

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



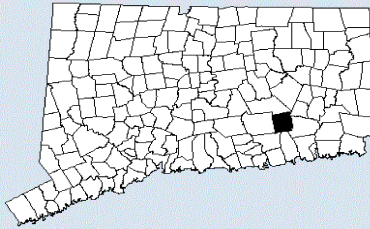
## Salem School District

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	384
Per Pupil Expenditures <sup>1</sup>	\$20,291
Total Expenditures <sup>1</sup>	\$8,542,614

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	178	46.4	48.3
Male	206	53.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	11	2.9	4.9
Black or African American	9	2.3	12.8
Hispanic or Latino	21	5.5	23.0
Pacific Islander	*	*	0.0
Two or More Races	7	1.8	2.7
White	330	85.9	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	42	10.9	38.0
Students with Disabilities <sup>1</sup>	68	17.7	13.7

<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	10	5.9	*	*
Male	8	4.1	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	13	4.2	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	13.6	*	*
Students with Disabilities	7	10.0	*	*
District	18	5.0	7	1.9
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 18

Number of school-based arrests: 0

<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 2015-16

## Salem School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	27.3
Paraprofessional Instructional Assistants	8.0
<b>Special Education</b>	
Teachers and Instructors	5.8
Paraprofessional Instructional Assistants	8.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.5
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.6
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	24.5

<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	2.3	3.5
Hispanic or Latino	1	2.3	3.5
Pacific Islander	1	2.3	0.0
Two or More Races	0	0.0	0.1
White	41	93.2	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	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	31	91.2
Other Health Impairment	18	85.7
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	66	73.3
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## Salem School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	12	1.9	1.6
Emotional Disturbance	7	1.1	1.0
Intellectual Disability	*	*	0.5
Learning Disability	34	5.5	4.6
Other Health Impairment	21	3.4	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	1.4	1.9
All Disabilities	94	15.1	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,000,813	7,655	9,387
Instructional Supplies and Equipment	43,150	110	318
Improvement of Instruction and Educational Media Services	95,692	244	541
Student Support Services	990,660	2,527	1,048
Administration and Support Services	978,371	2,496	1,790
Plant Operation and Maintenance	1,363,571	3,478	1,608
Transportation	849,027	1,291	845
Costs of Students Tuitioned Out	1,221,242	N/A	N/A
Other	88	0	194
Total	8,542,614	20,291	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	162,593	415	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	548,741	16.8	35.1
Noncertified Personnel	259,915	8.0	14.5
Purchased Services	245,977	7.5	5.5
Tuition to Other Schools	1,747,312	53.5	21.6
Special Ed. Transportation	307,845	9.4	8.3
Other Expenditures	158,295	4.8	15.0
Total Expenditures	3,268,085	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.3	66.8
State	31.2	31.6
Federal	1.4	1.4
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 2015-16

## 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	*	*	*	*	*	*
Asian	8	*	8	*	*	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	14	*	14	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	205	82.0	205	76.3	80	67.5
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	90	66.8
Eligible for Free or Reduced-Price Meals	27	68.1	27	61.0	7	*
Not Eligible for Free or Reduced-Price Meals	217	83.0	217	77.0	83	67.0
Students with Disabilities	47	58.7	47	54.4	19	*
Students without Disabilities	197	86.8	197	80.2	71	70.5
High Needs	65	63.7	65	58.6	25	56.6
Non-High Needs	179	87.8	179	81.3	65	70.7
District	244	81.4	244	75.2	90	66.8

#### 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>			
Grade 4			
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	92.3	91.2	81.8	N/A	106	88.7
Curl Up	87.2	85.3	75.8	N/A	106	83.0
Push Up	66.7	58.8	57.6	N/A	106	61.3
Mile Run/PACER	74.4	73.5	72.7	N/A	106	73.6
All Tests - District	66.7	58.8	48.5	N/A	106	58.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Salem School District

### Next Generation Accountability Results

These statistics are the 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	81.4	75	50.0	50	100.0	67.7
	High Needs Students	63.7	75	42.5	50	84.9	56.7
Math Performance Index	All Students	75.2	75	50.0	50	100.0	61.4
	High Needs Students	58.6	75	39.0	50	78.1	49.9
Science Performance Index	All Students	66.8	75	44.5	50	89.0	57.5
	High Needs Students	56.6	75	37.7	50	75.5	47.0
ELA Academic Growth	All Students	78.7%	100%	78.7	100	78.7	63.8%
	High Needs Students	68.5%	100%	68.5	100	68.5	58.3%
Math Academic Growth	All Students	68.6%	100%	68.6	100	68.6	65.0%
	High Needs Students	55.4%	100%	55.4	100	55.4	57.4%
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	10.1%	<=5%	39.8	50	79.6	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		89.3%	94%	47.5	50	95.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6%   58.5%	75%	39.0	50	78.0	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>711.2</b>	<b>900</b>	<b>79.0</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?					N
ELA Performance Index Gap	75.0	63.7	11.3	16.5	
Math Performance Index Gap	75.0	58.6	16.4	18.9	
Science Performance Index Gap	70.7	56.6	14.1	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), the ultimate target is used for gap calculations.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
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

<sup>3</sup>Minimum 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: 51.4**

#### 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 2015-16

## Salem School District

### Narratives

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

Our seventh and eighth grade students participated 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.

We brought the D.A.R.E. program back into 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 Student Council sponsored, along with the American Red Cross, a Blood Drive at the school. The members of the student council 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 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. 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 began using 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. .

#### **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.

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 2015-16

## Salem School District

### Equitable Allocation of Resources among District Schools

NA