Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Deep River School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • http://www.reg4.k12.ct.us

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	276
Per Pupil Expenditures[1]	$20,404
Total Expenditures[1]	$5,998,831

[1]Expenditure data reflect the 2016-17 year.
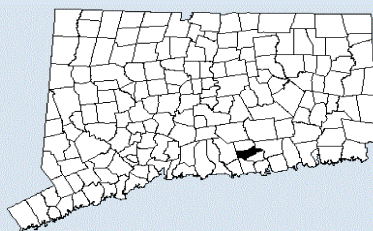
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	134	48.6	48.4
Male	142	51.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	24	8.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	10	3.6	3.3
White	235	85.1	53.6
English Learners	11	4.0	7.2
Eligible for Free or Reduced-Price Meals	79	28.6	36.7
Students with Disabilities[1]	37	13.4	14.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	*	*
Hispanic or Latino	0	0.0	0	0.0
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

[2]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.

[3]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	23.6
Paraprofessional Instructional Assistants	3.6
Special Education	
Teachers and Instructors	4.4
Paraprofessional Instructional Assistants	7.2
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	7.9

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	4.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	41	95.4	91.0

[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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	18	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	32	94.1
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	18	6.5	5.2
Other Health Impairment	8	2.9	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	37	13.4	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	*	*	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	3,117,138	11,015	9,847
Instructional Supplies and Equipment	101,900	360	287
Improvement of Instruction and Educational Media Services	56,775	201	589
Student Support Services	856,608	3,027	1,120
Administration and Support Services	760,100	2,686	1,905
Plant Operation and Maintenance	458,443	1,620	1,648
Transportation	224,024	359	904
Costs of Students Tuitioned Out	338,626	N/A	N/A
Other	85,217	301	208
Total	5,998,831	20,404	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	0	0	1,393

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

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	622,716	37.0	33.8
Noncertified Personnel	221,935	13.2	14.5
Purchased Services	52,487	3.1	5.5
Tuition to Other Schools	338,626	20.1	23.4
Special Ed. Transportation	123,160	7.3	8.7
Other Expenditures	326,233	19.4	14.1
Total Expenditures	1,685,157	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.3	82.3
State	14.9	14.9
Federal	2.8	2.8
Tuition & Other	0.0	0.0

[4]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).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	17	*	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	7	*	7	*
White	141	77.2	141	73.7
English Learners	12	*	12	*
Non-English Learners	158	76.7	158	73.5
Eligible for Free or Reduced-Price Meals	45	69.9	45	67.5
Not Eligible for Free or Reduced-Price Meals	125	79.0	125	74.9
Students with Disabilities	25	53.4	25	53.0
Students without Disabilities	145	80.6	145	76.4
High Needs	62	67.1	62	63.8
Non-High Needs	108	82.0	108	78.2
District	170	76.6	170	72.9

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.4	84.9	N/A	N/A	85	84.7
Curl Up	78.1	84.9	N/A	N/A	85	82.4
Push Up	78.1	90.6	N/A	N/A	85	85.9
Mile Run/PACER	71.9	90.6	N/A	N/A	85	83.5
All Tests - District	65.6	79.2	N/A	N/A	85	74.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.6	75	50.0	50	100.0	67.6
	High Needs Students	67.1	75	44.7	50	89.4	57.5
Math Performance Index	All Students	72.9	75	48.6	50	97.3	62.7
	High Needs Students	63.8	75	42.6	50	85.1	52.0
ELA Academic Growth	All Students	69.6%	100%	69.6	100	69.6	60.7%
	High Needs Students	68.0%	100%	68.0	100	68.0	55.6%
Math Academic Growth	All Students	75.8%	100%	75.8	100	75.8	61.9%
	High Needs Students	62.6%	100%	62.6	100	62.6	55.4%
Chronic Absenteeism	All Students	1.5%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	2.3%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% | 74.1%	75%	49.4	50	98.8	96.6% | 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				**611.3**	**750**	**81.5**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.1	7.9	15.9	
Math Performance Index Gap	75.0	63.8	11.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	99.4
	High Needs Students	98.4
Math	All Students	99.4
	High Needs Students	98.4
Science	All Students	100.0
	High Needs Students	.

