

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



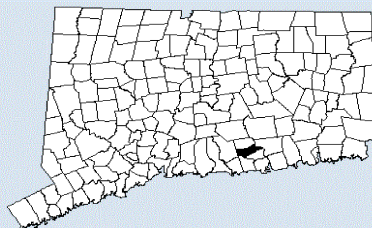
Deep River School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • <http://www.region4schools.com>

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-6 |
| Number of Schools/Programs | 1 |
| Enrollment | 316 |
| Per Pupil Expenditures ¹ | \$17,137 |
| Total Expenditures ¹ | \$5,912,215 |

¹Expenditure 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 | 155 | 49.1 | 48.3 |
| Male | 161 | 50.9 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.2 |
| Asian | * | * | 4.7 |
| Black or African American | * | * | 12.9 |
| Hispanic or Latino | 21 | 6.6 | 22.1 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 10 | 3.2 | 2.5 |
| White | 280 | 88.6 | 57.2 |
| English Language Learners | 9 | 2.8 | 6.3 |
| Eligible for Free or Reduced-Price Meals | 62 | 19.6 | 37.6 |
| Students with Disabilities ¹ | 48 | 15.2 | 13.3 |

¹Students 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 Count | Rate (%) | Suspension/ Expulsion ³ Count | Rate (%) |
|--|--|----------|--|----------|
| Female | * | * | 0 | 0.0 |
| Male | * | * | * | * |
| Black or African American | 0 | * | 0 | * |
| Hispanic or Latino | 0 | 0.0 | 0 | 0.0 |
| White | * | * | * | * |
| English Language Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 0 | 0.0 | * | * |
| Students with Disabilities | * | * | * | * |
| District | * | * | * | * |
| State | | 10.6 | | 7.2 |

Number of students in 2013-14 qualified as truant under state statute: 0

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 25.2 |
| Paraprofessional Instructional Assistants | 6.8 |
| Special Education | |
| Teachers and Instructors | 3.3 |
| Paraprofessional Instructional Assistants | 11.0 |
| 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 | 1.0 |
| Counselors, Social Workers and School Psychologists | 1.5 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 8.4 |

¹In 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 | 0 | 0.0 | 3.5 |
| Hispanic or Latino | 2 | 4.9 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 39 | 95.1 | 91.8 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.9 |
| State Low Poverty Quartile Schools | 99.6 |

²Core 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 | 11.0 | 9.2 |

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | * | * |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 16 | * |
| Other Health Impairment | 13 | * |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | * | * |
| District | 36 | 85.7 |
| State | | 69.7 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 6 | 1.9 | 1.5 |
| Emotional Disturbance | * | * | 1.0 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 16 | 5.1 | 4.4 |
| Other Health Impairment | 14 | 4.4 | 2.6 |
| Other Disabilities | * | * | 1.0 |
| Speech/Language Impairment | 6 | 1.9 | 1.9 |
| All Disabilities | 48 | 15.2 | 13.0 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 0 | 0.0 | 8.1 |
| Private Schools or Other Settings | * | * | 5.4 |

²Grades K-12

Overall Expenditures:³ 2013-14

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 3,080,383 | 9,334 | 9,134 |
| Instructional Supplies and Equipment | 119,988 | 364 | 334 |
| Improvement of Instruction and Educational Media Services | 75,345 | 228 | 498 |
| Student Support Services | 816,381 | 2,474 | 1,001 |
| Administration and Support Services | 708,894 | 2,148 | 1,694 |
| Plant Operation and Maintenance | 510,778 | 1,548 | 1,572 |
| Transportation | 277,323 | 419 | 813 |
| Costs of Students Tuitioned Out | 301,163 | N/A | N/A |
| Other | 21,960 | 67 | 186 |
| Total | 5,912,215 | 17,137 | 15,289 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,272 |
|-----------------------------------|---|---|-------|

³Expenditures 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 | 592,939 | 36.0 | 35.1 |
| Noncertified Personnel | 267,364 | 16.2 | 14.2 |
| Purchased Services | 94,766 | 5.7 | 5.2 |
| Tuition to Other Schools | 301,163 | 18.3 | 22.0 |
| Special Ed. Transportation | 147,594 | 9.0 | 8.6 |
| Other Expenditures | 245,135 | 14.9 | 14.9 |
| Total Expenditures | 1,648,961 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2013-14

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 78.4 | 78.4 |
| State | 18.0 | 18.0 |
| Federal | 3.6 | 3.6 |
| Tuition & Other | 0.0 | 0.0 |

