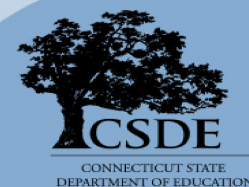


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

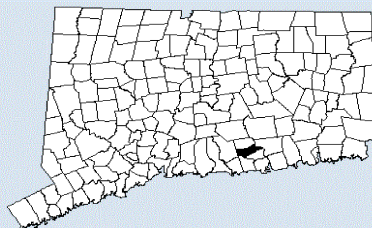


Deep River School District

860-526-2417 • <http://www.reg4.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	285
Per Pupil Expenditures ¹	\$18,087
Total Expenditures ¹	\$5,769,853

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	132	46.3	48.4
Male	153	53.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	21	7.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	15	5.3	2.9
White	244	85.6	54.8
English Learners	9	3.2	6.8
Eligible for Free or Reduced-Price Meals	68	23.9	35.9
Students with Disabilities ¹	37	13.0	14.3

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	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	* *	* *
Male	* *	* *
Black or African American	0 *	* *
Hispanic or Latino	0 0.0	0 0.0
White	8 3.2	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	* *	* *
Students with Disabilities	* *	* *
District	8 2.8	* *
State	9.9	6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2016-17

Deep River School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	24.7
Paraprofessional Instructional Assistants	3.8
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	9.3
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.4
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	8.0

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	3.6
Hispanic or Latino	2	4.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	40	95.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.6

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	15	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	29	87.9
State		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

Deep River School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	15	5.2	4.9
Other Health Impairment	8	2.8	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	37	12.8	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,992,255	9,843	9,663
Instructional Supplies and Equipment	82,376	271	321
Improvement of Instruction and Educational Media Services	107,499	354	578
Student Support Services	793,840	2,611	1,103
Administration and Support Services	682,226	2,244	1,861
Plant Operation and Maintenance	489,315	1,610	1,637
Transportation	218,422	345	877
Costs of Students Tuitioned Out	319,019	N/A	N/A
Other	84,901	279	201
Total	5,769,853	18,087	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	613,688	37.8	34.6
Noncertified Personnel	270,778	16.7	14.6
Purchased Services	69,969	4.3	5.8
Tuition to Other Schools	319,019	19.7	21.8
Special Ed. Transportation	96,748	6.0	8.5
Other Expenditures	252,640	15.6	14.7
Total Expenditures	1,622,842	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.6	79.6
State	17.2	17.2
Federal	3.2	3.2
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 2016-17

Deep River 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	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	17	*	17	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	151	79.1	151	73.0	47	63.3
English Learners	11	*	11	*	*	*
Non-English Learners	163	78.0	163	72.6	52	62.5
Eligible for Free or Reduced-Price Meals	39	71.9	39	68.8	13	*
Not Eligible for Free or Reduced-Price Meals	135	79.0	135	72.9	40	63.1
Students with Disabilities	25	57.3	25	54.6	9	*
Students without Disabilities	149	80.8	149	74.9	44	64.9
High Needs	59	67.3	59	63.4	19	*
Non-High Needs	115	82.6	115	76.4	34	65.3
District	174	77.4	174	72.0	53	62.5

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			
Grade 4			
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	91.3	93.0	N/A	N/A	89	92.1
Curl Up	89.1	95.3	N/A	N/A	89	92.1
Push Up	89.1	95.3	N/A	N/A	89	92.1
Mile Run/PACER	93.5	95.3	N/A	N/A	89	94.4
All Tests - District	84.8	90.7	N/A	N/A	89	87.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Deep River School District

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.4	75	50.0	50	100.0	67.1
	High Needs Students	67.3	75	44.8	50	89.7	55.9
Math Performance Index	All Students	72.0	75	48.0	50	96.0	62.2
	High Needs Students	63.4	75	42.3	50	84.6	50.5
Science Performance	All Students	62.5	75	41.7	50	83.4	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	70.5%	100%	70.5	100	70.5	55.4%
	High Needs Students	66.9%	100%	66.9	100	66.9	49.8%
Math Academic Growth	All Students	78.4%	100%	78.4	100	78.4	61.7%
	High Needs Students	77.5%	100%	77.5	100	77.5	53.7%
Chronic Absenteeism	All Students	2.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	6.7%	<=5%	46.7	50	93.3	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.7% 87.6%	75%	50.0	50	100.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				666.8	800	83.3	

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	67.3	7.7	16.7	
Math Performance Index Gap	75.0	63.4	11.6	18.7	
Science Performance Index Gap	65.3	N/A	.	16.6	
Graduation Rate Gap	

¹If 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.

²If 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	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

³Minimum 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: 50.2**

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 2016-17

Deep River School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's efforts during the 2016 – 2017 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 weekly 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 school message board in front of the school inform parents and the community of significant upcoming 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 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 through the school's "Virtual Backpack"; email "blasts", contributions to the monthly newsletter, bulletin boards, fundraising and volunteer coordination.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2016-2017 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 Staff. Grades 3 – 6 participated in the Chorus Cares holiday gift donation/collection, which supports 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 the our local police and drug dog as well as the Roses for Autism Foundation. Deep River Elementary School's social worker worked with the Connecticut Food Bank to organize the backpack food program, providing support for families in need. 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 folk tales; Third grade students read informational texts about modern lifestyles and cultural history. In fourth grade, The Algonquin culture, both past and present, was explored through research projects, class discussions, and a field trip to the Bushy Hill Nature Center. The DRES fifth grade focused on concepts such as the Constitution and equality. In addition, they also participated with fellow fifth graders from Hartford and Middletown Schools in an inter-district science program through LEARN. This relationship focused on partnering the students for collaborative field trips and various 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. In addition, sixth graders paired with third grade students 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 development.

District Profile and Performance Report for School Year 2016-17

Deep River School District

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.