

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



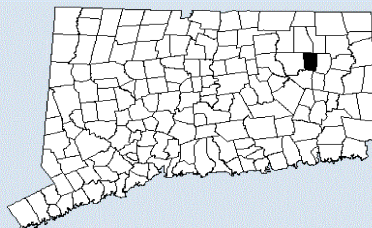
Chaplin School District

860-455-9306

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	156
Per Pupil Expenditures ¹	\$22,722
Total Expenditures ¹	\$3,771,914

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	78	50.0	48.4
Male	78	50.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	10	6.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	135	86.5	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	77	49.4	42.1
Students with Disabilities ³	29	18.6	15.4

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

³Students 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.

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

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	*	0	*
White	*	*	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	*	*	0	0.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 20

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	12.2
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	1.7
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	0.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	12.0

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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	21	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	14	66.7
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	*	*	5.5
Other Health Impairment	10	6.7	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	25	16.7	15.0

¹This 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

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,158,270	\$13,002	\$10,545
Support services - students	\$214,742	\$1,461	\$1,373
Support services - instruction	\$360,522	\$2,453	\$644
Support services - general administration	\$120,276	\$818	\$462
Support services - school based administration	\$258,595	\$1,759	\$1,007
Central and other support services	\$58,280	\$396	\$671
Operation and maintenance of plant	\$259,050	\$1,762	\$1,629
Student transportation services	\$315,892	\$1,350	\$1,231
Food services	\$24,962	\$170	\$13
Enterprise operations	\$1,326	\$9	\$157
Minor school construction	.	.	\$65
Total	\$3,771,914	\$22,722	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$299,112	34.3	29.7
Instructional Aide Salaries	\$119,993	13.8	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$106,010	12.2	13.0
Purchased Services Other Than Transportation	\$117,022	13.4	5.5
Special Education Tuition	\$165,076	18.9	22.6
Supplies	\$2,027	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$62,152	7.1	8.0
Equipment	\$238	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$871,631	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.1	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	65.4
State	30.3
Federal	2.7
Tuition & Other	1.6

⁴Revenue 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).

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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
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	70	71.3	70	71.2	9	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	81	71.3	80	71.4	9	*
Eligible for Free or Reduced-Price Meals	36	68.4	35	70.3	*	*
Not Eligible for Free or Reduced-Price Meals	45	73.6	45	72.2	*	*
Students with Disabilities	14	*	14	*	*	*
Students without Disabilities	67	73.6	66	73.7	*	*
High Needs	44	67.5	43	69.4	*	*
Non-High Needs	37	75.8	37	73.7	*	*
District	81	71.3	80	71.4	9	*

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.3	75	47.5	50	95.1	67.7
	High Needs Students	67.5	75	45.0	50	90.0	58.1
Math Performance Index	All Students	71.4	75	47.6	50	95.2	63.1
	High Needs Students	69.4	75	46.3	50	92.6	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	48.7%	100%	48.7	100	48.7	59.9%
	High Needs Students	48.4%	100%	48.4	100	48.4	55.1%
Math Academic Growth	All Students	70.7%	100%	70.7	100	70.7	62.5%
	High Needs Students	73.0%	100%	73.0	100	73.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	3.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.7%	<=5%	48.6	50	97.1	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		61.4% 70.4%	75%	11.7	50	23.5	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				537.6	750	71.7	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.5	7.5	15.4	
Math Performance Index Gap	73.7	69.4	4.3	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Chaplin Elementary School is a forward looking school that is committed to improving all areas that impact our student growth in many disciplines. The daily schedule has been audited to ensure that students are getting the instructional hours every week that research has shown has a great impact on student progress. We continue to have a dedicated Reading Interventionist and a Math Interventionist. These teachers work with students during dedicated time for Tier 2 and 3 interventions. The school has a newly dedicated data time for each classroom teacher one time per week. Standardized Assessment Data (such as NWEA and SBA) as well as Curriculum Based Assessment Data is analyzed weekly in a collaborative setting among regular education teachers, special education teachers, interventionists, administration, and other support service personnel. Data is used to monitor student growth, school curriculum, and intervention groups.

Teachers are continually working to match the Connecticut Core Standards and our learning targets in a rigorous atmosphere that promotes critical thinking as well as supporting the growth of our students' metacognition. Our professional growth goals are focused on increasing rigor through engagement that fosters students to think in multiple ways as they listen to their classmates, consider ideas, revise their own thinking, and participate in rich conversation using the skills and concepts that are needed to move forward through mutual respect and rapport with peers.

All teachers are using a SRBI model that schedules time on a daily basis to close gaps with students as well as offer enriching assignments to students meeting the standards. The Special Education and Support Services Staff meet weekly to monitor our model of services. Through data, collaborative professional sharing, and a continued focus on Cognitive Complexity, the support our students receive is incorporating differentiated learning opportunities that meet the specific needs of our students.

A new monthly newsletter written on-site and tailored to the needs of the school population is sent to parents at the beginning of every month. The newsletter shares advice for partnering with the classroom teachers by having a clearly defined focus for parent-teacher conferences. Information is given to parents concerning twenty-first century learning skills and how they can help strengthen these skills at home. The monthly edition explains standardized testing and how families can limit summer slide.

The school will continue to add more opportunities for parents to join school staff with a mutual goal of refining our efforts to work together and make learning between home and school more efficient, explicit, and a positive experience for parents as well as students. This will be done through the addition of a monthly principal-parent meeting that keeps parents aware of our goals, practices, and invites them to participate in the learning process at home in engaging ways such as shared logic-problem solving puzzles and communication of solutions.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Chaplin Elementary School is a Pre-K to Grade 6 School, located in the northeast corner of Connecticut. The school has approximately 150 students, with a 10% minority population. We have 8 regular education teachers, two special education teachers, PE, Art, and Music teachers, as well as one and a half Pre-K teachers. We are continually aware of the increase in our Free/Reduced Priced Meals numbers, which remain steady around 50% of the student population. Due to the fact that Chaplin Elementary School is the only school in the district/town and the population size, there is only one class for all but one grade. Our enrichment programs for grades four, five, and six reduce isolation based on racial, ethnic and economic grounds.

Sixth grade students spend a week at Nature's Classroom with students from an area school district that they will go to middle school/high school with as the districts are regionalized for that level of education. This is a terrific way for students to begin formulating friendships and meet students from outside their own 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. The school PBIS beliefs also support sensitivity education of all groups.

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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.