

**STRATEGIC SCHOOL PROFILE 2012-13****Clinton School District**

John F. Cross, Iii, Superintendent

Location: 137-b Glenwood Circle  
Clinton,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Middlesex  
Town Population in 2000: 13,094  
1990-2000 Population Growth: 2.6%  
Number of Public Schools: 4

Per Capita Income in 2000: \$26,080  
Percent of Adults without a High School Diploma in 2000\*: 8.4%  
Percent of Adults Who Were Not Fluent in English in 2000\*: 1.1%  
District Enrollment as % of Estimated. Student Population: 93.8%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      1,977  
5-Year Enrollment Change      -6.1%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	384	19.4	17.8	36.7
K-12 Students Who Are Not Fluent in English	52	2.7	2.5	5.8
Students Identified as Gifted and/or Talented*	104	5.3	4.3	3.8
PK-12 Students Receiving Special Education Services in District	201	10.2	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	116	89.2	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	40	14.2	14.8	12.7

\*2.9 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.4
Asian American	51	2.6
Black	15	0.8
Hispanic	179	9.1
Pacific Islander	3	0.2
White	1,681	85.0
Two or more races	41	2.1
Total Minority	296	15.0

**Percent of Minority Professional Staff:** 2.0%

**Non-English Home Language:**

5.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Clinton Public Schools benefits from a community that is growing in its racial, ethnic, and economic diversity. Although the largest segment of our minority population is Hispanic, Clinton Public Schools are fortunate to have students from several South American countries, as well as Canada, China, Iran, South Korea, The Russian Federation, Switzerland, Syria and Vietnam. Our schools provide wonderful opportunities for students and the community-at-large to learn in an environment that is both racially and economically diverse. Clinton continues to advance and support second language acquisition, offering courses in French, Spanish, and Chinese at the high school level and is proud of advances in the K-12 Spanish program. The program is designed to provide all students, kindergarten through grade 8, with the opportunity to enter high school prepared to take a level 3 course in Spanish. The high school Chinese program has benefited from two teachers from China through Department of State Grants and hired its first permanent Chinese Teacher in the 2012-2013. In addition, the district has taken advantage of French Fulbright Exchange Teachers for several years. Both programs have allowed the district to continue to offer multiple levels of Chinese and French at the high school and to introduce Chinese at the middle school. The district hosted CT Council of Language Teachers' (COLT) 21st Annual Rhyme Celebration. More than 200 students from grades K-6 from 20 school districts around the state converged in Clinton to share their language and heritage experiences. The percentage of our Special Education students who spend time with non-disabled peers is on par with our DRG and the state percentages, and we continue to look for ways to increase these opportunities. Clinton students continue to have an opportunity to participate in the inter-district magnet schools in New Haven, the regional technical school, and the vocational-agricultural school in Middletown. The district also provides a family literacy program through its collaboration with the regional adult education program (ERACE) and the YMCA to provide literacy support for adult English Language Learners in the community. Once again, nearly every student in the district was involved in at least one locally funded intra-district program designed to reduce isolation, increase awareness of diversity of individuals and cultures, to reduce/eliminate harassment, and/or to respect others.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.2	56.9	51.9
Writing	80.9	60.0	90.1
Mathematics	75.6	61.4	65.2
Grade 4 Reading	69.5	62.6	48.7
Writing	75.0	63.0	66.5
Mathematics	70.8	65.1	44.9
Grade 5 Reading	72.8	66.9	45.3
Writing	74.7	65.6	57.8
Mathematics	79.1	69.2	53.4
Science	75.9	62.3	57.8
Grade 6 Reading	77.8	73.3	42.5
Writing	77.4	65.1	61.8
Mathematics	76.5	67	53.0
Grade 7 Reading	89.3	78.9	67.1
Writing	78.0	64.9	69.0
Mathematics	72.3	65.4	46.8
Grade 8 Reading	86.5	76.2	60.1
Writing	79.2	67.2	57.9
Mathematics	77.3	65.0	56.6
Science	72.0	60.4	49.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	46.4	48.5	35.6
Writing Across the Disciplines	71.0	62.1	47.0
Mathematics	62.1	52.4	52.3
Science	55.5	48.8	48.9

