

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

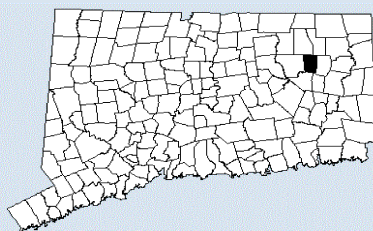


Chaplin School District

860-455-9306

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	148
Per Pupil Expenditures ¹	\$22,184
Total Expenditures ¹	\$3,904,299

¹Expenditure data reflect the 2016-17 year.

Community Information

[CERC 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 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	69	46.6	48.4
Male	79	53.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	10	6.8	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	130	87.8	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	59	39.9	36.7
Students with Disabilities ¹	20	13.5	14.8

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	* *	0 0.0
Male	* *	* *
Black or African American	0 *	0 *
Hispanic or Latino	* *	0 *
White	* *	* *
English Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	* *	0 0.0
Students with Disabilities	* *	* *
District	8 5.8	* *
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

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 2017-18

Chaplin School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	12.8
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.7
Counselors, Social Workers and School Psychologists	1.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	13.0

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	20	95.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.7	10.5

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	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	11	*
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Chaplin School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	*	*	5.2
Other Health Impairment	7	4.9	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	18	12.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,249,668	14,238	9,847
Instructional Supplies and Equipment	56,429	357	287
Improvement of Instruction and Educational Media Services	140,402	889	589
Student Support Services	228,392	1,446	1,120
Administration and Support Services	493,208	3,122	1,905
Plant Operation and Maintenance	275,701	1,745	1,648
Transportation	253,051	883	904
Costs of Students Tuitioned Out	201,414	N/A	N/A
Other	6,034	38	208
Total	3,904,299	22,184	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	291,445	36.4	33.8
Noncertified Personnel	163,294	20.4	14.5
Purchased Services	97,765	12.2	5.5
Tuition to Other Schools	111,073	13.9	23.4
Special Ed. Transportation	8,610	1.1	8.7
Other Expenditures	128,832	16.1	14.1
Total Expenditures	801,019	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.7	63.7
State	32.7	32.7
Federal	2.4	2.4
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 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	60	74.9	60	69.3
English Learners	0	N/A	0	N/A
Non-English Learners	69	74.0	69	69.2
Eligible for Free or Reduced-Price Meals	25	66.6	25	65.4
Not Eligible for Free or Reduced-Price Meals	44	78.2	44	71.3
Students with Disabilities	6	*	6	*
Students without Disabilities	63	75.0	63	70.9
High Needs	27	67.1	27	64.6
Non-High Needs	42	78.4	42	72.1
District	69	74.0	69	69.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	27	100.0
Curl Up	*	*	N/A	N/A	27	96.3
Push Up	*	*	N/A	N/A	27	77.8
Mile Run/PACER	*	*	N/A	N/A	27	81.5
All Tests - District	*	*	N/A	N/A	27	70.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

District Profile and Performance Report for School Year 2017-18

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.0	75	49.3	50	98.6	67.6
	High Needs Students	67.1	75	44.7	50	89.5	57.5
Math Performance Index	All Students	69.2	75	46.1	50	92.2	62.7
	High Needs Students	64.6	75	43.1	50	86.2	52.0
ELA Academic Growth	All Students	64.9%	100%	64.9	100	64.9	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	81.6%	100%	81.6	100	81.6	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	5.8%	<=5%	48.3	50	96.6	10.7%
	High Needs Students	9.1%	<=5%	41.8	50	83.6	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		103.8% 70.4%	75%	46.9	50	93.8	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				466.8	550	84.9	

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	67.1	7.9	15.9	
Math Performance Index Gap	72.1	64.6	7.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	97.2
	High Needs Students	100.0
Math	All Students	97.2
	High Needs Students	100.0
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: 51.5**

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 2017-18

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 Specialists 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 have completed the first year using 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 to work closely with their teachers not only during their regular classroom activities, but during their number corner block. During this school year we are introducing our older students to a middle academy model. Through collaborative teaching and teamwork, our Middle Academy faculty will develop a student-centered learning community with high expectations for all students through differentiation. The foundation of the Middle Academy depends upon collaborative teamwork between faculty, administration and families. We aim to provide a safe learning community which is rigorous, engaging, and academically challenging for all students, and where parents feel welcome.

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. There are many benefits for keeping our fifth and sixth graders in the elementary school. Our students have the advantage of being part of an educational community with a family atmosphere, they have close relationships with faculty and staff who have known them since kindergarten, they are in close proximity to younger siblings, and classes are small enough to offer individualized attention. The small school model gives us an advantage over large middle school systems where students often fall through the cracks or suffer from anonymity. 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, Science 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 time if they feel the need to meet more frequently.

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 160 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 seven years. During the 2017-18 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 great way for students to begin formulating friendships and meet students from outside of their own school. Students in Grade 5 participate in an EASTCONN sponsored program with students from four other towns a€“ 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 2017-18

Chaplin School District

Equitable Allocation of Resources among District Schools

Chaplin is a one school district.