.0
Intellectual Disability	*	*	0.5
Learning Disability	32	5.0	4.4
Other Health Impairment	12	1.9	2.6
Other Disabilities	6	0.9	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	77	12.1	13.0

<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	*	*	8.1
Private Schools or Other Settings	*	*	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,963,628	9,218	9,134
Instructional Supplies and Equipment	202,043	470	334
Improvement of Instruction and Educational Media Services	23,428	54	498
Student Support Services	130,610	304	1,001
Administration and Support Services	1,117,819	2,600	1,694
Plant Operation and Maintenance	2,154,445	5,010	1,572
Transportation	915,978	1,343	813
Costs of Students Tuitioned Out	896,581	N/A	N/A
Other	28	0	186
Total	9,404,560	20,807	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	34,903	81	1,272
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<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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	604,303	22.0	35.1
Noncertified Personnel	239,864	8.7	14.2
Purchased Services	213,680	7.8	5.2
Tuition to Other Schools	1,213,731	44.2	22.0
Special Ed. Transportation	344,238	12.5	8.6
Other Expenditures	133,144	4.8	14.9
Total Expenditures	2,748,960	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.1	70.4
State	39.5	28.1
Federal	1.3	1.3
Tuition & Other	0.2	0.2

<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 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	15	*	15	*	8	*
Black or African American	11	*	11	*	*	*
Hispanic or Latino	10	*	10	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	*	*	*	*	*	*
White	216	77.9	216	73.6	67	61.3
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	85	61.0
Eligible for Free or Reduced-Price Meals	40	68.5	40	63.9	12	*
Not Eligible for Free or Reduced-Price Meals	218	80.3	218	75.7	73	62.7
Students with Disabilities	37	53.3	37	49.9	12	*
Students without Disabilities	221	82.7	221	77.9	73	64.5
High Needs	71	62.8	71	58.4	22	45.7
Non-High Needs	187	84.4	187	79.7	63	66.4
District	258	78.5	258	73.9	85	61.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	92.5	92.7	88.7	N/A	147	91.2
Curl Up	81.1	75.6	81.1	N/A	147	79.6
Push Up	50.9	53.7	58.5	N/A	147	54.4
Mile Run/PACER	56.6	61.0	69.8	N/A	147	62.6
All Tests - District	41.5	51.2	56.6	N/A	147	49.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Salem School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	78.5	75	100.0	100	100.0	67.9
	High Needs Students	62.8	75	83.7	100	83.7	56.7
Math Performance Index	All Students	73.9	75	98.5	100	98.5	59.3
	High Needs Students	58.4	75	77.9	100	77.9	47.8
Science Performance Index	All Students	61.0	75	81.4	100	81.4	56.5
	High Needs Students	45.7	75	60.9	100	60.9	45.9
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	7.6%	<=5%	44.9	50	89.7	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.6%   49.7%	75%	33.1	50	66.2	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>680.3</b>	<b>800</b>	<b>85.0</b>	

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?					Y
ELA Performance Index Gap	75.0	62.8	12.2	17.3	
Math Performance Index Gap	75.0	58.4	16.6	19.6	
Science Performance Index Gap	66.4	45.7	20.7	17.2	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.6
	High Needs Students	98.7
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

### 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: 49.6      State: 50.1**

#### 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 2014-15

## Salem School District

### Narratives

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

Salem School initiated a new School Activity Program with four week sessions throughout the school year. This program relied on our school staff and community members to volunteer their time to support our students in a multitude of activities that met after the school day. Some of the activities that were offered to students were: Basic French, Chess, Yoga for Kids, Board Games, Musical Skit Performance, Invention Club, Painting, Nutrition Awareness/Healthy Snack Preparation, Bring a Book Alive, Exploring Google/iPads, Cool Crafts, Painting, Edible Art, Basic Sign Language, Ski Club, Hiking Club, Study Skills/Homework Club, Lego and Robotics. We also had yearlong clubs such as Math Counts and Science Olympiads available for our students in grades six through eight. These clubs competed on a regional and state level. Our middle school musical drama club performed a musical in the spring. This group met weekly starting in the fall of the school year. Our middle school symphonic band, orchestra and jazz ensemble performed winter and spring concerts for our school and also competed in the Great East Festival.

Salem School had a supportive and active PTO. Through the partnership with this organization, many school-wide initiatives were achieved. The PTO funded enrichment programs at each grade level to support cultural and academic field trips, and assemblies. They helped to support school-wide literacy events (through book fairs twice a year) and coordinated several family events for students and their parents outside of the school day. Our PTO sponsored the Salem Reading Hall of Fame as well as the Salem Summer Reading program. Salem School actively supported strong communication with parents and families.

Most communication was shared through electronic documents found on our website. Our website was recognized by the CAFE Award of Excellence for Educational Communications. 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 also 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 in parenting. Administrators from the district and the school 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.

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 to keep abreast of current issues happening in the school.

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 SY2011-2012.

#### **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 Rhode Island. During the fall of the 2014-2015 school year, middle school aged students participated in a variety of teambuilding activities, including Camp Hazen (an outdoor environmental educational center).

Through our developmental guidance program, a middle school advisory group was established matching staff members with a small group of students. The advisory groups met twice a month to work on establishing goals, developing an understanding of tolerance and positive school climate. These groups allowed students the opportunity to connect with another adult in the school building.

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.

The PTO also provided students with cultural enrichment opportunities throughout the year. The PTO coordinated with the local municipality and staff members the development of a "giving tree" This tradition ensured that all the families in the community were supported throughout the holidays.

# District Profile and Performance Report for School Year 2014-15

## Salem School District

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

Salem is a one school district, therefore this question does not apply.