

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



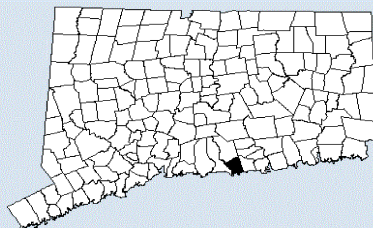
## Clinton School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,744
Per Pupil Expenditures <sup>1</sup>	\$18,268
Total Expenditures <sup>1</sup>	\$32,662,409

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	846	48.5	48.4
Male	898	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	50	2.9	5.2
Black or African American	9	0.5	12.8
Hispanic or Latino of any race	293	16.8	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	1.4	3.6
White	1,361	78.0	52.4
English Learners	104	6.0	7.6
Eligible for Free or Reduced-Price Meals	596	34.2	42.1
Students with Disabilities <sup>3</sup>	250	14.3	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	62	7.7	18	2.1
Male	67	7.7	60	6.5
Black or African American	0	*	*	*
Hispanic or Latino of any race	24	8.5	14	4.7
White	101	7.7	59	4.3
English Learners	6	5.7	*	*
Eligible for Free or Reduced-Price Meals	70	12.0	39	6.0
Students with Disabilities	26	11.1	26	9.4
District	129	7.7	78	4.4
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 42**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup>A student is chronically absent if they miss 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>5</sup>This column displays 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 2018-19

## Clinton School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	128.6
Paraprofessional Instructional Assistants	15.5
<b>Special Education</b>	
Teachers and Instructors	26.7
Paraprofessional Instructional Assistants	44.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	7.7
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	5.3
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	79.5

<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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	1.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	192	99.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	*
Hispanic or Latino of any race	14	58.3	16	*
White	105	81.4	116	98.3
English Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	38	74.5	35	94.6
Students with Disabilities	16	80.0	10	*
District	126	77.8	139	97.9
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	17	65.4
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	73	93.6
Other Health Impairment	63	98.4
Other Disabilities	*	*
Speech/Language Impairment	27	96.4
District	190	81.9
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Clinton School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.6	1.9
Emotional Disturbance	16	0.9	1.1
Intellectual Disability	9	0.5	0.5
Learning Disability	78	4.6	5.5
Other Health Impairment	64	3.8	3.2
Other Disabilities	15	0.9	1.1
Speech/Language Impairment	31	1.8	1.8
All Disabilities	241	14.1	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$19,962,586	\$11,165	\$10,545
Support services - students	\$1,866,094	\$1,058	\$1,373
Support services - instruction	\$739,624	\$420	\$644
Support services - general administration	\$3,979,601	\$2,257	\$462
Support services - school based administration	\$1,447,277	\$821	\$1,007
Central and other support services	\$918,949	\$521	\$671
Operation and maintenance of plant	\$2,152,986	\$1,221	\$1,629
Student transportation services	\$1,479,176	\$879	\$1,231
Food services	\$116,117	\$66	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$32,662,409	\$18,268	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,081,544	40.7	29.7
Instructional Aide Salaries	\$1,194,482	15.8	9.6
Other Salaries	\$333,252	4.4	10.4
Employee Benefits	\$1,223,051	16.2	13.0
Purchased Services Other Than Transportation	\$257,703	3.4	5.5
Special Education Tuition	\$849,989	11.2	22.6
Supplies	\$29,829	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$596,744	7.9	8.0
Equipment	.	.	0.2
All Other Expenditures	\$830	0.0	0.1
Total	\$7,567,424	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.2	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	79.6
State	17.6
Federal	2.5
Tuition & Other	0.3

