

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



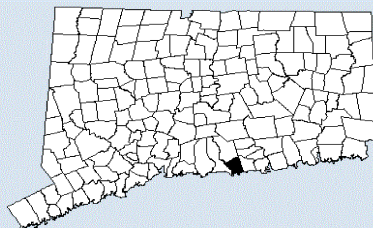
Clinton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,790
Per Pupil Expenditures ¹	\$17,596
Total Expenditures ¹	\$32,289,188

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	875	48.9	48.4
Male	915	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	47	2.6	5.1
Black or African American	15	0.8	12.9
Hispanic or Latino	252	14.1	24.0
Pacific Islander	*	*	0.1
Two or More Races	35	2.0	2.9
White	1,435	80.2	54.8
English Learners	84	4.7	6.8
Eligible for Free or Reduced-Price Meals	425	23.7	35.9
Students with Disabilities ¹	213	11.9	14.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	48	5.6	17	1.9
Male	61	6.9	55	5.9
Black or African American	*	*	0	*
Hispanic or Latino	21	8.6	16	6.2
White	82	5.8	53	3.7
English Learners	9	10.2	*	*
Eligible for Free or Reduced-Price Meals	52	13.3	35	7.7
Students with Disabilities	18	8.3	16	6.5
District	109	6.3	72	4.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 56

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.

District Profile and Performance Report for School Year 2016-17

Clinton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	139.4
Paraprofessional Instructional Assistants	17.4
Special Education	
Teachers and Instructors	26.8
Paraprofessional Instructional Assistants	44.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	7.8
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.4
Instructional Specialists Who Support Teachers	6.6
Counselors, Social Workers and School Psychologists	13.0
School Nurses	3.8
Other Staff Providing Non-Instructional Services/Support	77.7

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	1	0.5	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	1.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	204	98.6	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	17	*	17	*
White	99	98.0	101	96.2
English Learners	7	*	*	*
Eligible for Free or Reduced-Price Meals	19	86.4	21	91.3
Students with Disabilities	11	*	9	*
District	125	96.2	127	95.5
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	14	60.9
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	72	94.7
Other Health Impairment	46	90.2
Other Disabilities	*	*
Speech/Language Impairment	19	*
District	169	82.4
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Clinton School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	23	1.3	1.7
Emotional Disturbance	15	0.8	1.0
Intellectual Disability	10	0.6	0.5
Learning Disability	76	4.3	4.9
Other Health Impairment	51	2.9	2.9
Other Disabilities	16	0.9	1.1
Speech/Language Impairment	20	1.1	1.8
All Disabilities	211	11.9	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,977,448	11,532	9,663
Instructional Supplies and Equipment	430,156	236	321
Improvement of Instruction and Educational Media Services	682,149	375	578
Student Support Services	2,073,884	1,140	1,103
Administration and Support Services	3,003,704	1,651	1,861
Plant Operation and Maintenance	2,353,040	1,294	1,637
Transportation	1,573,364	799	877
Costs of Students Tuitioned Out	1,038,477	N/A	N/A
Other	156,966	86	201
Total	32,289,188	17,596	16,236

Additional Expenditures

Land, Buildings, and Debt Service	14,386,905	7,909	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,147,624	42.2	34.6
Noncertified Personnel	1,149,417	15.4	14.6
Purchased Services	268,377	3.6	5.8
Tuition to Other Schools	873,787	11.7	21.8
Special Ed. Transportation	614,651	8.2	8.5
Other Expenditures	1,411,724	18.9	14.7
Total Expenditures	7,465,580	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.2	76.3
State	44.2	21.3
Federal	1.5	2.2
Tuition & Other	0.1	0.1

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 2016-17

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	27	69.6	27	65.3	11	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	120	61.9	120	56.2	44	49.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	20	78.4	20	71.4	*	*
White	788	73.1	787	68.4	350	62.5
English Learners	61	56.1	61	54.3	14	*
Non-English Learners	903	72.6	902	67.6	399	61.5
Eligible for Free or Reduced-Price Meals	193	61.5	193	56.9	75	51.0
Not Eligible for Free or Reduced-Price Meals	771	74.1	770	69.3	338	63.3
Students with Disabilities	143	52.4	142	46.1	56	43.9
Students without Disabilities	821	74.9	821	70.4	357	63.7
High Needs	302	59.0	301	54.2	115	49.5
Non-High Needs	662	77.3	662	72.5	298	65.5
District	964	71.6	963	66.8	413	61.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	92.2	73.5	79.6	97.7	579	85.0
Curl Up	95.0	88.8	97.8	94.7	579	93.8
Push Up	82.3	52.4	51.8	75.6	579	64.8
Mile Run/PACER	70.2	91.8	82.5	67.9	579	78.9
All Tests - District	60.3	40.6	47.4	63.4	579	52.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Clinton School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	36	66.7
Students with Disabilities	*	*
District	140	87.9
State		87.4

