

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

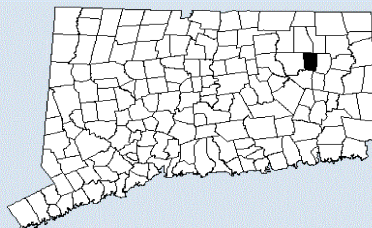


Chaplin School District

860-455-9306

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	176
Per Pupil Expenditures ¹	\$19,744
Total Expenditures ¹	\$3,731,660

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)

Contents

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

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	79	44.9	48.3
Male	97	55.1	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.9
Black or African American	*	*	12.8
Hispanic or Latino	14	8.0	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	154	87.5	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	74	42.0	38.0
Students with Disabilities ¹	28	15.9	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	9	12.5	0	0.0
Male	6	7.9	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	12	9.4	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	10.8	0	0.0
Students with Disabilities	*	*	*	*
District	15	10.1	*	*
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 67

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 2015-16

Chaplin School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	16.3
Paraprofessional Instructional Assistants	3.1
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.0

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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	23	100.0	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	10.9	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	N/A	N/A
Learning Disability	10	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	22	100.0
State		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

Chaplin School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	*	1.0
Intellectual Disability	0	0.5
Learning Disability	10	4.6
Other Health Impairment	*	2.8
Other Disabilities	*	1.0
Speech/Language Impairment	7	1.9
All Disabilities	27	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	2,200,277	12,361 9,387
Instructional Supplies and Equipment	43,362	244 318
Improvement of Instruction and Educational Media Services	119,975	674 541
Student Support Services	309,321	1,738 1,048
Administration and Support Services	372,477	2,093 1,790
Plant Operation and Maintenance	330,222	1,855 1,608
Transportation	234,851	761 845
Costs of Students Tuitioned Out	109,764	N/A N/A
Other	11,411	64 194
Total	3,731,660	19,744 15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0 1,524
-----------------------------------	---	---------

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	State
	Total (\$)	Percent of Total (%)
Certified Personnel	310,081	46.8
Noncertified Personnel	90,730	13.7
Purchased Services	68,077	10.3
Tuition to Other Schools	64,764	9.8
Special Ed. Transportation	22,670	3.4
Other Expenditures	106,071	15.0
Total Expenditures	662,393	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	60.2	60.2
State	36.2	36.2
Federal	2.3	2.3
Tuition & Other	1.3	1.3

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 2015-16

Chaplin 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	*	*	*	*	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	69	72.3	68	58.0	18	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	77	71.0	76	56.5	22	56.3
Eligible for Free or Reduced-Price Meals	40	66.3	39	54.3	15	*
Not Eligible for Free or Reduced-Price Meals	37	76.0	37	58.8	7	*
Students with Disabilities	16	*	15	*	*	*
Students without Disabilities	61	75.7	61	60.1	*	*
High Needs	46	65.6	45	52.9	16	*
Non-High Needs	31	79.0	31	61.7	6	*
District	77	71.0	76	56.5	22	56.3

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	*	*	N/A	N/A	34	97.1
Curl Up	*	*	N/A	N/A	34	97.1
Push Up	*	*	N/A	N/A	34	67.6
Mile Run/PACER	*	*	N/A	N/A	34	64.7
All Tests - District	*	*	N/A	N/A	34	55.9
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.

District Profile and Performance Report for School Year 2015-16

Chaplin School District

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	71.0	75	47.3	50	94.6	67.7
	High Needs Students	65.6	75	43.7	50	87.5	56.7
Math Performance Index	All Students	56.5	75	37.7	50	75.3	61.4
	High Needs Students	52.9	75	35.2	50	70.5	49.9
Science Performance Index	All Students	56.3	75	37.5	50	75.1	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	79.0%	100%	79.0	100	79.0	63.8%
	High Needs Students	79.2%	100%	79.2	100	79.2	58.3%
Math Academic Growth	All Students	43.8%	100%	43.8	100	43.8	65.0%
	High Needs Students	43.1%	100%	43.1	100	43.1	57.4%
Chronic Absenteeism	All Students	10.1%	<=5%	39.7	50	79.5	9.6%
	High Needs Students	10.7%	<=5%	38.6	50	77.1	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)		103.0% 55.9%	75%	37.3	50	74.5	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				562.1	800	70.3	

