

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

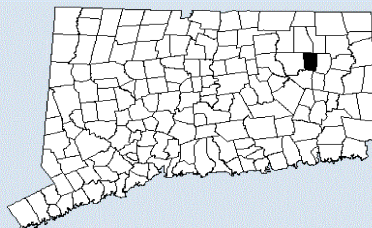


## Chaplin School District

860-455-9306

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	158
Per Pupil Expenditures <sup>1</sup>	\$18,945
Total Expenditures <sup>1</sup>	\$3,713,228

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	74	46.8	48.4
Male	84	53.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	*	*	12.9
Hispanic or Latino	16	10.1	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	135	85.4	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	70	44.3	35.9
Students with Disabilities <sup>1</sup>	20	12.7	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	9.7	*	*
Students with Disabilities	*	*	0	0.0
District	10	7.5	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 17

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Chaplin School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	15.3
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	1.3
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

<sup>1</sup>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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	22	100.0	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	15	*
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Chaplin School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	7	4.5	1.8
All Disabilities	18	11.6	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,207,435	12,542	9,663
Instructional Supplies and Equipment	72,206	410	321
Improvement of Instruction and Educational Media Services	134,220	763	578
Student Support Services	275,052	1,563	1,103
Administration and Support Services	430,831	2,448	1,861
Plant Operation and Maintenance	252,015	1,432	1,637
Transportation	207,245	682	877
Costs of Students Tuitioned Out	127,795	N/A	N/A
Other	6,429	37	201
Total	3,713,228	18,945	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	311,389	45.4	34.6
Noncertified Personnel	134,199	19.6	14.6
Purchased Services	76,426	11.1	5.8
Tuition to Other Schools	40,395	5.9	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	123,609	18.0	14.7
Total Expenditures	686,018	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.0	59.0
State	37.5	37.5
Federal	2.4	2.4
Tuition & Other	1.1	1.1

<sup>4</sup>Revenue 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 2016-17

## 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.

	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	*	*	*	*	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	59	73.6	59	64.9	15	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	65	72.6	65	62.9	15	*
Eligible for Free or Reduced-Price Meals	25	68.4	25	59.5	*	*
Not Eligible for Free or Reduced-Price Meals	40	75.3	40	65.0	14	*
Students with Disabilities	*	*	*	*	0	N/A
Students without Disabilities	60	73.5	60	64.7	15	*
High Needs	27	68.6	27	58.6	*	*
Non-High Needs	38	75.5	38	65.9	14	*
District	65	72.6	65	62.9	15	*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	100.0	90.5	N/A	N/A	42	95.2
Curl Up	66.7	61.9	N/A	N/A	42	64.3
Push Up	57.1	61.9	N/A	N/A	42	59.5
Mile Run/PACER	100.0	95.2	N/A	N/A	42	97.6
All Tests - District	57.1	61.9	N/A	N/A	42	59.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.6	75	48.4	50	96.8	67.1
	High Needs Students	68.6	75	45.8	50	91.5	55.9
Math Performance Index	All Students	62.9	75	41.9	50	83.8	62.2
	High Needs Students	58.6	75	39.0	50	78.1	50.5
Science Performance	All Students	N/A	75	0.0	0	0.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	55.4%
	High Needs Students	50.2%	100%	50.2	100	50.2	49.8%
Math Academic Growth	All Students	80.2%	100%	80.2	100	80.2	61.7%
	High Needs Students	66.4%	100%	66.4	100	66.4	53.7%
Chronic Absenteeism	All Students	7.5%	<=5%	45.1	50	90.1	9.9%
	High Needs Students	8.6%	<=5%	42.9	50	85.7	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0%   59.5%	75%	39.7	50	79.4	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>559.9</b>	<b>750</b>	<b>74.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.6	6.4	16.7	
Math Performance Index Gap	65.9	58.6	7.4	18.7	
Science Performance Index Gap	.	N/A	.	16.6	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
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	.

<sup>3</sup>Minimum 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: N/A**

**State: 50.2**

#### 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 2016-17

## Chaplin School District

### Narratives

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#### **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 are in our 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.

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 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 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 happenings at school. We send home school wide quarterly newsletters to all of our families as well.

#### **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 170 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 six years. During the 2016-17 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. 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 2016-17

## Chaplin School District

### **Equitable Allocation of Resources among District Schools**

Chaplin is a one school district.