

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



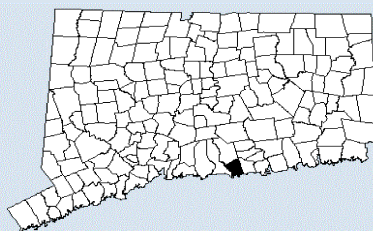
Clinton School District

Mrs. Maryann O'donnell, Superintendent • 860-664-6500 • <http://www.clintonpublic.net>

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 4 |
| Enrollment | 1,767 |
| Per Pupil Expenditures ¹ | \$18,392 |
| Total Expenditures ¹ | \$32,755,946 |

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 848 | 48.0 | 48.4 |
| Male | 919 | 52.0 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 53 | 3.0 | 5.1 |
| Black or African American | 9 | 0.5 | 12.8 |
| Hispanic or Latino | 264 | 14.9 | 24.8 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | 30 | 1.7 | 3.3 |
| White | 1,406 | 79.6 | 53.6 |
| English Learners | 84 | 4.8 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 429 | 24.3 | 36.7 |
| Students with Disabilities ¹ | 225 | 12.7 | 14.8 |

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ² | Suspension/ Expulsion ³ |
|--|-------------------------------------|---------------------------------------|
| | Count Rate (%) | Count Rate (%) |
| Female | 57 7.0 | 15 1.8 |
| Male | 64 7.1 | 87 9.3 |
| Black or African American | * * | * * |
| Hispanic or Latino | 20 8.0 | 13 4.9 |
| White | 94 6.9 | 83 5.9 |
| English Learners | 7 7.4 | * * |
| Eligible for Free or Reduced-Price Meals | 68 12.7 | 49 8.5 |
| Students with Disabilities | 26 11.3 | 36 13.7 |
| District | 121 7.1 | 102 5.7 |
| State | 10.7 | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 26

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 135.4 |
| Paraprofessional Instructional Assistants | 14.9 |
| Special Education | |
| Teachers and Instructors | 26.2 |
| Paraprofessional Instructional Assistants | 44.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 6.0 |
| School Level | 7.7 |
| Library/Media | |
| Specialists (Certified) | 4.0 |
| Support Staff | 1.6 |
| Instructional Specialists Who Support Teachers | 5.6 |
| Counselors, Social Workers and School Psychologists | 13.0 |
| School Nurses | 4.0 |
| Other Staff Providing Non-Instructional Services/Support | 87.4 |

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 0 | 0.0 | 1.1 |
| Black or African American | 0 | 0.0 | 3.7 |
| Hispanic or Latino | 2 | 1.0 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 199 | 99.0 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.0 | 10.5 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 12 | * | 13 | * |
| White | 112 | 94.1 | 101 | 98.1 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 30 | 90.9 | 24 | 92.3 |
| Students with Disabilities | 9 | * | 8 | * |
| District | 131 | 92.9 | 123 | 96.9 |
| State | | 69.3 | | 80.1 |

²College-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 Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 14 | 63.6 |
| Emotional Disturbance | 10 | * |
| Intellectual Disability | * | * |
| Learning Disability | 67 | 93.1 |
| Other Health Impairment | 53 | 94.6 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 22 | 95.7 |
| District | 171 | 82.6 |
| State | | 68.6 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 24 | 1.4 | 1.8 |
| Emotional Disturbance | 15 | 0.9 | 1.1 |
| Intellectual Disability | 8 | 0.5 | 0.5 |
| Learning Disability | 72 | 4.1 | 5.2 |
| Other Health Impairment | 56 | 3.2 | 3.1 |
| Other Disabilities | 14 | 0.8 | 1.1 |
| Speech/Language Impairment | 30 | 1.7 | 1.8 |
| All Disabilities | 219 | 12.6 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | * | * | 8.3 |
| Private Schools or Other Settings | * | * | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 21,261,002 | 11,898 | 9,847 |
| Instructional Supplies and Equipment | 487,562 | 273 | 287 |
| Improvement of Instruction and Educational Media Services | 693,959 | 388 | 589 |
| Student Support Services | 2,223,173 | 1,244 | 1,120 |
| Administration and Support Services | 3,155,273 | 1,766 | 1,905 |
| Plant Operation and Maintenance | 2,375,502 | 1,329 | 1,648 |
| Transportation | 1,488,792 | 776 | 904 |
| Costs of Students Tuitioned Out | 945,581 | N/A | N/A |
| Other | 125,102 | 70 | 208 |
| Total | 32,755,946 | 18,392 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-------|-------|
| Land, Buildings, and Debt Service | 6,170,618 | 3,453 | 1,393 |
|-----------------------------------|-----------|-------|-------|