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	53.2	51.1	48.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		87.4	78.5	
Average Score	Mathematics	496	503	40.6
	Critical Reading	520	499	65.4
	Writing	518	504	58.6

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	92.7	84.8	63.2
2011-12 Annual Dropout Rate for Grade 9 through 12	2.1	2.1	13.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	73.9	82.6
% Employed (Civilian Employment and in Armed Services)	19.3	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	142.90
Paraprofessional Instructional Assistants	13.08
Special Education	
Teachers and Instructors	26.00
Paraprofessional Instructional Assistants	46.09
Library/Media Specialists and/or Assistants	5.72
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.58
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	11.50
School Nurses	3.72
Other Staff Providing Non-Instructional Services and Support	83.88

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	16.0	14.6	13.9
% with Master's Degree or Above	86.5	81.6	79.8

Average Class Size	District	DRG	State
Grade K	16.3	17.5	18.9
Grade 2	19.9	19.4	19.8
Grade 5	23.6	21.2	21.3
Grade 7	18.0	20.1	20.2
High School	18.8	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	992	995	999
Middle School	1,072	1,028	1,029
High School	1,026	1,000	1,027

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	2.7	2.7
Middle School	1.9	2.2	2.1
High School	2.1	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$18,790	\$9,381	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$1,421	\$709	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$582	\$291	\$475	\$397	\$471
Student Support Services	\$1,964	\$981	\$949	\$919	\$950
Administration and Support Services	\$2,554	\$1,275	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$2,399	\$1,198	\$1,466	\$1,499	\$1,459
Transportation	\$1,489	\$690	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$1,469	N/A	N/A	N/A	N/A
Other	\$153	\$76	\$170	\$176	\$170
<b>Total</b>	<b>\$30,820</b>	<b>\$15,175</b>	<b>\$14,444</b>	<b>\$14,027</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$579	\$289	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,253,393	23.5	22.0	21.8

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	74.8	22.2	2.9	0.0
Excluding School Construction	74.5	22.6	3.0	0.0

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education and the administrative team are committed to ensuring that all four schools in the district receive the resources necessary to effectively implement educational programming. The budgets are specifically designed to support building goals that in turn support district goals. Expanding access to technology, moving forward with curriculum renewal, providing high quality professional learning for staff, and maintaining core programs like all- day kindergarten and K-12 World Language are the priorities in making decisions about resource allocation. The district leadership has an established track record for containing costs and reducing expenses in areas such as transportation, utilities, health insurance and printing and photocopying. The budget development process is open and transparent. The process entails four critical steps; 1) open budget hearings, 2) cost center/building level budget preparation, 3) district budget development, and 4) budget presentations. Each step of the process is designed to encourage public participation and input. Prior to developing the annual budget, the Board of Education holds a community-wide budget forum to solicit input, concerns, and priorities regarding the district programming. In addition to the operational budget, the district prepares and updates a ten-year plan for capital improvements that is submitted to the town's Capital Expenditure Committee for approval. The Board receives additional monies from both State and Federal sources to help finance remedial programs and special education programs.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	196
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	24	1.2	1.4	1.3
Learning Disability	62	3.2	3.6	4.0
Intellectual Disability	4	0.2	0.3	0.4
Emotional Disturbance	15	0.8	0.9	1.0
Speech Impairment	38	1.9	2.1	2.0
Other Health Impairment*	40	2.0	2.4	2.4
Other Disabilities**	13	0.7	1.0	1.0
<b>Total</b>	<b>196</b>	<b>10.0</b>	<b>11.8</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	81.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	38.4	34.5	76.8	69.2
	Writing	31.8	19.9	77.4	64.4
	Mathematics	22.7	29.0	75.3	65.5
	Science	23.8	21.3	74.1	61.3
CAPT	Reading Across the Disciplines	20.0	15.7	46.4	48.5
	Writing Across the Disciplines	13.3	16.7	71.0	62.1
	Mathematics	N/A	N/A	62.1	52.4
	Science	13.3	14.6	55.5	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	16.8
	% With Accommodations	83.2
CAPT	% Without Accommodations	18.8
	% With Accommodations	81.3
% Assessed Using Skills Checklist		10.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.5
Private Schools or Other Settings	12	6.1

