

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



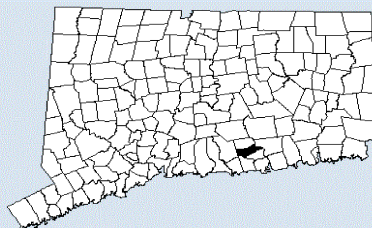
Deep River School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	306
Per Pupil Expenditures ¹	\$17,865
Total Expenditures ¹	\$5,788,261

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	144	47.1	48.3
Male	162	52.9	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	19	6.2	23.0
Pacific Islander	*	*	0.0
Two or More Races	10	3.3	2.7
White	271	88.6	55.9
English Learners	8	2.6	6.4
Eligible for Free or Reduced-Price Meals	54	17.6	38.0
Students with Disabilities ¹	43	14.1	13.7

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	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	9	3.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	6	1.9	9	2.9
State		9.6		7.0

Number of students in 2014-15 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.6
Paraprofessional Instructional Assistants	6.8
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	12.0
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	4.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	40	95.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

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

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	17	*
Other Health Impairment	14	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	38	90.5
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	6	2.0	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	17	5.6	4.6
Other Health Impairment	14	4.6	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	43	14.1	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,958,721	9,483	9,387
Instructional Supplies and Equipment	66,302	213	318
Improvement of Instruction and Educational Media Services	82,283	264	541
Student Support Services	792,802	2,541	1,048
Administration and Support Services	678,091	2,173	1,790
Plant Operation and Maintenance	546,632	1,752	1,608
Transportation	248,049	376	845
Costs of Students Tuitioned Out	330,718	N/A	N/A
Other	84,663	271	194
Total	5,788,261	17,865	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	603,516	37.1	35.1
Noncertified Personnel	262,308	16.1	14.5
Purchased Services	79,061	4.9	5.5
Tuition to Other Schools	330,718	20.3	21.6
Special Ed. Transportation	117,186	7.2	8.3
Other Expenditures	233,180	14.3	15.0
Total Expenditures	1,625,969	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.9	78.9
State	18.1	18.1
Federal	3.0	3.0
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).

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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	*	*	*	*	*	*
Hispanic or Latino	14	*	14	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	175	76.0	175	70.8	40	66.8
English Learners	9	*	9	*	*	*
Non-English Learners	188	75.5	188	70.4	*	*
Eligible for Free or Reduced-Price Meals	38	70.6	38	64.8	6	*
Not Eligible for Free or Reduced-Price Meals	159	76.1	159	71.0	39	66.2
Students with Disabilities	36	58.3	36	52.2	9	*
Students without Disabilities	161	78.8	161	73.7	36	69.1
High Needs	69	65.1	69	59.3	14	*
Non-High Needs	128	80.4	128	75.4	31	69.3
District	197	75.0	197	69.8	45	66.2

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	94.0	89.3	N/A	N/A	106	91.5
Curl Up	96.0	89.3	N/A	N/A	106	92.5
Push Up	78.0	94.6	N/A	N/A	106	86.8
Mile Run/PACER	94.0	92.9	N/A	N/A	106	93.4
All Tests - District	76.0	83.9	N/A	N/A	106	80.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

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 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	75.0	75	50.0	50	100.0	67.7
	High Needs Students	65.1	75	43.4	50	86.9	56.7
Math Performance Index	All Students	69.8	75	46.5	50	93.0	61.4
	High Needs Students	59.3	75	39.6	50	79.1	49.9
Science Performance Index	All Students	66.2	75	44.1	50	88.3	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	67.5%	100%	67.5	100	67.5	63.8%
	High Needs Students	57.0%	100%	57.0	100	57.0	58.3%
Math Academic Growth	All Students	73.0%	100%	73.0	100	73.0	65.0%
	High Needs Students	64.8%	100%	64.8	100	64.8	57.4%
Chronic Absenteeism	All Students	1.9%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	6.1%	<=5%	47.9	50	95.8	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.4% 80.2%	75%	50.0	50	100.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				633.8	800	79.2	

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	65.1	9.9	16.5	
Math Performance Index Gap	75.0	59.3	15.7	18.9	
Science Performance Index Gap	69.3	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), 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	99.5
	High Needs Students	100.0
Math	All Students	99.5
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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: 46 State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's efforts during the 2015 – 2016 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 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, and volunteer coordination. The PTO generously provides educational programs for our students that enrich their learn

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2015-2016 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. 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 Make-A Wish 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 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, 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 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. 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 themes a

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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.