

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



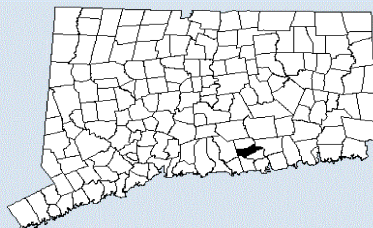
Deep River School District

Mr. Brian White, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	235
Per Pupil Expenditures ¹	\$21,064
Total Expenditures ¹	\$5,539,870

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	116	49.4	48.4
Male	119	50.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	16	6.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	13	5.5	3.8
White	197	83.8	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	86	36.6	43.3
Students with Disabilities ³	33	14.0	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	7	6.1	0	0.0
Male	7	5.8	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino of any race	0	*	0	0.0
White	*	*	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	14	5.9	0	0.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

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.

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Deep River School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	3.6
Special Education	
Teachers and Instructors	4.3
Paraprofessional Instructional Assistants	6.3
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	14.8

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	5.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	36	94.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	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	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	15	*
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	27	90.0
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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	15	6.3	5.7
Other Health Impairment	7	3.0	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	34	14.3	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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,373,726	\$12,828	\$10,923
Support services - students	\$442,697	\$1,829	\$1,277
Support services - instruction	\$17,537	\$72	\$682
Support services - general administration	\$85,413	\$353	\$467
Support services - school based administration	\$391,586	\$1,618	\$1,021
Central and other support services	\$656,252	\$2,712	\$679
Operation and maintenance of plant	\$401,585	\$1,659	\$1,718
Student transportation services	\$171,073	\$719	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$5,539,870	\$21,064	\$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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$380,028	44.7	28.5
Instructional Aide Salaries	\$201,043	23.6	10.1
Other Salaries	\$42,643	5.0	11.1
Employee Benefits	\$136,862	16.1	13.0
Purchased Services Other Than Transportation	\$34,572	4.1	5.7
Special Education Tuition	\$24,551	2.9	22.5
Supplies	\$6,748	0.8	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$23,898	2.8	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$850,343	100.0	100.0
Percent of Total Expenditures Used for Special Education		15.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	84.3
State	13.3
Federal	2.4
Tuition & Other	.

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).

District Profile and Performance Report for School Year 2019-20

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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.

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 Proficient¹

	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	5.9%	<=5%	12.2%
	High Needs Students	5.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	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](#)

District Profile and Performance Report for School Year 2019-20

Deep River School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's efforts during the 2019-20 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 with a focus on differentiation. The school's "Student Study Team" met weekly to monitor student progress. These meetings included support staff, reading specialists, the math coach 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 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. The DRES website is updated regularly with important school information. It includes links to teacher web pages, student resource pages, newsletters, and the PTO pages. A weekly email is sent out to families to keep them informed as to what is happening in the school. The school library catalog may 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, student achievements, and includes information from various staff members. 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 up-coming events. An automated calling system is used to inform parents of school emergencies and closings. 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 plays a critical role in the school community by providing opportunities for parental involvement through a variety of events, facilitating communication and generously providing educational programs for our students that enrich their learning experiences.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2019-2020 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 and the Mitten Tree initiative, an annual schoolwide collection of mittens, gloves and hats that are donated to TriTown YouthServices. Deep River Elementary School's social worker worked with the Town of Deep River to organize a backpack food program, providing weekly 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 incorporated literature written by authors with diverse backgrounds and historical perspectives. Sixth grade teachers focused on how all students are unique and can make a difference. Students engaged in a research unit on Malala Yousafzai and discussed cultural and gender biases. Whole-school Town Meetings were used to reinforce character themes and the Choose Love code of conduct which explicitly teaches kindness, respect, tolerance, and appreciation of all members of the school community. Our school has adopted the Jesse Lewis Choose Love social development program to frame lessons and activities with a focus on courage, forgiveness, compassion, and gratitude. Additionally, a parent information night was held in order to provide education and resources to parents on the Choose Love Program. An information night was also held for area preschool programs, extending the promotion of the core values to the youngest members of the community. Lessons were continued through the spring distance learning and accessible to all students and their families.

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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.