[3]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: 51.5

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's efforts during the 2017 - 2018 school year continued to be on the alignment of curriculum and its implementation as it relates to the Common Core State Standards with an emphasis on Critical and Creative Problem Solving. In connection with these efforts, the special education staff participated in the planning and implementation of goals with their respective grade level teams. Grade level teams met weekly as a Professional Learning Community to discuss progress toward goals, student outcomes, and instructional strategies. The school's "Student Study Team" met weekly to monitor student progress. These meetings included support staff, reading specialists, and school administration. The "Student Study Team" actively identified scaffolds and strategies to meet the needs of identified learners and progress monitored their interventions based upon an identified SMART Goal. Students with attendance issues were monitored through the Student Study Team and strategies to improve attendance were discussed with families. The Deep River Elementary School's front office staff also worked with building administration to keep track of and monitor student attendance in an effort to avoid instances of truancy. At Deep River Elementary School, communication with parents is a high priority and occurs at district, school, and classroom levels. Parents are welcome to our school at anytime. The DRES website is updated regularly with important school information. It includes links to teacher web pages, student resource pages, newsletters, and the PTO information pages. A weekly email "blast" is also sent out to families to keep them informed to what is happening in the school. The school library catalog can also be accessed from home through the website. Additionally, the website is fully integrated with the district website and contains links to district calendars, school lunch menus, our Strategic Vision Statement, Board of Education minutes, District Policies, and School Climate Plans. A school newsletter is published monthly, highlighting upcoming activities, grade level events, and student achievements. The newsletter also includes a calendar of events for the month. Electronic signs within the school and a landscaped sign in front of the school inform parents and the community of significant up-coming events. An automated calling system is used to inform parents of school emergencies and closings. Parents are notified of predetermined changes in schedules via email. Classroom teachers communicate with parents frequently via classroom newsletters, daily assignment books, the school website, and email. To help support all stakeholders, a Parent Information Night is held in early September to provide teachers an opportunity to share with parents their instructional objectives and expectations for attaining student success. Parent Teacher Conferences are held twice annually, allowing teachers, parents, and students to discuss progress, concerns, and effective ways in which to collaborate. Grade level activities, field trips, and celebrations are events in which parent support is appreciated and welcome. The PTO also plays a critical role in communication and generously provides educational programs for our students that enrich their learning experiences, as well as family events that bring the community into the school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2017-2018 school year, Deep River Elementary School participated in a variety of school-wide programs and opportunities to support the school and greater town community. These included the fall food drive for the local food pantry organized by the Deep River Elementary School's PTO and in the spring, the school participated in the "E-Race the Hunger" fun run and food drive. School staff organized the Tip-A-Teacher fundraiser to raise money for cancer support and support for Haiti. Deep River Elementary School's social worker worked with the Connecticut Food Bank to organize the backpack food program, providing support for families. In kindergarten, students participated in a cultural Bread Share and greeted classmates using different languages. First grade students compare and contrast family life with that of other cultures around the world. Second grade students compare and contrast different cultural versions of well-known fairy tales; Third grade students read multiple informational texts about modern lifestyles and diverse cultural history. In fourth grade, The Algonquin culture, both past and present, was explored through research projects, class discussions. The DRES fifth grade focused on biographies to learn about influential people who helped reduce racial, ethnic, cultural, and economic differences. In addition, they also participated with fellow fifth graders from Hartford School and Middletown in an inter-district science program through LEARN. Teachers focused on partnering the students for collaborative field trips and various science activities related to the fifth grade curriculum. Sixth grade teachers focused on how all students are unique and can make a difference. Through the DARE program, they learned the value of making good choices, reducing peer pressure, and preventing bullying in everyday life. Peer mediation is used to guide all students toward resolving conflict and developing community. Whole-school Town Meetings are used to reinforce monthly character themes and the code of conduct which explicitly teachers kindness, respect, tolerance, and appreciation of all members of the school community. The school also particiated in the "Kindness Rocks" project to promote kindness in, and outside of our school community.

Equitable Allocation of Resources among District Schools

The Deep River School District consists only of the Deep River Elementary School. Teachers and staff within the building work with building administration on an annual basis to determine the academic and physical needs within the school building. Administration then meets with the Deep River Board of Education to develop our annual budget to provide for the resources and academic programming provided at the school. The school's budget is then presented to the town of Deep River and voted on through a referendum vote by the local community. The approved budget is then utilized accordingly within Deep River Elementary School to ensure that student needs are addressed.