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	65.6	9.4	16.5	
Math Performance Index Gap	61.7	52.9	8.9	18.9	
Science Performance Index Gap	.	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	98.7
	High Needs Students	100.0
Math	All Students	97.4
	High Needs Students	97.8
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: * **State: 51.4**

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 2015-16

Chaplin School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Chaplin Elementary School has a number of support services in place that are not always found in smaller schools. To assist with school improvement, an Instructional Consultant, a Math and E/LA Intervention Specialist/TAG are employed full time. Data analyzed drives instruction and leads to continued student improvement. A key component of our school improvement plan is the continued adoption of the CT Core Standards. Our reading and writing programs show a strong alignment to the CCS. We are currently piloting a new math program to ensure stronger alignment to CCS.

Our daily class schedule has been adjusted to maximize the time available during school day to focus on the development of the skills and knowledge vital for success in the twenty-first century. Each day students work closely with their teachers not only during their regular classroom activities, but during their intervention & enrichment block. This dedicated time allows teachers to focus instruction on individual learning needs based on discussions from data team review. We continue to make parents aware of the implementation of the CCS at Chaplin Elementary School. The Special Education Team meets on a regular basis to assess current programs, student progress, staff and resource utilization and the SRBI implementation at CES. The small number of students identified as special education students allow the team to have firsthand knowledge of all students and their specific programs. Discussions about student performance and ways to improve performance are conducted with parents, classroom teachers and support personnel at the November parent-teacher conferences. Staff members realize the importance of home and school communication and support. The majority of our teachers voluntarily conduct Curriculum Nights each year so that parents and guardians have a good grasp of what is expected of students at the various grade levels. Math Nights and Family Reading Nights are additional ways in which we involve parents in their children's education. At Chaplin Elementary School, we continue to have two sets of Parent-Teacher conferences during the school year. Parents are encouraged to contact school personnel at any point in time if they feel the need to meet more frequently. There is an e-mail link for every teacher on the school's website. Administration uses the Connect-ED system to disseminate important information to Chaplin families on a regular basis. Teachers of the younger grades use daily home-school communication folders and our upper grade students take home an agenda on a daily basis. Many of our classroom teachers use a Weekly Newsletter to help keep parents informed about the happenings at school. We send home school wide quarterly newsletters to all of our families as well. Our website is another way for our parents to stay connected to what is happening at school. The website is updated as we make changes or add new things to the school calendar. We also post the Board of Education agendas and minutes on the website. Our Parent Teacher Organization helps to let parents know what is happening in terms of programs and activities at school by sending home their monthly meeting agendas. Our School Social Worker holds monthly sessions for parents. Topics include current issues which can support parents as they raise school aged children. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Chaplin Elementary School is a PreK - Grade 6 School, located in the northeast corner of Connecticut. The school has 170 students, with a 10% ethnic population. We are continually aware of the increase in our Free/Reduced Priced Meals numbers, which have increased every year for the past six years. During the 2014-2015 school year, Chaplin Elementary School had approximately 47% of our PreK-Grade 6 students on the Free/Reduced priced meals list. We provide a school-wide Breakfast Program to make sure that as many children as possible have the opportunity to start off their day with a healthy breakfast. On average, 50 students take part in the breakfast program daily. Sixth grade students spend a week at Nature's Classroom with students from two area school districts. As all three districts will end up at the same regional middle/high school for grades seven through twelve, this is a terrific way for students to begin formulating friendships and meet students from outside of their own school. Moving forward, students in Grade 5 will be participating in an EASTCONN sponsored program with students from four other towns – two of which are significantly more diverse than we are here in Chaplin. Through the various Chaplin Elementary School curricula, we have incorporated diversity and cultural education throughout the school. We continue to bring in presenters and performers that help us in meeting our goal of reducing racial, ethnic and economic isolation. The students of Chaplin have the option of enrolling in the local inter district magnet school which selects students by lottery.

District Profile and Performance Report for School Year 2015-16

Chaplin School District

Equitable Allocation of Resources among District Schools

Chaplin is a one school district.