

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



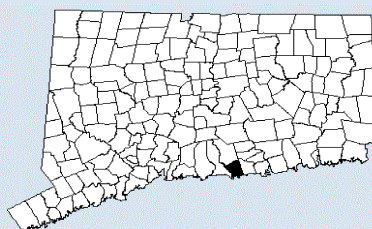
Clinton School District

Mr. John Cross III, Superintendent • 860-664-6500 • sites.google.com/a/clintonpublic.net/district/

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	1,961
Per Pupil Expenditures ¹	\$15,288
Total Expenditures ¹	\$30,729,655

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	958	48.9	48.3
Male	1,003	51.1	51.6
American Indian	*	*	0.2
Asian	49	2.5	4.6
Black or African American	15	0.8	12.9
Hispanic or Latino	202	10.3	21.2
Pacific Islander	*	*	0.0
White	1,648	84.0	58.4
Two or More Races	38	1.9	2.3
English Language Learners	65	3.3	5.7
Eligible for Free or Reduced-Price Meals	414	21.1	37.3
Students with Disabilities ¹	205	10.5	12.8

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	67	7.2	29	3.0
Male	65	6.7	74	7.3
Black or African American	*	*	*	*
Hispanic or Latino	14	7.0	7	3.3
White	111	6.9	82	4.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	60	15.1	45	10.3
Students with Disabilities	27	13.4	35	15.2
District	132	6.9	103	5.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 62

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	142.9
Paraprofessional Instructional Assistants	13.1
Special Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	45.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	7.8
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.7
Instructional Specialists Who Support Teachers	5.4
Counselors, Social Workers and School Psychologists	11.0
School Nurses	3.7
Other Staff Providing Non-Instructional Services/Support	77.5

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 (%)
Asian	2	1.0	1.0
Black or African American	1	0.5	3.5
Hispanic	4	2.0	3.6
Native American	0	0	0.1
White	198	96.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	*	*	24	21.1
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	*	*	27	20.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	13	50.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	44	77.2
Other Health Impairment	30	61.2
Other Disabilities	*	*
Speech/Language Impairment	21	72.4
District	116	60.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.4	1.4
Emotional Disturbance	15	0.8	1.0
Intellectual Disability	7	0.4	0.4
Learning Disability	57	2.9	4.2
Other Health Impairment	49	2.5	2.5
Other Disabilities	12	0.6	1.0
Speech/Language Impairment	35	1.8	1.9
All Disabilities	203	10.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,387,815	9,787	8,769
Instructional Supplies and Equipment	908,056	458	275
Improvement of Instruction and Educational Media Services	452,789	229	487
Student Support Services	2,112,561	1,066	965
Administration and Support Services	2,615,727	1,320	1,600
Plant Operation and Maintenance	2,266,303	1,144	1,472
Transportation	1,673,621	783	786
Costs of Students Tuitioned Out	1,201,432	N/A	N/A
Other	111,351	56	178
Total	30,729,655	15,288	14,642

Additional Expenditures

Land, Buildings, and Debt Service	470,223	237	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,948,695	42.9	35.6
Noncertified Personnel	911,016	13.3	14.5
Purchased Services	395,598	5.8	5.0
Tuition to Other Schools	1,116,050	16.3	21.4
Special Ed. Transportation	614,112	8.9	8.5
Other Expenditures	880,632	12.8	14.9
Total Expenditures	6,866,103	100.0	100.0
PK-12 Expenditures Used for Special Education		22.3	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.0	75.7
State	22.1	22.5
Federal	1.8	1.9
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	70.1	74.7	76.6	77.8	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.3	73.0	76.9	77.0	.	.	.	.
Students with Disabilities	59.6	56.3	59.9	57.2	.	.	.	.
High Needs	69.0	67.7	72.7	72.1	.	.	.	.
District	85.8	85.2	87.3	87.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	64.6	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	54.7	59.4	60.9	56.0	.	.	.	.
District	78.4	79.2	80.1	78.7	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	79.9	79.0	80.0	86.5	567	81.1
Curl Up	89.6	96.8	99.3	92.9	567	94.7
Push Up	81.9	59.2	70.7	72.2	567	70.7
Mile Run/PACER	69.4	91.7	82.1	77.0	567	80.4
All Tests - District	50.0	52.9	60.7	61.9	567	56.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	29	82.8	.		.
Students with Disabilities	24	66.7	.		.
District	145	88.3	92.6	No	92.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.2	59	45.0
Male	76.9	62	42.2
Black or African American	*	0	*
Hispanic or Latino	*	8	*
White	79.6	106	43.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	53.5	14	32.6
Students with Disabilities	*	*	*
District	79.9	121	43.5
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.8	100.0
Male	78.5	91.9
Black or African American	78.5	*
Hispanic or Latino	*	*
White	77.1	97.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	53.3	*
Students with Disabilities	*	*
District	76.2	96.3
State	72.7	88.5

⁷College 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.

⁸College 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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Clinton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The focus for Clinton Public Schools continues to be 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 connection of district and building goals to our district mission, the 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, ongoing efforts in special services to improve service delivery in district, as well as targeted initiatives in advancing technology to enhance instruction, teacher evaluation and professional learning, administrative rounds and building based efforts to enhance and improve parent communication and involvement .

The district Mission and Driving Forces and Unifying Principles truly serves as the backdrop and foundation to the development of district improvement goals and plans. The Mission, Driving Forces and Unifying Principles, District and Building Goals are prominently posted on the district web page. Curriculum renewal continues to focus on ensuring continuity and consistency for 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. As a result of curriculum renewal, the district developed a set of Foundation Skills and Competencies that serve as a criterion for all students to be able to demonstrate proficiency and the basis for the high school's Junior Portfolio Exhibition.

Key to the enhancing, expanding and improving special education support services has been the reorganization of core on-site programs, regional collaboration for secondary transition programming and realignment of the special services department. The emphasis of all three initiatives has been framed around clear articulation of specialized instructional needs for all identified students and to re-examine how that instruction can best be delivered in the least restrictive environment. The district has taken back control over a RESC run elementary autism program and is now better able to manage an intensive learning program K-8 to address the needs of this very special population. In addition, in conjunction with Madison and Guilford, Clinton hosts a secondary transition program for 18-22 year old special education students. This program provides ongoing academic programming and job site training and experiences for students.

The use of technology as a teaching and learning tool has become critical to the educational environment.

The district's teacher evaluation plan is designed to increase teacher participation in both self-evaluation and providing evidence of performance in each of the six domains of teaching.

Community involvement continues to be an area that the district is committed to enhancing and improving. The district website has 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.

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. 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. This year students who successfully complete Spanish level 2 in the middle school are eligible to earn high school credit. The district hosted CT Council of Language Teachers' (COLT) 21st Annual Rhyme Celebration in 2011-12 and continues to participate in the annual event each year. 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 and the Sound School in New Haven. 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. The district also entered into a partnership with the town's library and Youth and Family Bureau to fund a web-based language program called Mango. The program offers families the opportunity to learn a second language and also supports our ELL population to learn English. 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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Equitable Allocation of Resources among District Schools

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. In addition to the operational budget, the district prepares and updates a ten-year plan for capital improvements.