

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



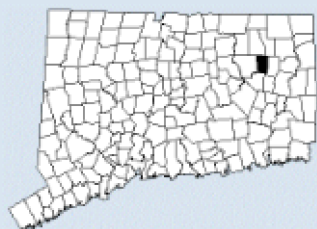
Chaplin School District

Andrew Skarzynski, Superintendent • 860-455-9306 • <https://chaplinschool.org/>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	150
Per Pupil Expenditures	\$26,867
Total Expenditures	\$4,486,806

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	69	46.0	48.4
Male	81	54.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	17	11.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	7	4.7	4.8
White	119	79.3	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	52	34.7	44.8
Students with Disabilities	32	21.3	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	7	6.9	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
All Students - District	10	7.9	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 20
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	14.2
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	5.0
Special Education Paraprofessionals	9.0
District Central Office Administrators	1.3
School Level Administrators	1.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	8.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	24	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	1	4.3	6.8
Teachers	1	5.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	8	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
All Disabilities - District	22	88.0
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	8	5.5	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	5.5	2.0
All Disabilities	25	17.1	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$2,465,064	\$14,761	\$13,471
Support services - students	\$263,510	\$1,711	\$1,826
Support services - instruction	\$538,082	\$3,494	\$972
Support services - general administration	\$134,371	\$873	\$568
Support services - school based administration	\$213,666	\$1,387	\$1,274
Central and other support services	\$109,702	\$712	\$761
Operation and maintenance of plant	\$437,546	\$2,841	\$2,125
Student transportation services	\$283,249	\$2,575	\$1,695
Food services	\$41,616	\$270	\$10
Enterprise operations	.	.	\$219
Total	\$4,486,806	\$26,867	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$336,328	31.3	26.4
Instructional Aide Salaries	\$173,759	16.2	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$119,109	11.1	13.3
Purchased Services Other Than Transportation	\$303,151	28.2	6.8
Special Education Tuition	\$70,196	6.5	22.8
Supplies	\$40,078	3.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$31,725	3.0	8.7
Equipment	\$702	0.1	0.2
All Other Expenditures	\$126	0.0	0.1
Total	\$1,075,174	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	69.1
State	23.2
Federal	6.9
Tuition & Other	0.9

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	63	64.1	62	67.2	17	*
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	58.6	35	62.6	9	*
Not Eligible for Free or Reduced-Price Meals	43	65.3	42	67.6	15	*
Students with Disabilities	17	*	17	*	*	*
Students without Disabilities	61	66.0	60	69.9	*	*
High Needs	41	58.2	41	60.2	11	*
Non-High Needs	37	66.8	36	71.2	13	*
All Students - District	78	62.3	77	65.3	24	66.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	*	N/A	N/A	N/A	18	*
Curl Up	*	*	N/A	N/A	33	100.0
Push Up	*	*	N/A	N/A	33	63.6
Mile Run/PACER	*	*	N/A	N/A	33	93.9
All Tests - District	*	N/A	N/A	N/A	18	*
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.3	75	41.5	50	83.0	64.7
ELA Performance Index	High Needs Students	58.2	75	38.8	50	77.6	54.9
Math Performance Index	All Students	65.3	75	43.5	50	87.1	61.1
Math Performance Index	High Needs Students	60.2	75	40.1	50	80.2	50.6
Science Performance Index	All Students	66.0	75	44.0	50	88.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	45.2%	100%	45.2	100	45.2	60.6%
ELA Academic Growth	High Needs Students	45.2%	100%	45.2	100	45.2	55.7%
Math Academic Growth	All Students	56.4%	100%	56.4	100	56.4	62.3%
Math Academic Growth	High Needs Students	50.7%	100%	50.7	100	50.7	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	7.9%	<=5%	44.3	50	88.5	17.2%
Chronic Absenteeism	High Needs Students	12.5%	<=5%	35.0	50	70.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	50.0%	75%	8.3	50	16.7	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				493.1	800	61.6	

Physical Fitness Estimated Participation Rate - District: 52.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	66.8	58.2	8.6	16.9	N
Math Performance Index Gap	71.2	60.2	11.0	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.5
ELA	High Needs Students	95.3
Math	All Students	97.5
Math	High Needs Students	95.3
Science	All Students	96.0
Science	High Needs Students	.

