

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

Deep River School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	189
Per Pupil Expenditures	\$29,208
Total Expenditures	\$6,133,770

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	99	52.4	48.4
Male	90	47.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	19	10.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	4.8
White	165	87.3	45.1
English Learners/Multilingual Learners	10	5.3	11.3
Eligible for Free or Reduced-Price Meals	61	32.3	44.8
Students with Disabilities	34	18.0	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	8	8.1	0	0.0
Male	9	10.2	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	13	8.0	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	6	19.4	0	0.0
All Students - District	17	9.1	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	20.9
General Education Paraprofessionals	3.6
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	7.2
District Central Office Administrators	1.8
School Level Administrators	0.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	15.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	33	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	6	17.6	6.8
Teachers	3	12.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	12	*
All Disabilities - District	27	73.0
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	11	5.6	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	12	6.2	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	12	6.2	2.0
All Disabilities	40	20.5	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	6	15.0	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,788,942	\$18,043	\$13,471
Support services - students	\$412,216	\$2,114	\$1,826
Support services - instruction	\$98,479	\$505	\$972
Support services - general administration	\$322,532	\$1,654	\$568
Support services - school based administration	\$545,920	\$2,800	\$1,274
Central and other support services	\$84,566	\$434	\$761
Operation and maintenance of plant	\$563,398	\$2,889	\$2,125
Student transportation services	\$220,454	\$1,086	\$1,695
Food services	\$97,263	\$499	\$10
Enterprise operations	.	.	\$219
Total	\$6,133,770	\$29,208	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$303,838	32.3	26.4
Instructional Aide Salaries	\$226,479	24.1	10.1
Other Salaries	\$51,426	5.5	10.5
Employee Benefits	\$138,310	14.7	13.3
Purchased Services Other Than Transportation	\$6,131	0.7	6.8
Special Education Tuition	\$115,125	12.2	22.8
Supplies	\$6,405	0.7	0.6
Property Services	\$469	0.0	0.4
Purchased Services For Transportation	\$91,907	9.8	8.7
Equipment	\$1,342	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$941,431	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	15.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	83.8
State	12.2
Federal	4.0
Tuition & Other	0.0

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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 of any race	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	96	73.7	96	73.0	23	79.1
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	40	71.6	40	70.3	8	*
Not Eligible for Free or Reduced-Price Meals	69	74.8	69	75.0	20	82.5
Students with Disabilities	19	*	19	*	*	*
Students without Disabilities	90	77.5	90	78.6	*	*
High Needs	50	67.9	50	65.3	10	*
Non-High Needs	59	78.5	59	80.0	18	*
All Students - District	109	73.6	109	73.3	28	79.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	100.0	100.0	N/A	N/A	49	100.0
Curl Up	100.0	91.3	N/A	N/A	49	95.9
Push Up	76.9	69.6	N/A	N/A	49	73.5
Mile Run/PACER	73.1	52.2	N/A	N/A	49	63.3
All Tests - District	61.5	47.8	N/A	N/A	49	55.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.6	75	49.1	50	98.1	64.7
ELA Performance Index	High Needs Students	67.9	75	45.2	50	90.5	54.9
Math Performance Index	All Students	73.3	75	48.9	50	97.7	61.1
Math Performance Index	High Needs Students	65.3	75	43.5	50	87.1	50.6
Science Performance Index	All Students	79.0	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	63.4%	100%	63.4	100	63.4	60.6%
ELA Academic Growth	High Needs Students	55.4%	100%	55.4	100	55.4	55.7%
Math Academic Growth	All Students	66.3%	100%	66.3	100	66.3	62.3%
Math Academic Growth	High Needs Students	65.9%	100%	65.9	100	65.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.1%	<=5%	41.8	50	83.6	17.2%
Chronic Absenteeism	High Needs Students	12.0%	<=5%	36.0	50	72.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.1%	75%	36.7	50	73.5	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				602.3	800	75.3	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	67.9	7.1	16.9	N
Math Performance Index Gap	75.0	65.3	9.7	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	.

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Deep River Elementary School's during 2024-2025 focused on the implementation of a new literacy program. 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 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.

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

Deep River Elementary School has 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.

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Equitable Allocation of Resources among District Schools

The Deep River town and school budget allocates resources to ensure equity and address needs each year, primarily during the budget process. The budget development process for Deep River Elementary School ensures equitable allocation of resources based on student needs across the school. School and central office administrators develop a proposed budget for the school collaboratively. Specifically, the process begins with a student enrollment projection to determine instructional needs to support student instruction, including but not limited to, staffing, textbooks, instructional supplies, and library media supplies. Analyses of expenditures from the previous school year are conducted. The analyses include a review of instructional versus non-instructional costs, the study of budgeted vs. actual expenditures, impact on facilities, etc. The budget is reviewed to ensure that it corresponds with requirements of statutes, educational goals, district policies, and collective bargaining agreements. The school budgets are combined to develop a budget that is presented to the citizens of the town for approval.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	100.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	2		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.