

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



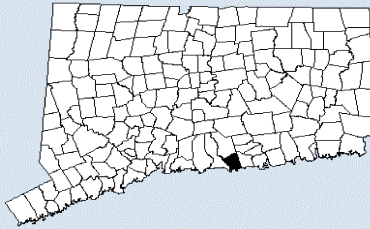
## Clinton School District

Mr. John Cross III, Superintendent • 860-664-6500 • [sites.google.com/a/clintonpublic.net/district/](http://sites.google.com/a/clintonpublic.net/district/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,888
Per Pupil Expenditures <sup>1</sup>	\$15,751
Total Expenditures <sup>1</sup>	\$31,343,862

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	922	48.8	48.3
Male	966	51.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	46	2.4	4.7
Black or African American	14	0.7	12.9
Hispanic or Latino	204	10.8	22.1
Pacific Islander	*	*	0.0
Two or More Races	34	1.8	2.5
White	1,583	83.8	57.2
English Language Learners	71	3.8	6.3
Eligible for Free or Reduced-Price Meals	430	22.8	37.6
Students with Disabilities <sup>1</sup>	202	10.7	13.3

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	63	6.9	21	2.2
Male	64	6.8	60	6.1
Black or African American	0	*	*	*
Hispanic or Latino	12	6.0	6	2.8
White	109	7.0	67	4.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	13.4	36	7.8
Students with Disabilities	29	14.2	24	10.3
District	127	6.9	81	4.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 84

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2014-15

## Clinton School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	142.9
Paraprofessional Instructional Assistants	13.8
<b>Special Education</b>	
Teachers and Instructors	27.0
Paraprofessional Instructional Assistants	41.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	7.9
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	2.4
Instructional Specialists Who Support Teachers	7.6
Counselors, Social Workers and School Psychologists	12.0
School Nurses	3.8
Other Staff Providing Non-Instructional Services/Support	78.9

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	1.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	205	98.1	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	9	*	7	*
White	105	92.1	126	96.2
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	21	87.5	22	91.7
Students with Disabilities	12	*	11	*
District	122	91.7	139	96.5
State		58.4		73.8

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	13	50.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	56	98.2
Other Health Impairment	38	76.0
Other Disabilities	*	*
Speech/Language Impairment	29	96.7
District	149	75.6
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Clinton School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.4	1.5
Emotional Disturbance	15	0.8	1.0
Intellectual Disability	7	0.4	0.5
Learning Disability	57	3.0	4.4
Other Health Impairment	50	2.6	2.6
Other Disabilities	14	0.7	1.0
Speech/Language Impairment	33	1.7	1.9
All Disabilities	202	10.6	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	5.9	8.1
Private Schools or Other Settings	6	3.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,305,103	9,880	9,134
Instructional Supplies and Equipment	1,123,223	575	334
Improvement of Instruction and Educational Media Services	655,042	335	498
Student Support Services	1,996,232	1,022	1,001
Administration and Support Services	2,955,956	1,513	1,694
Plant Operation and Maintenance	2,398,036	1,227	1,572
Transportation	1,583,925	748	813
Costs of Students Tuitioned Out	1,167,803	N/A	N/A
Other	158,542	81	186
Total	31,343,862	15,751	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	494,311	253	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,185,702	43.0	35.1
Noncertified Personnel	1,044,904	14.1	14.2
Purchased Services	334,270	4.5	5.2
Tuition to Other Schools	1,054,947	14.2	22.0
Special Ed. Transportation	630,738	8.5	8.6
Other Expenditures	1,159,328	15.6	14.9
Total Expenditures	7,409,889	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.1	75.7
State	22.0	22.3
Federal	1.9	2.0
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## Clinton School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	26	78.6	26	72.8	10	*
Black or African American	6	*	7	*	*	*
Hispanic or Latino	91	63.1	90	55.6	40	50.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	14	*	14	*	8	*
White	873	75.2	874	66.1	360	63.5
English Language Learners	36	51.4	36	47.0	10	*
Non-English Language Learners	977	74.9	978	65.8	412	62.5
Eligible for Free or Reduced-Price Meals	221	64.7	221	57.0	95	55.7
Not Eligible for Free or Reduced-Price Meals	792	76.7	793	67.5	327	63.7
Students with Disabilities	137	54.7	137	45.1	62	45.8
Students without Disabilities	876	77.1	877	68.3	360	64.7
High Needs	320	62.5	320	53.8	136	53.4
Non-High Needs	693	79.4	694	70.4	286	66.0
District	1013	74.1	1014	65.2	422	61.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.5	77.1	73.6	94.5	575	81.7
Curl Up	97.1	96.5	98.6	90.8	575	96.2
Push Up	79.9	50.0	64.2	87.2	575	69.7
Mile Run/PACER	79.3	90.3	79.7	62.4	575	79.0
All Tests - District	56.3	43.8	52.7	54.1	575	51.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Clinton School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	21	85.7	.		.
Students with Disabilities	*	*	.		.
District	133	92.5	92.8	No	92.9
State <sup>4</sup>		87.0			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.9	61	46.9
Male	66.0	49	33.3
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	77.1	98	40.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	45.8	9	18.8
Students with Disabilities	*	0	*
District	75.8	110	39.7
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.8	95.8
Male	70.0	86.3
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	77.1	91.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	40.7	*
Students with Disabilities	*	*
District	75.8	90.9
State	72.6	88.8

