STRATEGIC SCHOOL PROFILE 2011-12

Clinton School District

JOHN F. CROSS, III, Superintendent

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Location: 137-b Glenwood Circle
Clinton,
Connecticut

Website: sites.google.com/a/clintonpublic.net/district/

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.

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: 93.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2011   2,002
5-Year Enrollment Change   -5.4%

DISTRICT GRADE RANGE

Grade Range   PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	321	16.0	15.7	35.2
K-12 Students Who Are Not Fluent in English	38	1.9	2.4	5.6
Students Identified as Gifted and/or Talented*	119	5.9	4.4	4.0
PK-12 Students Receiving Special Education Services in District	216	10.8	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	124	82.7	85.0	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	18	6.5	14.5	13.0

*2.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.4
Asian American	49	2.4
Black	14	0.7
Hispanic	164	8.2
Pacific Islander	3	0.1
White	1,724	86.1
Two or more races	39	1.9
Total Minority	278	13.9

Percent of Minority Professional Staff: 2.0%

Non-English Home Language:

3.9% 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 11.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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 different South American countries, as well as China, Iran, Korea, Switzerland 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 will be hiring 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 was selected to host the 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.

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	74.6	59.2	75.6
	Writing	73.8	62.7	64.4
	Mathematics	74.8	66.5	53.8
Grade 4	Reading	68.8	64.1	40.0
	Writing	72.1	65.3	45.0
	Mathematics	71.9	68.0	38.8
Grade 5	Reading	76.2	67.6	52.4
	Writing	73.3	68.1	48.2
	Mathematics	84.7	71.6	67.9
	Science	79.5	63.9	63.1
Grade 6	Reading	86.9	74.1	70.5
	Writing	77.4	67.4	59.6
	Mathematics	75.9	69.3	48.8
Grade 7	Reading	90.5	79.8	68.6
	Writing	75.8	65.6	55.9
	Mathematics	65.1	68.1	29.4
Grade 8	Reading	86.7	76.8	61.0
	Writing	76.0	68.3	47.5
	Mathematics	68.3	67.2	34.0
	Science	69.6	61.9	43.8

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.

To see the NCLB Report Card for this school, go to 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	55.8	47.5	57.1
Writing Across the Disciplines	81.1	63.0	71.6
Mathematics	58.3	49.2	56.4
Science	58.8	47.1	61.9

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	50.2	50.6	46.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.2	77.3	
Average Score	Mathematics	512	505	50.4
	Critical Reading	529	502	67.9
	Writing	540	506	77.9

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 2011	92.4	82.7	62.4
2010-11 Annual Dropout Rate for Grade 9 through 12	0.4	2.6	79.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.8	84.5
% Employed (Civilian Employment and in Armed Services)	5.1	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	141.30
Paraprofessional Instructional Assistants	10.26
Special Education	
Teachers and Instructors	26.99
Paraprofessional Instructional Assistants	46.76
Library/Media Specialists and/or Assistants	5.40
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	12.00
School Nurses	3.72
Other Staff Providing Non-Instructional Services and Support	83.33

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	84.1	80.6	79.6

Average Class Size	District	DRG	State
Grade K	16.7	17.6	18.5
Grade 2	20.1	18.9	19.7
Grade 5	21.3	21.7	21.6
Grade 7	18.3	20.4	20.3
High School	19.9	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	992	985	993
Middle School	1,072	1,030	1,024
High School	1,026	1,008	1,024

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.8	2.9	2.8
Middle School	2.5	2.3	2.2
High School	2.1	2.4	2.1

*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.

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	$19,166	$9,414	$8,464	$8,059	$8,469
Instructional Supplies and Equipment	$1,232	$605	$267	$278	$271
Improvement of Instruction and Educational Media Services	$654	$321	$487	$385	$482
Student Support Services	$2,125	$1,044	$901	$873	$901
Administration and Support Services	$2,634	$1,294	$1,468	$1,395	$1,490
Plant Operation and Maintenance	$2,125	$1,043	$1,471	$1,420	$1,463
Transportation	$1,533	$701	$735	$689	$724
Costs for Students Tuitioned Out	$1,512	N/A	N/A	N/A	N/A
Other	$155	$76	$165	$162	$165
Total	$31,135	$15,099	$14,238	$13,575	$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	$583	$287	$1,290	$1,083	$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$7,367,006	23.7	22.0	21.7

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	19.9	5.4	0.0
Excluding School Construction	74.8	19.7	5.5	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 insuring 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   213
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities   10.7%

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	1.3	1.2
Learning Disability	69	3.5	3.5	3.9
Intellectual Disability	7	0.4	0.4	0.4
Emotional Disturbance	14	0.7	0.9	1.0
Speech Impairment	47	2.4	2.2	2.1
Other Health Impairment*	37	1.9	2.3	2.2
Other Disabilities**	15	0.8	0.9	1.0
Total	213	10.7	11.4	11.7

*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 2010-11 with a Standard Diploma	89.5	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

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	50.7	36.0	80.6	70.4
Writing	27.8	21.5	74.7	66.3
Mathematics	35.1	31.8	73.3	68.4
Science	48.6	23.0	74.3	62.9
CAPT　Reading Across the Disciplines	N/A	N/A	55.8	47.5
Writing Across the Disciplines	27.3	18.2	81.1	63.0
Mathematics	N/A	N/A	58.3	49.2
Science	16.7	13.6	58.8	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	41.5
	% With Accommodations	58.5
CAPT	% Without Accommodations	16.7
	% With Accommodations	83.3
% Assessed Using Skills Checklist		6.5

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	0	0.0
Private Schools or Other Settings	10	4.7

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	138	64.8	74.6	72.1
40.1 to 79.0 Percent of Time	51	23.9	16.2	16.3
0.0 to 40.0 Percent of Time	24	11.3	9.2	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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 four years the curriculum renewal process has researched, rewritten, and implemented eight of thirteen core subjects with Art, Music, and Family and Consumer Science on tap for 2012-2013. 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, Connecticut Mastery Tests (CMT) and Connecticut Academic Performance Test (CAPT). The main focus has been to set clear expectations for what students need to learn and be able to use or demonstrate. 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. With the state's adoption of the Common Core State Standards, the district will continue work on aligning curriculum with the state model.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 SmartBoards and other interactive technology tools at all levels. 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 implemented a new teacher evaluation plan in 2011-2012. The plan is modeled after the state teacher competencies and 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 in this form of reflection and analysis so that action steps can be taken to improve performance. Work on developing common assessments at each grade level, aligned with the District's Foundation Skills and Competencies, will be a major focus at each school. The purpose for this work is to assure that all students have multiple opportunities to demonstrate proficiency in all of the skills and competencies. We will also be implementing components of the District's Safe School Climate Plan in our efforts to maintain a positive school environment in all schools. 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 the New Morgan Building project.