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 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	69	46.6
Male	95.7	54	47.0
Black or African American	*	0	*
Hispanic or Latino	94.7	8	21.1
White	98.5	104	50.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.3	11	24.4
Students with Disabilities	95.5	*	*
District	98.1	123	46.8
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.3	88.3
Male	66.2	86.8
Black or African American	*	*
Hispanic or Latino	*	*
White	77.7	87.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	42.9	80.0
Students with Disabilities	*	*
District	73.8	87.6
State	72.0	88.5

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

District Profile and Performance Report for School Year 2016-17

Clinton School District

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.6	75	47.7	50	95.4	67.1
	High Needs Students	59.0	75	39.4	50	78.7	55.9
Math Performance Index	All Students	66.8	75	44.5	50	89.0	62.2
	High Needs Students	54.2	75	36.2	50	72.3	50.5
Science Performance	All Students	61.0	75	40.7	50	81.4	55.3
	High Needs Students	49.5	75	33.0	50	66.0	45.2
ELA Academic Growth	All Students	53.0%	100%	53.0	100	53.0	55.4%
	High Needs Students	52.1%	100%	52.1	100	52.1	49.8%
Math Academic Growth	All Students	66.2%	100%	66.2	100	66.2	61.7%
	High Needs Students	55.9%	100%	55.9	100	55.9	53.7%
Chronic Absenteeism	All Students	6.3%	<=5%	47.5	50	95.0	9.9%
	High Needs Students	10.9%	<=5%	38.3	50	76.5	15.8%
Preparation for CCR	% Taking Courses	95.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	46.8%	75%	31.2	50	62.4	43.5%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		87.9%	94%	93.5	100	93.5	87.4%
6-year Graduation - High Needs Students (2014)		92.9%	94%	98.8	100	98.8	82.0%
Postsecondary Entrance (Class of 2016)		73.8%	75%	98.5	100	98.5	72.0%
Physical Fitness (estimated part rate) and (fitness		96.8% 52.2%	75%	34.8	50	69.5	92.0% 51.6%
Arts Access		44.2%	60%	36.8	50	73.7	50.5%
Accountability Index				1047.8	1350	77.6	

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	75.0	59.0	16.0	16.7	
Math Performance Index Gap	72.5	54.2	18.2	18.7	
Science Performance Index Gap	65.5	49.5	16.0	16.6	
Graduation Rate Gap	94.0%	92.9%	1.1%	12.0%	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	98.3
	High Needs Students	99.1
Math	All Students	98.2
	High Needs Students	98.8
Science	All Students	98.6
	High Needs Students	97.6

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: 50.5

State: 50.2

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 2016-17

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 connection of district and building goals to our district mission. The K-12 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. Ongoing efforts in special services to improve service delivery in district, 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 all contribute towards continuous improvement.

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. In addition, the tri-town (Madison, Guilford, and 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 at significantly reduced costs to all three communities. This program provides ongoing academic programming and job site training and experiences for students. Finally, quality in-district programming has been developed in order to bring outplaced students back to the home district in an environment that can better meet the unique needs of students in cost-effective and supportive ways.

The use of technology as a teaching and learning tool has become critical to the educational environment. The district has expanded integration of a variety of interactive technology tools at all levels. In addition, the technology department has enhanced the network capacity and improved functioning at all four schools ensuring strong wireless capability to support increases in mobile technology. 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 additional mobile Chromebook carts at the elementary level. In addition to supporting curriculum implementation and the development of digital literacy, these enhancements support advanced use of the Google platform and tools (e.g., Google Classroom) to engage and communicate with students to improve learning.

Creating opportunities for community involvement continues to be an area that we are committed to enhancing and improving. The district website is a very useful source of information for parents and the community. The homepage hosts the district calendar of events, district and community announcements, updates from the superintendent, and pictures and video of our students in action.

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.

District Profile and Performance Report for School Year 2016-17

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. Increasing access to technology, enhancing instructional practices, expanding instructional strategies, 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, and allows for public participation and input. In addition to the operational budget, the district annually prepares and updates a one-year and a ten-year plan for capital improvements that are submitted to the town's Capital Expenditure Committee for approval.