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Chaplin Elementary School is a one school district serving students in PK-6. Frequent communication, in the form of person-to-person phone calls and newsletters from teachers, the school nurse, the social worker, and administration build a sense of community promoting close partnerships that support the school mission and vision, positive attendance patterns, family engagement, and open dialogue about our Portrait of a Learner.

Engaging and dialogic strategies, vertically aligned curricula, and flexible grouping sets the stage for student growth; however, some students need more time to master learning objectives. CES addresses academic and behavioral needs through a Multi-Tiered System of Supports. Curriculum based and standardized data analysis assists staff in monitoring student progress, developing action plans, and revising practices. Students receiving special education services have gone through MTSS in attempts to close existing gaps. Reading and Math Interventionists work closely with teachers to address gaps at the Tier 2 level. Tier 3, provides a more intensive approach within smaller groups. A more diagnostic approach is employed to identify the learning difficulties that lie at the roots and to determine if a child might have greater needs.

Our Special Education Team meets weekly with the Director of Special Education to assess current academic programs, behavioral programs, and student progress. Team meetings include general education teachers to ensure a holistic approach is being employed. Regular communication with parents maintains their involvement in planning for their children. All of this equates to a team of adults who collaborate in the best interests of each child and the programming to help them achieve their individual goals.

CES strives to engage parents in the education of their children through engagement events. Topics of parent events focus on interactions between parents and children. Family events scheduled throughout the school year highlight curricular topics and demonstrate strategies that can be used at home, author visits, and fun and fitness. Additional events include school concerts and One School, One Book.

CES has made grade strides in its Behavioral Health support for students and families. Students participate in daily lessons that focus SEL. The PBIS committee has created a community resource map that is available to families to assist in finding diverse assistance.

The NAEYC accredited Pre-School Readiness program supports working parents while helping children gain readiness skills for learning. Students are supported in transitioning to kindergarten by regular Fun Fridays, allowing Kindergarteners revisit the PK class for activities that focus on learning through play and the preschool children visit the kindergarten classroom to make their future transition smooth.

CES has an attendance team that works to inform our families about the importance of good attendance and to notify families at specific intervals of their child's absences. Each step raises awareness with the families that their child is getting close to be considered truant or chronically absent. The team works with the families to offer support that is specific to their needs and concerns. Better communication has aided many families to be more conscientious of absences and to ask for help when needed.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Chaplin Elementary School is a Pre-K through Grade 6 School, located in the northeast corner of Connecticut. The school has a population of 149 students, with 21.5% of the student population having a diverse ethnic background. CES qualifies for the Community Eligibility Provision which ensures that nutritionally balanced breakfast and lunch is available for all students at no cost each day school is in session.

Our fourth-grade students participate in an inter-district program with schools from the northeastern portion of the state. Mindful Transformations brings together students who have little opportunity to engage with culturally diverse peers to broaden understanding and respect for others by exploring the peoples and cultures that make up our nation. These experiences open the eyes of students to topics such as biases and prejudice.

Connecting The Ridgefield Playhouse offerings to Title I schools with our literacy program, students were able to view historical performances that connect to our texts and topics. Across the grades, the various units of study allow our students to explore the actions and impacts different groups have on society. Readings inform the students of historical background knowledge that allow them to use compassion and empathy as well as realize that people of all types have similar needs to maintain safe environments and to be a part of the same local community.

The Media Specialist focuses learning times on having students learn about different cultures and time frames in history. Students discover that similar issues are spread across the world. They discuss ways in which they can change the small area in which they live and that if all people make a small, positive impact, the result can be great.

Social-Emotional Lessons address issues of the diversity of people and cultures within their community. Working with students to maintain an awareness of our student and family diversity is critically important as we work with students to understand the impact they have on one another through the words they use and the behaviors they display.

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Equitable Allocation of Resources among District Schools

Chaplin is a one school district. Responsible use of funds ensures equal access to digital resources for all students by maintaining a classroom one-to-one digital environment. All resource staff are available to work with students in every class Pre-K through grade six as well as to consult with both certified and uncertified staff to give all students an equal chance for success across all avenues. Chaplin Elementary School holds a Summer Learning Academy to address the learning needs of our students. This gives students the opportunity to maintain their skills and to move forward with skills where skills gaps exist. CES has increased its enrichment opportunities for students with the addition of language programs offered to students during the class intervention blocks. Teachers are facilitating STEAM activities during intervention blocks. These activities offer enrichment to students by allowing them to work their way through problem solving and critical thinking to find a solution to a problem and practice non-sequential thinking.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.