

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



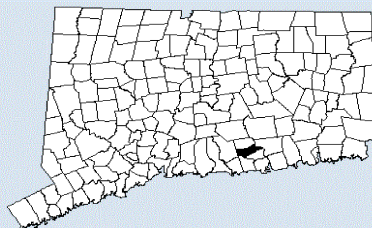
Deep River School District

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	242
Per Pupil Expenditures ¹	\$19,083
Total Expenditures ¹	\$5,553,272

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	117	48.3	48.4
Male	125	51.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	21	8.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	10	4.1	3.6
White	205	84.7	52.4
English Learners	9	3.7	7.6
Eligible for Free or Reduced-Price Meals	90	37.2	42.1
Students with Disabilities ³	33	13.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	0	0.0	0	0.0
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	6.2	*	*
Students with Disabilities	*	*	*	*
District	7	2.9	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays the 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 2018-19

Deep River School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	21.5
Paraprofessional Instructional Assistants	3.6
Special Education	
Teachers and Instructors	4.3
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	15.2

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	5.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	37	94.9	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	17	*
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	31	91.2
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Deep River School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	17	7.0	5.5
Other Health Impairment	9	3.7	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	34	14.0	15.0

¹This 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

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,640,284	\$9,073	\$10,545
Support services - students	\$122,019	\$444	\$1,373
Support services - instruction	\$58,218	\$212	\$644
Support services - general administration	\$1,085,387	\$3,947	\$462
Support services - school based administration	\$263,670	\$959	\$1,007
Central and other support services	\$836,132	\$3,040	\$671
Operation and maintenance of plant	\$382,011	\$1,389	\$1,629
Student transportation services	\$156,550	\$565	\$1,231
Food services	\$9,000	\$33	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$5,553,272	\$19,083	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$49,224	11.2	29.7
Instructional Aide Salaries	\$197,103	45.0	9.6
Other Salaries	\$9,948	2.3	10.4
Employee Benefits	\$17,337	4.0	13.0
Purchased Services Other Than Transportation	\$33,924	7.7	5.5
Special Education Tuition	\$85,009	19.4	22.6
Supplies	\$5,475	1.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$39,816	9.1	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$437,836	100.0	100.0
Percent of Total Expenditures Used for Special Education		7.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	84.7
State	12.5
Federal	2.8
Tuition & Other	.

⁴Revenue 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 2018-19

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
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	0	N/A
White	128	78.2	128	79.0	28	74.4
English Learners	10	*	10	*	*	*
Non-English Learners	141	78.2	141	79.5	*	*
Eligible for Free or Reduced-Price Meals	53	73.6	53	75.2	12	*
Not Eligible for Free or Reduced-Price Meals	98	80.0	98	81.2	21	78.2
Students with Disabilities	22	57.3	22	58.6	*	*
Students without Disabilities	129	81.2	129	82.6	*	*
High Needs	67	70.8	67	72.3	15	*
Non-High Needs	84	83.3	84	84.5	18	*
District	151	77.8	151	79.1	33	73.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	95.2	90.2	N/A	N/A	83	92.8
Curl Up	95.2	97.6	N/A	N/A	83	96.4
Push Up	90.5	87.8	N/A	N/A	83	89.2
Mile Run/PACER	95.2	100.0	N/A	N/A	83	97.6
All Tests - District	85.7	82.9	N/A	N/A	83	84.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

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	77.8	75	50.0	50	100.0	67.7
	High Needs Students	70.8	75	47.2	50	94.4	58.1
Math Performance Index	All Students	79.1	75	50.0	50	100.0	63.1
	High Needs Students	72.3	75	48.2	50	96.4	52.7
Science Performance Index	All Students	73.4	75	48.9	50	97.8	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	63.4%	100%	63.4	100	63.4	59.9%
	High Needs Students	53.3%	100%	53.3	100	53.3	55.1%
Math Academic Growth	All Students	78.5%	100%	78.5	100	78.5	62.5%
	High Needs Students	65.4%	100%	65.4	100	65.4	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	2.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.0%	<=5%	49.9	50	99.8	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.8% 84.3%	75%	50.0	50	100.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				654.7	800	81.8	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	70.8	4.2	15.4	
Math Performance Index Gap	75.0	72.3	2.7	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

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.

Subject/Student Group		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	.

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Deep River School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's efforts during the 2018 -19 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, 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 through the school's "Virtual Backpack"; email "blasts", contributions to the monthly newsletter, bulletin boards, and volunteer coordination. The PTO also generously provides funding for educational programs for our students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2018-2019 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. School staff organized the Tip-A-Teacher fundraiser to raise money for the our local "Bike for Kids" program. Deep River Elementary School's social worker collaborated 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 fourth and fifth graders from Hartford School and Middletown in an inter-district science program. This relationship focused on partnering the students for collaborative field trips and various science and writing activities related to the fourth and fifth grade curriculum. Sixth grade students used the newly formed "Region #4 Wellness Program" to learn about social media, 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. This year the school has also implemented the "Choose Love Program" as our school-wide social and emotional learning program. Consistent implementation, along with ongoing parent communication, and parent information nights assisted in creating a community investment in this program.

District Profile and Performance Report for School Year 2018-19

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.