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2014-15

## Clinton School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.1	75	98.8	100	98.8	67.9
	High Needs Students	62.5	75	83.3	100	83.3	56.7
Math Performance Index	All Students	65.2	75	86.9	100	86.9	59.3
	High Needs Students	53.8	75	71.8	100	71.8	47.8
Science Performance Index	All Students	61.9	75	82.5	100	82.5	56.5
	High Needs Students	53.4	75	71.1	100	71.1	45.9
Chronic Absenteeism	All Students	6.9%	<=5%	46.3	50	92.6	10.6%
	High Needs Students	11.8%	<=5%	36.3	50	72.7	17.3%
Preparation for CCR	% Taking Courses	94.2%	75%	50.0	50	100.0	66.1%
	% Passing Exams	39.7%	75%	26.5	50	52.9	37.3%
On-track to High School Graduation		90.5%	94%	48.1	50	96.3	85.6%
4-year Graduation All Students (2014 Cohort)		92.5%	94%	98.4	100	98.4	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		90.6%	94%	96.4	100	96.4	77.6%
Postsecondary Entrance (Class of 2014)		75.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.0%   51.8%	75%	34.6	50	69.1	87.6%   51.0%
Arts Access		45.4%	60%	37.8	50	75.7	45.7%
<b>Accountability Index</b>				<b>1068.8</b>	<b>1250</b>	<b>85.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.5	12.5	17.3	
Math Performance Index Gap	70.4	53.8	16.6	19.6	
Science Performance Index Gap	66.0	53.4	12.6	17.2	
Graduation Rate Gap	94.0%	90.6%	3.4%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.9
	High Needs Students	99.1
Math	All Students	98.0
	High Needs Students	99.1
Science	All Students	99.5
	High Needs Students	98.6

### 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: 51.1**

**State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Clinton School District

### Narratives

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#### **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 .

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 what is “special” about specialized instructional and how to insure that student have access to general education instruction in the least restrictive environment. The Special Services Department has reorganized the service delivery model in the district to create consistency in programming PK- Grade 12. In addition, the tri-town (Madison and Guilford, Clinton) secondary transition program (STRIVE) for 18-22 year old special education students continues to serve as a great example of regional cooperation providing high caliber transition programming as significantly reduced costs to all three communities. 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 has been able to stay on course with its three-year technology plan with the support of the Capital Expenditure Committee. As a result, we have established a four-year replacement and upgrade plan and have expanded the integration of a variety of interactive technology tools at all levels. Recent curriculum implementation efforts have also included texts and support materials with online resources. In addition, the technology department has outfitted all four schools with wireless capability in preparation for the installation of fiber to all schools. These enhancements support curriculum implementation and the resources that come with new program materials.

Opportunities for community involvement continues to be an area that we are 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, as well as updates from the superintendent and pictures and video of our students in action in the Clinton Celebrates section. Work on the new high school continues to take shape with an anticipated opening in the fall of 2016.

#### **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. Clinton Public Schools are 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 Language Learners in the district especial at the high school 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, 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 Spanish level 3. This year students who successfully complete Spanish level 2 in the middle school are eligible to earn high school credit. After several years of grant funded positions for offering Chinese at the high school, the program grew sufficiently to hire its first permanent Chinese Teacher in the 2012-2013. In addition, to Spanish and Chinese 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 regional technical school, and the vocational-agricultural school in Middletown and the Sound School in New Haven. 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.

# District Profile and Performance Report for School Year 2014-15

## Clinton School District

### **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. 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 that is submitted to the town's Capital Expenditure Committee for approval.