

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

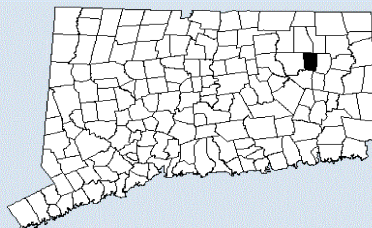


Chaplin School District

Mr. Kenneth Henrici, Superintendent • 860-455-9306

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	183
Per Pupil Expenditures ¹	\$18,158
Total Expenditures ¹	\$3,359,265

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	91	49.7	48.3
Male	92	50.3	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	12	6.6	21.2
Pacific Islander	0	0.0	0.0
White	159	86.9	58.4
Two or More Races	9	4.9	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	68	37.2	37.3
Students with Disabilities ¹	23	12.6	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	6	8.2	*	*
Male	7	9.0	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	11	8.5	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	13	8.6	*	*
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	15.4
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.0
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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	24	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	97.8
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	9.3	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	N/A	N/A
Learning Disability	11	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	18	85.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	11	7.0	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	21	13.4	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	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,009,934	10,865	8,769
Instructional Supplies and Equipment	63,544	343	275
Improvement of Instruction and Educational Media Services	138,895	751	487
Student Support Services	258,692	1,398	965
Administration and Support Services	356,291	1,926	1,600
Plant Operation and Maintenance	288,462	1,559	1,472
Transportation	222,129	690	786
Costs of Students Tuitioned Out	9,281	N/A	N/A
Other	12,037	65	178
Total	3,359,265	18,158	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	284,474	56.4	35.6
Noncertified Personnel	79,712	15.8	14.5
Purchased Services	35,700	7.1	5.0
Tuition to Other Schools	9,281	1.8	21.4
Special Ed. Transportation	2,266	0.4	8.5
Other Expenditures	92,754	18.4	14.9
Total Expenditures	504,187	100.0	100.0
PK-12 Expenditures Used for Special Education		15.0	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.3	59.3
State	37.9	37.9
Federal	2.7	2.7
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	.	.	.	.	<20	.	.	n/a	
Hispanic or Latino	.	.	.	.	<20	.	.	n/a	
English Language Learners	.	.	.	.	<20	.	.	n/a	
Eligible for Free or Reduced-Price Meals	.	69.1	70.5	59.3	35	51.6	72.8	No	
Students with Disabilities	.	.	.	.	<20	.	.	n/a	
High Needs	62.4	62.4	67.2	57.7	40	50.6	68.0	No	
District	78.5	77.8	79.2	71.4	79	64.5	80.0	No	

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	100.0	95.5	N/A	43	97.7
Curl Up	66.7	63.6	N/A	43	65.1
Push Up	81.0	63.6	N/A	43	72.1
Mile Run/PACER	100.0	100.0	N/A	43	100.0
All Tests - District	61.9	54.5	N/A	43	58.1
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

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 Reading Consultant, a Math Specialist and a part-time Intervention Specialist. 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 Reading, Language 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 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 learning 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.

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 a 10% minority 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 40% 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, 30 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 Chaplin Elementary School. 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

Chaplin Elementary School is the only school in the town of Chaplin. Accordingly, Chaplin Elementary School is considered a school district, since it is served by its own Board of Education. It is referred to as the Chaplin Elementary School District. The Superintendent and Board of Education ensure that resources are equitably distributed within the school/district.