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

Special Education Expenditures: 2016-17

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 3,238,484 | 41.9 | 33.8 |
| Noncertified Personnel | 1,228,295 | 15.9 | 14.5 |
| Purchased Services | 358,207 | 4.6 | 5.5 |
| Tuition to Other Schools | 801,583 | 10.4 | 23.4 |
| Special Ed. Transportation | 604,696 | 7.8 | 8.7 |
| Other Expenditures | 1,489,993 | 19.3 | 14.1 |
| Total Expenditures | 7,721,258 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 67.2 | 76.3 |
| State | 30.1 | 20.5 |
| Federal | 2.5 | 3.0 |
| Tuition & Other | 0.2 | 0.2 |

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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., 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|--|----------------------------|------|-------|------|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 31 | 67.6 | 31 | 59.9 |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 125 | 60.4 | 126 | 55.5 |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A |
| Two or More Races | 17 | * | 17 | * |
| White | 758 | 70.3 | 758 | 65.7 |
| English Learners | 64 | 53.6 | 65 | 50.4 |
| Non-English Learners | 874 | 70.1 | 874 | 65.2 |
| Eligible for Free or Reduced-Price Meals | 281 | 61.9 | 281 | 56.6 |
| Not Eligible for Free or Reduced-Price Meals | 657 | 72.0 | 658 | 67.4 |
| Students with Disabilities | 137 | 51.1 | 138 | 44.5 |
| Students without Disabilities | 801 | 72.0 | 801 | 67.6 |
| High Needs | 368 | 59.9 | 368 | 54.6 |
| Non-High Needs | 570 | 74.8 | 571 | 70.3 |
| District | 938 | 69.0 | 939 | 64.2 |

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 25% |

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 87.7 | 82.5 | 71.5 | 88.2 | 557 | 82.8 |
| Curl Up | 90.6 | 96.4 | 94.6 | 77.0 | 557 | 89.2 |
| Push Up | 86.2 | 53.3 | 59.2 | 74.3 | 557 | 68.6 |
| Mile Run/PACER | 75.4 | 90.5 | 78.5 | 54.6 | 557 | 74.1 |
| All Tests - District | 57.2 | 46.7 | 41.5 | 50.7 | 557 | 49.2 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

| | 2016-17 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | * | * |
| Hispanic or Latino | 20 | 85.0 |
| English Learners | 8 | * |
| Eligible for Free or Reduced-Price Meals | 36 | 80.6 |
| Students with Disabilities | 17 | * |
| District | 139 | 89.9 |
| State | | 87.9 |

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 100.0 | 81 | 61.4 |
| Male | 97.8 | 76 | 55.9 |
| Black or African American | N/A | N/A | N/A |
| Hispanic or Latino | 100.0 | 9 | 31.0 |
| White | 98.6 | 137 | 61.7 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 98.3 | 22 | 37.3 |
| Students with Disabilities | 85.7 | 0 | 0.0 |
| District | 98.9 | 157 | 58.6 |
| State | 96.3 | | 44.8 |

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

| | Class of 2017 | Class of 2016 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 77.0 | 98.0 |
| Male | 63.5 | 86.7 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 73.0 | 93.1 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 60.0 | * |
| Students with Disabilities | * | * |
| District | 71.4 | 92.7 |
| State | 70.9 | 88.3 |

⁵College 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.

