

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



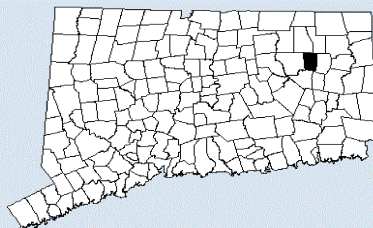
Chaplin School District

860-455-9306

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	140
Per Pupil Expenditures ¹	\$22,673
Total Expenditures ¹	\$3,877,011

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

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

Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	68	48.6	48.4
Male	72	51.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	8	5.7	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	122	87.1	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	64	45.7	43.3
Students with Disabilities ³	30	21.4	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category 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

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	*	*	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	7	5.6	0	0.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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 2019-20

Chaplin School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	13.7
Paraprofessional Instructional Assistants	22.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.7
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	16.0

¹ 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.

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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	24	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.9	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	6	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	16	72.7
State		67.8

² 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).

District Profile and Performance Report for School Year 2019-20

Chaplin School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	*	*	5.7
Other Health Impairment	10	7.2	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	5.1	1.8
All Disabilities	28	20.3	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,208,204	\$12,913	\$10,923
Support services - students	\$236,412	\$1,535	\$1,277
Support services - instruction	\$360,812	\$2,343	\$682
Support services - general administration	\$113,181	\$735	\$467
Support services - school based administration	\$266,014	\$1,727	\$1,021
Central and other support services	\$77,196	\$501	\$679
Operation and maintenance of plant	\$260,050	\$1,689	\$1,718
Student transportation services	\$327,255	\$1,399	\$1,288
Food services	\$26,512	\$172	\$12
Enterprise operations	\$1,374	\$9	\$163
Minor school construction	.	.	\$59
Total	\$3,877,011	\$22,673	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$259,678	27.6	28.5
Instructional Aide Salaries	\$126,578	13.5	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$109,248	11.6	13.0
Purchased Services Other Than Transportation	\$132,680	14.1	5.7
Special Education Tuition	\$243,661	25.9	22.5
Supplies	\$1,706	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$65,520	7.0	8.0
Equipment	\$232	0.0	0.2
All Other Expenditures	\$568	0.1	0.1
Total	\$939,870	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.2	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	63.3
State	33.2
Federal	2.5
Tuition & Other	1.0

⁴ 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).

District Profile and Performance Report for School Year 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

Chaplin School District

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	5.6%	<=5%	12.2%
	High Needs Students	8.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Chaplin School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Chaplin Elementary School has a number of support services for students who are in need of Tiered intervention. The school has a full-time, dedicated Math interventionist and a full-time, dedicated ELA Intervention Specialist. Administration and Interventionists work closely with the classroom teachers to analyze numerous data points in order to determine which students are in need of intense interventions. Weekly data meetings inform instruction and lead to improved student mastery of the standards necessary for success. Each class has a dedicated Reading Intervention time as well as a dedicated Math intervention time.

A key component of our school improvement plan is the consistent use of the workshop model in ELA and Math throughout the grades allowing teachers to focus on whole class instruction promoting a dialogic approach. Teachers also meet with small groups of students having similar needs. This approach gives students the time necessary to develop and improve their critical thinking and problem solving both independently as well in partnerships with their peers.

Our daily class schedule maximizes the time available during the school day to focus on the development and mastery of the skills and knowledge vital for success in the twenty-first century. Our schedule provides teachers with a vital weekly data time to collaborate with interventionists, administration, and others in order to use data to guide the curriculum and instruction. At all grade levels, we strive to create rigorous and engaging learning tasks that develop metacognition in our students as they learn how to revise their thinking. This approach fosters a sense of community and trust among the students and teachers as they feel safe to take risks without judgement.

Most importantly, we aim to build a community where all students have a sense of belonging and where they can find their niche and passion. Our small class size helps our students to develop a sense of partnership and community as they learn to cooperate in order to reach common goals within the classroom. Our efforts to include parents in decision making continues to increase as all stakeholders better understand the importance of a collective endeavor to help the students reach their potential.

Through a renewed staff focus on Social Emotional Learning, we are working diligently to grow our students' understanding of self-reflection and self-regulation. When our students feel stronger in their ability to put into the practice the skills that aid them in reflecting on their thought processes, they feel a sense of belonging. This improved sense motivates the children to be in school. The team works together to communicate with parents and guardians to learn the reasons for student absences and works with the home to use strategies to have the children in school on a regular basis. The Special Education Team meets weekly to assess current programs, student progress, staff and resource utilization at CES. Staff members realize the importance of home-school communication and support, so meetings regularly take place between staff and parents in order to monitor student development of their goals. The school conducts Curriculum Nights each year in order for parents and guardians to have the opportunity to experience the style of problem solving and critical thinking that is a part of every school day.

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 145 students, with a 10% ethnic population. We are continually aware of our Free/Reduced Price Meal numbers, which have remain near 48%. We provide a school-wide Breakfast Program to ensure children have the opportunity to start the day with a healthy breakfast and which allows them to focus on learning.

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 great way for students to begin formulating friendships and meet students from outside of their own school. Through the various Chaplin Elementary School curricula, we have incorporated diversity and cultural education including a renewed focus on literature that raises awareness of cultural diversity and an understanding of historical events that shape society. We strive to be antiracist as our students need to learn how they can be proactive for equity among all groups.

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 2019-20

Chaplin School District

Equitable Allocation of Resources among District Schools

Chaplin is a one school district.