

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



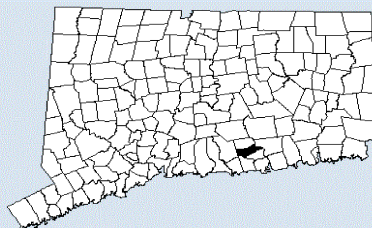
Deep River School District

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

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	333
Per Pupil Expenditures ¹	\$15,574
Total Expenditures ¹	\$5,684,422

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	167	50.2	48.3
Male	166	49.8	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	28	8.4	21.2
Pacific Islander	0	0.0	0.0
White	295	88.6	58.4
Two or More Races	*	*	2.3
English Language Learners	14	4.2	5.7
Eligible for Free or Reduced-Price Meals	50	15.0	37.3
Students with Disabilities ¹	43	12.9	12.8

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	0.0	*	*
White	7	2.4	*	*
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	*	*
District	7	2.2	*	*
State		10.8		7.4

Number of students in 2012-13 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	26.8
Paraprofessional Instructional Assistants	5.8
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	12.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.8
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	8.5

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	1	2.3	3.6
Native American	0	0	0.1
White	43	97.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.0	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	17	*
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	35	85.4
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	1.8	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	17	5.1	4.2
Other Health Impairment	9	2.7	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	43	12.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,068,925	8,844	8,769
Instructional Supplies and Equipment	87,969	254	275
Improvement of Instruction and Educational Media Services	61,890	178	487
Student Support Services	789,400	2,275	965
Administration and Support Services	694,169	2,000	1,600
Plant Operation and Maintenance	492,118	1,418	1,472
Transportation	278,094	414	786
Costs of Students Tuitioned Out	191,944	N/A	N/A
Other	19,913	57	178
Total	5,684,422	15,574	14,642

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	572,502	37.6	35.6
Noncertified Personnel	264,353	17.4	14.5
Purchased Services	104,275	6.8	5.0
Tuition to Other Schools	191,944	12.6	21.4
Special Ed. Transportation	141,327	9.3	8.5
Other Expenditures	248,181	16.3	14.9
Total Expenditures	1,522,582	100.0	100.0
PK-12 Expenditures Used for Special Education		26.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	79.6	83.1	80.3	77.6	.	.	.	.
Students with Disabilities	56.8	55.2	47.6	53.9	.	.	.	.
High Needs	69.1	70.6	65.8	68.8	.	.	.	.
District	83.0	84.0	85.1	83.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	88.7	78.4	N/A	104	83.7
Curl Up	86.8	84.3	N/A	104	85.6
Push Up	81.1	80.4	N/A	104	80.8
Mile Run/PACER	92.5	84.3	N/A	104	88.5
All Tests - District	67.9	66.7	N/A	104	67.3
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary Schools effort's during the 2013 – 2014 school year focused 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. Grade level teams met monthly as an SRBI team to monitor student progress. These meetings included support staff, reading specialists, and school administration. The SRBI team 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 SRBI 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. 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 and student work. 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 its website, newsletters, bulletin boards, and volunteer coordination. The PTO generously provides educational programs for our students that enrich their learning experiences, as well as family events that bring the community into the school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2013-2014 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 scholarships for English Language Learners to attend pre-school. Deep River Elementary School's social worker worked with the Connecticut Food Bank to organize the backpack food program, providing support for 15 families. Friday staff collections held to raise funds for Summer School Scholarships. 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, a Hartford Stage program came into each classroom for one week during which the students learned about and discussed the treatment of Jewish people in WWII. The Algonquin culture past and present was explored through research projects, class discussions, and a field trip to the Mashantucket Pequot Museum. The DRES fifth grade focused on biographies to learn about influential people who helped reduce racial, ethnic, cultural, and economic differences. Sixth grade students use the DARE program to learn the value of making good choice, 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 and the code of conduct which explici

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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.