

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Salem School
Salem School District

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 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London Per Capita Income in 2000: \$27,288
 Town Population in 2000: 3,858 Percent of Adults without a High School Diploma in 2000*: 9.5%
 1990-2000 Population Growth: 16.6% Percent of Adults Who Were Not Fluent in English in 2000*: 0.5%
 Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: 95.5%
 *To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

TYPE OF SCHOOL

School Type: Traditional/Regular
 School Grade Range: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 506
 5-Year Enrollment Change: -16.8%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	29	5.7	5.0	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	0.8	7.3
Students Identified as Gifted and/or Talented	0	0.0	2.2	2.3
Students with Disabilities	41	8.1	10.8	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	35	92.1	87.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	434	95.4	94.9	86.8
Homeless	0	0.0	0.0	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,010	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art*	40	31
Computer Education	40	17
English Language Arts*	348	425
Family and Consumer Science	0	1
Health	40	23
Library Media Skills*	9	18
Mathematics	170	199
Music	40	33
Physical Education	40	40
Science*	170	97
Social Studies*	84	92
Technology Education	0	1
World Languages	40	10

*Interdisciplinary Approach

Type of Kindergarten: This school offers half-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 5 in this school. Statewide, 18.4% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	37.0	31.2
World Language	0.0	46.4

Average Class Size	School	DRG	State
Kindergarten	19.0	17.1	18.1
Grade 2	16.3	18.6	19.3
Grade 5	14.8	20.4	20.9
Grade 7	12.3	19.9	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.7	7.1
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.8	78.2	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.9	3.3	3.4
% of Computers with Internet Access	100.0	99.3	98.3
% of Computers that are High or Moderate Power	93.2	92.8	91.7
# of Print Volumes Per Student*	39.8	29.6	27.7
# of Print Periodical Subscriptions	31	16	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	39.10
Paraprofessional Instructional Assistants	5.30
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.50
School Level	2.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	1.70
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	28.66

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	15.2	14.1	13.2
% with Master's Degree or Above	88.9	77.8	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	9.2	8.1	8.7
% Assigned to Same School the Previous Year	75.6	74.1	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Salem School learning community is fortunate to have an active and supportive PTO. With the assistance of the PTO, Salem School increased its efforts to secure parent and community volunteers in and out of the classrooms. Over the course of the past four years the PTO has sponsored the Salem Read Hall of Fame as well as the Salem Summer Reading program and various school based assemblies and field trips.

Through the weekly Wednesday folder both school and community announcements and events are communicated to school parents. Likewise parents can access all levels of district, school and grade level information via the Salem School website. Teachers utilize the website to post homework as well as classroom projects and special assignments.

Over the last 2 ½ years administrators from the district and the school have hosted “coffees” – these informal forums have met with great success as they provide parents and community members an opportunity to voice concerns, ask questions and provide feedback regarding a variety of school and grade related topics. To a lesser success the school has also offered a “Positive Parenting” program for its families. While there has been low parent turn out, we continue to work to improve parent outreach.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	17	3.4
Black	14	2.8
Hispanic	3	0.6
White	471	93.1
Total Minority	35	6.9

Percent of Minority Professional Staff: 3.5%

Non-English Home Language: 0.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

For a fifth year Salem School has been an active participant in the Amistad Society, an intradistrict program designed to give students the opportunity to learn about the Amistad incident and its effects on current issues. Salem students participated in activities and field trips throughout the school year along with students from neighboring towns.

In past years Salem students have had the opportunity to participate in additional intradistrict programs offered through the local resc, LEARN. Over the course of six trips during the 2005-2006 school year, Grade 4 students and their teachers took part in an intradistrict program sponsored by LEARN and Project Oceanology which paired 21 Salem 4th graders and 19 students from New London. The goal of the program was to provide diversity through the study of the local environment.

The 2007-2008 school year saw the continued participation of Grade 6 students in Nature's classroom, a program designed to provide students with an integrated learning experience of core subjects including team building, character education and environmental studies. Typically this week long outdoor experience is shared with 2-3 schools from the New England region. As the 2007-2008 school year came to a close, Grade 3, 4 and 7 submitted proposals to ACES for participation in their Technology Interdistrict Grants.

