

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

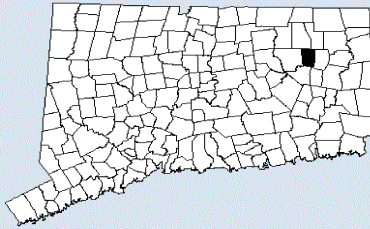


Chaplin School District

860-455-9306

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	178
Per Pupil Expenditures ¹	\$18,825
Total Expenditures ¹	\$3,595,562

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	78	43.8	48.3
Male	100	56.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.7
Black or African American	*	*	12.9
Hispanic or Latino	13	7.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	154	86.5	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	60	33.7	37.6
Students with Disabilities ¹	24	13.5	13.3

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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	0.0	0	*
Hispanic or Latino	*	*	0	*
White	12	9.9	0	0.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	16	11.4	0	0.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 20

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	17.1
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	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.0

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	0.0
White	25	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.2

Instruction and Resources

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

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	10	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	18	90.0
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	10	6.4	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	23	14.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,136,076	11,673	9,134
Instructional Supplies and Equipment	99,932	546	334
Improvement of Instruction and Educational Media Services	144,126	788	498
Student Support Services	300,573	1,642	1,001
Administration and Support Services	338,661	1,851	1,694
Plant Operation and Maintenance	286,283	1,564	1,572
Transportation	222,557	691	813
Costs of Students Tuitioned Out	53,404	N/A	N/A
Other	13,950	76	186
Total	3,595,562	18,825	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	321,341	53.7	35.1
Noncertified Personnel	102,645	17.2	14.2
Purchased Services	46,288	7.7	5.2
Tuition to Other Schools	30,904	5.2	22.0
Special Ed. Transportation	1,299	0.2	8.6
Other Expenditures	95,585	16.0	14.9
Total Expenditures	598,062	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.9	58.9
State	35.7	35.7
Federal	3.9	3.9
Tuition & Other	1.5	1.5

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	0	N/A	0	N/A	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	50	70.1	51	59.2	18	*
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	59.0	27	51.4	9	*
Not Eligible for Free or Reduced-Price Meals	30	77.5	31	62.0	12	*
Students with Disabilities	13	*	12	*	9	*
Students without Disabilities	45	75.5	46	61.8	12	*
High Needs	31	58.1	30	51.0	12	*
Non-High Needs	27	80.6	28	63.6	9	*
District	58	68.6	58	57.1	21	55.5

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	100.0	*	N/A	N/A	41	97.6
Curl Up	95.7	*	N/A	N/A	41	95.1
Push Up	73.9	*	N/A	N/A	41	70.7
Mile Run/PACER	56.5	*	N/A	N/A	41	51.2
All Tests - District	52.2	*	N/A	N/A	41	48.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

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 first 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	68.6	75	91.4	100	91.4	67.9
	High Needs Students	58.1	75	77.5	100	77.5	56.7
Math Performance Index	All Students	57.1	75	76.1	100	76.1	59.3
	High Needs Students	51.0	75	68.1	100	68.1	47.8
Science Performance Index	All Students	55.5	75	74.0	100	74.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	11.4%	<=5%	37.1	50	74.3	10.6%
	High Needs Students	8.2%	<=5%	43.6	50	87.2	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		110.8% 48.8%	75%	32.5	50	65.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				500.4	650	77.0	

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	58.1	16.9	17.3	
Math Performance Index Gap	63.6	51.0	12.5	19.6	
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), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	77.3
	High Needs Students	79.5
Math	All Students	77.3
	High Needs Students	76.9
Science	All Students	100.0
	High Needs Students	.

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: N/A State: 50.1

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

Chaplin Elementary School is fortunate to have a number of support services in place that are not always found in smaller schools. To assist with school improvement, we have a Instructional Consultant, a Math Specialist and a Intervention Specialist/TAG. We continue to meet in Language Arts and Math Data Teams. The data analyzed will drive instruction and lead to continued student improvement. A key component of our school improvement plan is the continued adoption of the Common Core State Standards. Our Reading, Writing and Math programs all show a strong alignment to the CCSS. We've implemented the NWEA assessment program in Readin, and Math for all K-6 students. The NWEA assessments are also closely aligned to the CCSS. 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 to work closely with their teachers not only during their regular classroom activities, but during an additional 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 CCSS 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 Chaplin Elementary School. 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.

At Chaplin Elementary School, staff members realize the obvious importance of home and school communication and support. All of our classroom teachers provide curriculum maps to parents. 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. Our school-wide Open House is always well attended. In the past couple of years we've also invited community groups to attend. These groups include the Eastern Highlands Health District, the Recreation Department, the School Readiness Council, the Chaplin CREW (a Graustein Discovery initiative), the Volunteer Fire Department and Ambulance Corps, as well as the Boy Scout and Girl Scout groups. 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 happenin

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 180 students, with just 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 2013-2014 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.

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Equitable Allocation of Resources among District Schools

N/A