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	122	62.2	74.7	72.0
40.1 to 79.0 Percent of Time	49	25.0	16.4	16.4
0.0 to 40.0 Percent of Time	25	12.8	8.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The driving force for Clinton Public Schools over the past several years has been to focus on unifying efforts to ensure continuity of learning experiences and expectations for students. The framework for this effort is rooted in our K-12 curriculum renewal process, a process that engages teachers and administrators from every grade level in the research, development and implementation of the student learning expectations in all subjects. In addition to the work in curriculum, other major initiatives targeted are: advancing technology to enhance instruction, and implementing a new teacher evaluation and professional learning program.

**Curriculum Renewal:** In the last five years the curriculum renewal process has researched, rewritten, and implemented eleven of thirteen core subjects with Information Technology and Science on tap for 2013-2014. This work has been critical to bringing continuity and consistency to the teaching and learning experiences in Clinton. For teachers, it has served as a framework for ongoing professional development in instructional practices and the infusion of technology as a critical tool for teaching and learning. For students, it has elevated expectations for learning and created an assurance of common learning experiences. While not the only measure of progress, curriculum renewal work has resulted in improved student performance on the state assessments. The main focus has been to set clear expectations for what students need to learn and be able to use or demonstrate. With the state's adoption of the Common Core State Standards, the district will continue work on aligning curriculum with the state model. As a result of curriculum renewal, the district developed a set of Foundation Skills and Competencies that will serve as a criterion for all students to be able to demonstrate proficiency and the basis for the high school's Junior Portfolio Exhibition.

**Technology:** The use of technology as a teaching and learning tool has become critical to the educational environment. The district has been able to stay on course with its three-year technology plan with the support of the Capital Expenditure Committee. As a result, we have established a four-year replacement and upgrade plan and have expanded the integration of a variety of interactive technology tools at all levels. Recent curriculum implementation efforts have also included texts and support materials with online resources. In addition, the technology department has outfitted all four schools with wireless capability in preparation for the installation of fiber to all schools. These enhancements support curriculum implementation and the resources that come with new program materials.

**Teacher Evaluation and Professional Learning:** The district's new teacher evaluation plan was approved by the state. While meeting the PEAC guidelines, the plan is designed to increase teacher participation in both self-evaluation and providing evidence of performance in each of the six domains of teaching. The model increases the frequency for building administrators to observe classroom instruction and establishes descriptive criteria for levels of performance. The primary goal of all evaluation plans is to improve student performance. The new district plan actively engages teachers through the Professional Learning Plan that includes two student performance goals and a teacher learning goal. Work on developing common assessments, aligned with the District's Foundation Skills and Competencies, continues to be a major focus. The purpose for this work is to assure that all students have multiple opportunities to demonstrate proficiency in all of the skills and competencies.

**Opportunities for Community Involvement:** This continues to be an area that we are committed to enhancing and improving. Those who have visited our district website in the past several months will recognize a new look and the efforts made to make the district website a useful source. The homepage hosts the district calendar of events, district and community announcements, as well as updates from the superintendent and pictures and video of our students in action in the Clinton Celebrates section. We now have the ability for anyone to subscribe to receive email updates on any changes to the website. In addition to improving our capacity to share information, we will also be looking to engage the community in a long-range facility study. Work on the new high school continues to take shape.

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