⁶College 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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|---------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 69.0 | 75 | 46.0 | 50 | 91.9 | 67.6 |
| | High Needs Students | 59.9 | 75 | 39.9 | 50 | 79.8 | 57.5 |
| Math Performance Index | All Students | 64.2 | 75 | 42.8 | 50 | 85.6 | 62.7 |
| | High Needs Students | 54.6 | 75 | 36.4 | 50 | 72.9 | 52.0 |
| ELA Academic Growth | All Students | 47.6% | 100% | 47.6 | 100 | 47.6 | 60.7% |
| | High Needs Students | 44.7% | 100% | 44.7 | 100 | 44.7 | 55.6% |
| Math Academic Growth | All Students | 52.4% | 100% | 52.4 | 100 | 52.4 | 61.9% |
| | High Needs Students | 47.3% | 100% | 47.3 | 100 | 47.3 | 55.4% |
| Chronic Absenteeism | All Students | 7.1% | <=5% | 45.9 | 50 | 91.8 | 10.7% |
| | High Needs Students | 11.3% | <=5% | 37.5 | 50 | 75.0 | 16.6% |
| Preparation for CCR | % Taking Courses | 94.8% | 75% | 50.0 | 50 | 100.0 | 74.8% |
| | % Passing Exams | 58.6% | 75% | 39.1 | 50 | 78.1 | 44.8% |
| On-track to High School Graduation | | 94.7% | 94% | 50.0 | 50 | 100.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | 89.9% | 94% | 95.7 | 100 | 95.7 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | 86.0% | 94% | 91.5 | 100 | 91.5 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | 71.4% | 75% | 95.2 | 100 | 95.2 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 96.5% 49.2% | 75% | 32.8 | 50 | 65.6 | 96.6% 50.1% |
| Arts Access | | 37.1% | 60% | 31.0 | 50 | 61.9 | 51.2% |
| Accountability Index | | | | 925.7 | 1250 | 74.1 | |

| Gap Indicators | Non-High Needs Rate ¹ | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev ² | Is Gap an Outlier? ² |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 74.8 | 59.9 | 14.9 | 15.9 | |
| Math Performance Index Gap | 70.3 | 54.6 | 15.7 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | 94.0% | 86.0% | 8.0% | 12.7% | N |

¹If 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.

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

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 98.2 |
| | High Needs Students | 97.5 |
| Math | All Students | 98.3 |
| | High Needs Students | 97.5 |
| Science | All Students | 98.3 |
| | High Needs Students | 98.1 |

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Clinton School District

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 to engage the school community in that work. The framework for this effort is rooted in the district mission and strategic priorities, coupled with the alignment of school and department goals. The curriculum renewal process engages teachers and administrators from every grade 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 support 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 for all teachers 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. Finally, quality in-district programming and the implementation of effective progress monitoring assessment 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 State Technology Grant funding and local Capital Expenditure funding to implement a 1-to-1 Chromebook initiative at the high school, a 3-to-1 ratio of Chromebooks at the middle school, and mobile Chromebook carts at the elementary level. These enhancements support integration of technology and advanced use of the Google platform and tools to engage and communicate with students to improve learning.

Various initiatives to improve learning through more effective communication and collaboration with families have been implemented. Each school establishes goals specific to increasing online and in-person communications with parents. The district has implemented new policies related to attendance and homework which outline the importance of parent communication and outreach on the part of teachers and administrators. Implementation of the policies included outlining the specific supports in place at the schools and in the community to assist when there are concerns or issues. Efforts in district to reduce chronic absenteeism were implemented and included a coordination of school and community-based support services in working with families and students in need of this support. The district also conducted strategic planning and elicited parent feedback related to programming and improvement initiatives for the schools. Clinton is fortunate to have a strong parent connection through both PTO and PTA groups who work closely with the 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 as it relates to the student experience.

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 continues to offer 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.

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Equitable Allocation of Resources among District Schools

The Board of Education is committed to ensuring that district schools receive the resources necessary to effectively implement educational programming and support district and building goals. Enhancing instructional practice, providing high quality instructional materials and technology tools, supporting 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 working 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 major 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 prepares and updates a plan for capital improvements and has embarked on a facilities and enrollment evaluation in order to ensure budgets can continue to support student instructional needs.