Additionally, the school, in concert with the PTO, works to provide students with programs aimed at broadening their cultural and educational experiences: Looking In Theatre, Be All You Can Be, Second Step, Taikoza (Japanese drumming), Sankofa Kuumba (African dancing), Jump rope demonstration/fitness.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	36.4	33.8	59.0
Grade 6	44.8	35.4	71.3
Grade 8	53.7	37.0	85.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.4	52.0	83.4
Writing	73.8	63.4	60.7
Mathematics	76.2	60.0	73.6
Grade 4 Reading	78.7	55.9	89.2
Writing	90.2	62.9	99.4
Mathematics	86.9	60.3	96.2
Grade 5 Reading	80.3	62.2	79.6
Writing	78.7	64.5	67.9
Mathematics	93.4	65.9	99.4
Science	85.2	54.9	95.7
Grade 6 Reading	73.5	66.3	46.4
Writing	73.5	61.9	66.1
Mathematics	91.2	66.4	95.8
Grade 7 Reading	88.9	71.1	86.5
Writing	52.4	62.0	17.4
Mathematics	90.5	63.0	96.1
Grade 8 Reading	82.6	64.8	75.5
Writing	80.0	63.4	73.0
Mathematics	80.4	60.8	77.4
Science	82.6	58.6	83.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	100.0	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 15 students were responsible for these incidents. These students represent 2.7% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	1	0
Physical/Verbal Confrontation	11	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	0
Total	25	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	64
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	5	0.6	0.8	0.7
Learning Disability	22	2.8	4.1	4.0
Intellectual Disability	3	0.4	0.4	0.5
Emotional Disturbance	2	0.3	0.7	1.0
Speech Impairment	9	1.1	2.2	2.4
Other Health Impairment*	17	2.1	1.9	2.1
Other Disabilities**	6	0.8	0.6	0.9
Total	64	8.1	10.7	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	1.6
Private Schools or Other Settings	3	4.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	49	76.6	71.7	71.6
40.1 to 79.0 Percent of Time	10	15.6	21.8	16.6
0.0 to 40.0 Percent of Time	5	7.8	6.5	11.8

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	26.9	20.4	79.5	62.1
Writing	26.9	19.3	74.4	63.0
Mathematics	30.8	22.6	87.4	62.7
Science	N/A	N/A	84.1	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	17.9
	% With Accommodations	82.1
	% Assessed Using Skills Checklist	7.1

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$4,073	\$7,685	\$7,141	\$6,737	\$7,159
Instructional Supplies and Equipment	\$350	\$661	\$314	\$287	\$266
Improvement of Instruction and Educational Media Services	\$28	\$53	\$219	\$395	\$429
Student Support Services	\$131	\$247	\$732	\$713	\$761
Administration and Support Services	\$1,019	\$1,923	\$1,370	\$1,267	\$1,271
Plant Operation and Maintenance	\$665	\$1,254	\$1,146	\$1,295	\$1,322
Transportation	\$608	\$741	\$575	\$605	\$601
Costs for Students Tuitioned Out *	\$365	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	\$130	\$145
Total*	\$7,239	\$13,162	\$12,187	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$439	\$828	\$1,737	\$1,979	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$9,650; Tuition Costs, \$2,775.

Total town expenditures per pupil for PK-12 are \$11,840.

Special Education Expenditures

Total Expenditures	\$1,491,756
Percent of Total PK-12 Expenditures Used for Special Education	15.5%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	65.8	33.0	1.2	0.0
Excluding School Construction	67.4	31.4	1.2	0.0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Salem School spent the past three years developing and implementing new standards based curriculums in the areas of Math, Science, Technology, and Developmental Guidance. Currently, the school is involved in the final stages of revising its Language Arts curriculum and has begun the revision of Social Studies. Curriculum writing teams are comprised of administrators, teachers, parents, and community members. As part of the school improvement process, teachers administer three common district assessments a year to Grades 3-8 in the areas of Math and Language Arts. Grade level teachers, instructional coaches and administration meet monthly to review student progress, Salem School is in its second year of implementing RtI. During the 2008-2009 school year staff will continue to improve assessment tools while utilizing software as part of its data analysis and adjusting instruction strategies according to student needs.

Curriculum writing committees, administrative sponsored “coffees” and the PTO provide parents and community members opportunities to present ideas-concerns as well as feedback on existing and proposed actions. Parents and community members are participants on the District’s Facilities Committee, Curriculum Council and Safety Committee as well as the school based Indoor Air Quality team. Salem School continues to work to expand parent and community involvement in school improvement planning.

Special Education programs saw improvements as hours were expanded in the integrated preschool program allowing for the development of life and social skills needed for success in school as well as additional time for PT, OT and Speech and Language services. A summer component was added for Pre-K to sustain skills acquired during the school year. An increase in the use of assistive technology in both regular and special education, including the use of SMART boards, laptops and software designed to meet individual needs. Teachers receive ongoing in-service in the use of these technologies, as well as the impact of sensory integration disorders on readiness to learn.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Under the direction of a new administrative team at both the District and School level, the past four years have seen various new initiatives and programs at Salem School.

In January 2004, Salem School become part of the Team Nutrition pilot and has since crafted its school wellness policy and procedures, implemented changes (recess, physical education, lunch programs, snacks, celebrations and fundraising) in the school that reflect policy as well as become a certified Healthy Foods school.

In addition to revised curriculums in Math and Science, Developmental Guidance, Guaranteed Research and Informational Literacy curriculums have been incorporated in Grades K through 8. Students participate in Math Olympiads and Math Counts.

Project Hope, a student community service group, has sponsored various projects: fundraising for the victims of the tsunami, Hurricane Katrina and Operation Uplink. 6th grade students participated in the Brigham’s Ice Cream Kid Speak 2007 program, finishing as 1st runner up in the essay contest. Student musicians in grades 6, 7, and 8 continue participation in the Great East Festival (an opportunity for students to play for and receive suggestions from event judges). Through the support and direction of parent leaders 3 teams of students participated for a third year in Destination Imagination, again placing in the competition. The PTO also sponsors LEGO league.
