Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Clinton School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,682
Per Pupil Expenditures[1]	$19,334
Total Expenditures[1]	$34,144,315

[1] *Expenditure data reflect the 2018-19 school year.*
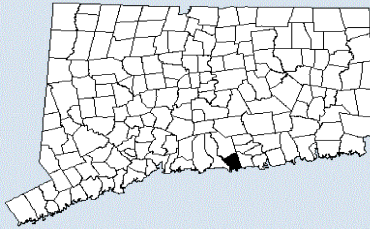
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	810	48.2	48.4
Male	872	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	48	2.9	5.2
Black or African American	11	0.7	12.7
Hispanic or Latino of any race	304	18.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	24	1.4	3.8
White	1,290	76.7	51.1
English Learners	103	6.1	8.3
Eligible for Free or Reduced-Price Meals	628	37.3	43.3
Students with Disabilities[3]	241	14.3	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	85	11.0	21	2.6
Male	101	11.8	52	5.7
Black or African American	*	*	*	*
Hispanic or Latino of any race	30	10.0	18	5.5
White	139	11.2	48	3.7
English Learners	13	12.9	0	0.0
Eligible for Free or Reduced-Price Meals	91	15.8	43	6.4
Students with Disabilities	38	17.4	24	9.2
District	186	11.5	73	4.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 46

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	124.2
Paraprofessional Instructional Assistants	15.1
Special Education	
Teachers and Instructors	25.7
Paraprofessional Instructional Assistants	46.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	7.0
Library/Media	
Specialists (Certified)	3.6
Support Staff	1.8
Instructional Specialists Who Support Teachers	5.3
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	74.2

[1] 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	3	1.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	184	98.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	12	*	18	85.7
White	82	71.9	116	91.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	68.6	37	86.0
Students with Disabilities	10	*	15	*
District	98	71.5	142	91.0
State		75.8		84.8

[2] College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	16	59.3
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	65	85.5
Other Health Impairment	54	88.5
Other Disabilities	*	*
Speech/Language Impairment	25	100.0
District	170	74.2
State		67.8

[3] 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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	28	1.7	2.0
Emotional Disturbance	20	1.2	1.1
Intellectual Disability	8	0.5	0.5
Learning Disability	76	4.6	5.7
Other Health Impairment	61	3.7	3.3
Other Disabilities	19	1.2	1.1
Speech/Language Impairment	27	1.6	1.8
All Disabilities	239	14.5	15.6

[1] 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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

[2] 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[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$20,690,702	$11,716	$10,923
Support services - students	$2,547,742	$1,462	$1,277
Support services - instruction	$759,219	$436	$682
Support services - general administration	$2,482,294	$1,424	$467
Support services - school based administration	$1,482,936	$851	$1,021
Central and other support services	$1,436,325	$824	$679
Operation and maintenance of plant	$2,305,979	$1,323	$1,718
Student transportation services	$1,717,085	$1,055	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	$722,034	$414	$59
Total	$34,144,315	$19,334	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$3,045,301	38.5	28.5
Instructional Aide Salaries	$1,145,919	14.5	10.1
Other Salaries	$336,538	4.3	11.1
Employee Benefits	$1,259,645	15.9	13.0
Purchased Services Other Than Transportation	$293,503	3.7	5.7
Special Education Tuition	$926,222	11.7	22.5
Supplies	$203,764	2.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$689,798	8.7	8.0
Equipment	.	.	0.2
All Other Expenditures	$830	0.0	0.1
Total	$7,901,519	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.1	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	79.7
State	18.0
Federal	2.0
Tuition & Other	0.2

[4] 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	17	*
English Learners	6	*
Eligible for Free or Reduced-Price Meals	45	86.7
Students with Disabilities	13	*
District	144	95.8
State		88.5

[1] The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	86.9	93.2
Male	75.0	94.1
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	84.3	96.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.8	*
Students with Disabilities	*	*
District	80.3	93.5
State	71.5	87.5

[3] College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

[4] College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	73.4%	100%	60.4%
	Oral	58.7%	100%	57.6%
Chronic Absenteeism	All Students	11.5%	<=5%	12.2%
	High Needs Students	15.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	81.9%	75%	80.4%
On-track to High School Graduation		96.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		95.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		80.2%	75%	71.5%
Arts Access		39.9%	60%	51.8%

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]
Graduation Rate Gap	94.0%	93.5%	0.5%	10.9%	N

[1] 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.
[2] 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Clinton Public Schools continues to focus on unifying efforts to ensure continuity of learning experiences and expectations for students and engage the school community in that work. The framework for this effort is rooted in the district's strategic plan that includes a revised mission, new strategic priorities, and initiatives with specified action steps used to guide and focus improvement efforts. The curriculum renewal process engages educators from every level in the research, development and implementation of the student learning expectations in all subjects and is targeted in specific areas in need of development.

