Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Salem School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	422
Per Pupil Expenditures[1]	$17,845
Total Expenditures[1]	$10,867,565

[1] *Expenditure data reflect the 2018-19 school year.*
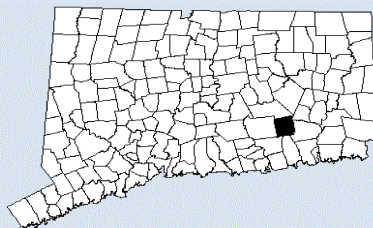
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	211	50.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	7	1.7	12.7
Hispanic or Latino of any race	32	7.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	15	3.6	3.8
White	357	84.6	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	73	17.3	43.3
Students with Disabilities[3]	65	15.4	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	16	7.6	*	*
Male	17	8.4	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	26	7.5	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	13	15.1	*	*
Students with Disabilities	*	*	*	*
District	33	8.0	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 12

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	10.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.9
School Level	2.1
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	22.4

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	1	2.2	4.0
Hispanic or Latino of any race	1	2.2	4.1
Native Hawaiian or Other Pacific Islander	1	2.2	0.1
Two or More Races	0	0.0	0.1
White	43	93.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	31	100.0
Other Health Impairment	21	72.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	61	70.9
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	13	2.1	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	31	5.0	5.7
Other Health Impairment	29	4.7	3.3
Other Disabilities	8	1.3	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	93	15.1	15.6

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$6,923,848	$11,369	$10,923
Support services - students	$999,726	$2,421	$1,277
Support services - instruction	$142,186	$344	$682
Support services - general administration	$446,198	$1,080	$467
Support services - school based administration	$536,189	$1,298	$1,021
Central and other support services	$264,385	$640	$679
Operation and maintenance of plant	$810,067	$1,961	$1,718
Student transportation services	$744,965	$1,215	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$10,867,565	$17,845	$17,629

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$592,705	19.8	28.5
Instructional Aide Salaries	$296,370	9.9	10.1
Other Salaries	.	.	11.1
Employee Benefits	$153,132	5.1	13.0
Purchased Services Other Than Transportation	$277,676	9.3	5.7
Special Education Tuition	$1,404,604	46.8	22.5
Supplies	$1,547	0.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$268,746	9.0	8.0
Equipment	$5,792	0.2	0.2
All Other Expenditures	.	.	0.1
Total	$3,000,572	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.6	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	70.1
State	26.7
Federal	2.5
Tuition & Other	0.7

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	8.0%	<=5%	12.2%
	High Needs Students	12.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		96.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	.	.	.	.	

[1] 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.

[2] If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

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. We have a parent portal for better communication with parents.

We have also added a Salem School Facebook and Instagram that allows us Social media venues to share information with parents and families. On our social media pages we share highlights in the classroom and school. During our distance learning in the spring we were able to hold a virtual art show and a virtual talent show. Our social media pages made this easier to share with our community.

The school administration has weekly meetings with our Wellness team which includes our school psychologist, school counselor, school nurse and social worker. This team meets weekly to discuss any student in crisis or who has struggled socially and/or emotionally in any given week, and our steps that we have or will take to support these students.

This is our second school year we have shared "Choose Love" a social and emotional curriculum with our students. The Choose Love Formula teaches the foundational concepts and skills of social and emotional learning (SEL). Scarlett Lewis founded the Jesse Lewis Choose Love Movement after losing her son, Jesse at Sandy Hook Elementary School. Her goal for the Choose Love Enrichment ProgramTM is to provide children and adults with the knowledge, attitude, and skills they need to choose love in any situation.

Our teachers and support staff have implemented this curriculum with our students in grades Pre-K through 8th grade. The program helps students and educators understand and manage their emotions. The curriculum focuses on the four core areas of courage, gratitude, forgiveness, and compassion in action. The program helps students show empathy and compassion for others and maintain positive relationships.

We have the D.A.R.E. program for three grade levels in our school. Classes were taught by our local Resident State Trooper. The program was taught to our Kindergarten, 5th and 8th grade students.

The school uses Google Apps for Education which allows better communication between the students and teachers. This has been very useful during our distance learning this past spring. 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.

We used Zoom and/or Google Meets to maintain contact with all of our students during remote learning, and to have small or individual meetings to provide services for our special education and students who need intervention services.

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. 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 school year, middle school aged students participated in a variety of teambuilding activities, including Camp Hazen (an outdoor environmental educational center).

The Student Council sponsored a food drive and a clothing drive for Care and Share, a local charity that supports our local community and the neighboring community.

During Computer Science Education week, every grade level participated in different types of coding challenges using platforms such as the Hour of Code, Code.org, or other coding games. The fifth and sixth graders continued their programming in Scratch, a free visual programming language developed at the MIT Media Lab. Students were challenged to create a specific interactive program using their own creativity and project design skills. The seventh and eighth graders were introduced to our new robots! The Edison robot is an engaging tool for teaching kids computational thinking and computer programming in a hands-on way. It can be encoded with a variety of programming languages. The seventh and eighth graders started with the graphical icon-based Edblocks to get to know the machine. The eighth graders will progress to using the text based Python.

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 student council members helped organize, create, and run these activities.

Equitable Allocation of Resources among District Schools

Typically since we only have one school in our district we do not report out on this narrative, but we do want to mention that during our distance learning this spring we provided devices for any student and family that need iPads, laptops or Chromebooks to ensure the same quality lessons for all of our students.