⁴Revenue 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

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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 | 0 | N/A | 0 | N/A | 0 | N/A |
| Asian | 0 | N/A | 0 | N/A | 0 | N/A |
| Black or African American | * | * | * | * | N/A | N/A |
| Hispanic or Latino | 9 | * | 9 | * | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 179 | 76.4 | 179 | 67.6 | 55 | 63.1 |
| English Language Learners | * | * | * | * | * | * |
| Non-English Language Learners | * | * | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 33 | 70.9 | 33 | 59.9 | 7 | * |
| Not Eligible for Free or Reduced-Price Meals | 163 | 76.4 | 163 | 68.2 | 50 | 62.4 |
| Students with Disabilities | 35 | 57.0 | 35 | 50.6 | 9 | * |
| Students without Disabilities | 161 | 79.5 | 161 | 70.3 | 48 | 65.0 |
| High Needs | 61 | 65.4 | 61 | 55.9 | 16 | * |
| Non-High Needs | 135 | 80.0 | 135 | 71.7 | 41 | 64.2 |
| District | 196 | 75.5 | 196 | 66.8 | 57 | 63.0 |

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 25% |

¹NAEP 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 Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 95.2 | 97.7 | N/A | N/A | 86 | 96.5 |
| Curl Up | 90.5 | 97.7 | N/A | N/A | 86 | 94.2 |
| Push Up | 83.3 | 90.9 | N/A | N/A | 86 | 87.2 |
| Mile Run/PACER | 92.9 | 86.4 | N/A | N/A | 86 | 89.5 |
| All Tests - District | 83.3 | 81.8 | N/A | N/A | 86 | 82.6 |
| All Tests - State | 50.8 | 51.0 | 50.3 | 51.9 | | 51.0 |

²The 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.

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

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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 | 75.5 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| | High Needs Students | 65.4 | 75 | 87.2 | 100 | 87.2 | 56.7 |
| Math Performance Index | All Students | 66.8 | 75 | 89.0 | 100 | 89.0 | 59.3 |
| | High Needs Students | 55.9 | 75 | 74.6 | 100 | 74.6 | 47.8 |
| Science Performance Index | All Students | 63.0 | 75 | 84.0 | 100 | 84.0 | 56.5 |
| | High Needs Students | N/A | 75 | 0.0 | 0 | 0.0 | 45.9 |
| Chronic Absenteeism | All Students | 1.6% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| | High Needs Students | 0.9% | <=5% | 50.0 | 50 | 100.0 | 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 | | N/A | 94% | 0.0 | 0 | 0.0 | 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) | | 94.5% 82.6% | 75% | 50.0 | 50 | 100.0 | 87.6% 51.0% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 45.7% |
| Accountability Index | | | | 584.8 | 650 | 90.0 | |

| 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 | 65.4 | 9.6 | 17.3 | |
| Math Performance Index Gap | 71.7 | 55.9 | 15.8 | 19.6 | |
| Science Performance Index Gap | 64.2 | N/A | . | 17.2 | |
| Graduation Rate Gap | . | . | . | . | |

¹If 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.

²If 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 | 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 | . |

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: 53.0

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Deep River School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's efforts during the 2014 – 2015 school year continued to be on the alignment of curriculum and its implementation as it relates to the Common Core State Standards. 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, Mission and Vision Statements, 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 late 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 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 through the school's "Virtual Backpack"; email "blasts", contributions to the monthly newsletter, bulletin boards, and volunteer coordination. The PTO generously provides educational programs for students that enrich their learning.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 PTO. Grades 3 – 6 participated in the Chorus Cares holiday gift collection to support shoreline families and the Hartford Children's Hospital. In the spring, the school participated in the "E-Race the Hunger" fun run and food drive for the local food pantry. School staff organized the Tip-A-Teacher fundraiser to raise money for local community members and organizations. Our school social worker worked with the Connecticut Food Bank to organize the backpack food program, providing support for families. 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 informational texts about modern lifestyles and cultural history. In fourth grade, The Algonquin culture was explored through research projects, class discussions, and a field trip to the Bushy Hill Nature Center. The fifth grade focused on biographies to learn about influential people who helped reduce racial, ethnic, cultural, and economic differences. They also participated with fellow fifth graders from Bielfield Elementary School in Middletown in an inter-district science program through LEARN. This relationship focused on partnering the students for collaborative field trips and science activities related to the fifth grade curriculum. Sixth grade students use the DARE program to learn the value of making good choices, reducing peer pressure, and preventing bullying in everyday life. Sixth graders paired with third graders during lunch to promote friendships across grade levels. A peer mediation program 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 the code of conduct which explicitly teaches kindness, respect, tolerance, and appreciation of all members of the school community.

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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.