Key to expanding and improving special education services has been the development of core on-site programs in three areas: intensive learning programs, student support centers, and learning strategies support. Secondary transition programming has been enhanced with professional development and specific focus on programming for students and families to support this area. There is a continued focus on training in co-teaching and in specialized instructional strategies provided to students within the general education environment and with nondisabled peers. Quality programming and the implementation of effective progress monitoring tools has been an area of focus in order to ensure the academic achievement of all special education students.

The use of technology as a teaching and learning tool has become critical to the educational environment. The district has utilized grant and local funding to implement a 1:1 Chromebook initiative at the secondary level and mobile Chromebook carts at the elementary level. These enhancements support technology integration and advanced use of the Google platform in grades 2-12, the SeeSaw platform in grades pK-1, and tools to engage and communicate with students. The challenges of remote learning that were faced in the spring were met effectively as the district was able to pivot to remote learning using platforms and tools with which teachers and students were already effectively utilizing.

Various initiatives were implemented to improve learning through more effective communication and collaboration with families. Each school establishes goals specific to increasing online and in-person communications with parents. Implementation included outlining the specific supports in place at the schools and in the community to assist when there are concerns or issues. Literacy and Math parent nights were held at our elementary and middle schools to assist parents in understanding curricular programs and to provide parents with the ability to better support their child's learning. Efforts to reduce chronic absenteeism included a coordination of school and community-based services in working with those in need of support. The district also elicited parent feedback related to programming and improvement initiatives and continues to work with parents for improved student outcomes. Clinton is fortunate to have a strong parent connection through both PTO and PTA groups who work closely with school administration to discuss learning, student experiences, challenges, new research, and current programming, policies, and procedures. These partnerships have enhanced communication and understanding, and allowed the district to be more effective in recognizing and responding to parent needs and concerns.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Clinton Public Schools benefits from a community that is growing in its racial, ethnic, and economic diversity. The district is fortunate to have students from several South American countries, as well as Canada, China, India, Iran, South Korea, The Russian Federation, Switzerland, Syria and Vietnam. The growing number of English Learners in the district has prompted a shift in programming to meet this need. 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 and Spanish 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 Spanish level 3. Students who successfully complete Spanish level 2 in the middle school earn high school credit. In addition to Spanish, the district also offers French as a language option in middle school and high school. Clinton students continue to have an opportunity to participate in the inter-district magnet schools in New Haven, the Sound School in New Haven, and the Marine Science Magnet School in Groton. Once again, nearly every student in the district was involved in at least one locally funded intra-district program designed to reduce isolation, to increase awareness of diversity of individuals and cultures, to reduce/eliminate harassment, and/or to respect others. These programs are part of the school enrichment experiences through assemblies, leadership conferences, grade-level town hall meetings, community fundraising and outreach, advisory programs, peer mentoring and tutoring, transition programming, field trips, international travel, clubs and activities, and school-wide positive climate and culture events.

Equitable Allocation of Resources among District Schools

The district is committed to ensuring that all schools receive the resources necessary to effectively implement educational programming and support implementation of the Strategic Plan and attainment of its objectives. Enhancing instructional practice, providing high-quality materials and technology tools, ensuring balanced and quality curricular offerings, supporting professional learning for staff, and maintaining core programs are the priorities for decisions about resource allocation. The district leadership works collaboratively with town leadership to build understanding and support for district budget requests. The Board and administration work diligently to contain costs and reduce expenses in budget areas such as transportation, utilities, health insurance, and special education. The budget development process is open and transparent and allows for public participation and input. In addition to the operational budget, the district annually submits a ten-year plan for capital improvements and has made thoughtful decisions based on its facilities and enrollment evaluation in order to ensure budgets and facilities can continue to appropriately support student needs.