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## 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	30	72.4	30	64.7	16	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	143	63.7	143	58.4	60	58.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	14	*	14	*	8	*
White	725	71.0	725	67.0	359	66.3
English Learners	64	59.1	64	55.7	23	53.0
Non-English Learners	857	70.7	857	66.3	425	66.2
Eligible for Free or Reduced-Price Meals	307	63.6	307	59.4	133	61.3
Not Eligible for Free or Reduced-Price Meals	614	73.0	614	68.6	315	67.3
Students with Disabilities	139	50.4	139	45.6	70	49.9
Students without Disabilities	782	73.3	782	69.1	378	68.4
High Needs	385	62.0	385	57.5	175	59.5
Non-High Needs	536	75.5	536	71.3	273	69.4
District	921	69.9	921	65.5	448	65.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	67.0	69.9	79.5	85.0	553	76.1
Curl Up	83.5	91.7	93.0	91.4	553	90.4
Push Up	62.4	47.4	52.0	62.1	553	55.5
Mile Run/PACER	56.9	83.5	78.9	60.7	553	71.1
All Tests - District	25.7	39.8	46.8	56.4	553	43.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## Clinton School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	32	75.0
Students with Disabilities	8	*
District	132	90.9
State		88.3

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.3	77	50.3
Male	98.7	71	47.0
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	10	24.4
White	98.8	131	53.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.7	28	31.8
Students with Disabilities	96.7	*	*
District	99.0	148	48.7
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	84.3	86.2
Male	60.7	90.9
Black or African American	60.7	*
Hispanic or Latino of any race	*	*
White	76.2	87.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46.9	*
Students with Disabilities	*	*
District	73.8	87.9
State	71.0	87.8

<sup>5</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>6</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 2018-19

## 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	69.9	75	46.6	50	93.1	67.7
	High Needs Students	62.0	75	41.3	50	82.7	58.1
Math Performance Index	All Students	65.5	75	43.7	50	87.4	63.1
	High Needs Students	57.5	75	38.3	50	76.6	52.7
Science Performance Index	All Students	65.5	75	43.7	50	87.4	63.8
	High Needs Students	59.5	75	39.7	50	79.4	54.2
ELA Academic Growth	All Students	61.7%	100%	61.7	100	61.7	59.9%
	High Needs Students	60.1%	100%	60.1	100	60.1	55.1%
Math Academic Growth	All Students	74.1%	100%	74.1	100	74.1	62.5%
	High Needs Students	72.9%	100%	72.9	100	72.9	55.2%
Progress Toward English Proficiency	Literacy	62.9%	100%	31.4	50	62.9	60.0%
	Oral	68.9%	100%	34.5	50	68.9	52.1%
Chronic Absenteeism	All Students	7.7%	<=5%	44.7	50	89.3	10.4%
	High Needs Students	10.8%	<=5%	38.4	50	76.7	16.1%
Preparation for CCR	% Taking Courses	87.2%	75%	50.0	50	100.0	80.0%
	% Passing Exams	48.7%	75%	32.5	50	64.9	42.6%
On-track to High School Graduation		94.2%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		90.9%	94%	96.7	100	96.7	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		72.9%	94%	77.6	100	77.6	83.3%
Postsecondary Entrance (Class of 2018)		73.8%	75%	98.4	100	98.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.4%   43.4%	75%	28.9	50	57.9	96.4%   52.9%
Arts Access		40.0%	60%	33.4	50	66.7	51.9%
<b>Accountability Index</b>				<b>1138.4</b>	<b>1450</b>	<b>78.5</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	62.0	13.0	15.4	
Math Performance Index Gap	71.3	57.5	13.8	17.6	
Science Performance Index Gap	69.4	59.5	9.8	16.1	
Graduation Rate Gap	94.0%	72.9%	21.1%	11.1%	Y

<sup>1</sup>If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.0
	High Needs Students	97.6
Math	All Students	98.0
	High Needs Students	97.6
Science	All Students	97.7
	High Needs Students	97.9

<sup>3</sup>Minimum participation standard is 95%.

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

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**

# District Profile and Performance Report for School Year 2018-19

## Clinton School District

### Narratives

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#### 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's strategic plan that includes a revised mission, new strategic priorities, and district initiatives with action steps that are utilized by the schools to guide and focus all improvement efforts. The curriculum renewal process engages teachers in the development and implementation of the student learning expectations in all subjects and is based on an established cycle and identified need in a particular area.

Key to expanding and improving special education support services has been the development of on-site programs in three areas: intensive learning programs, student support centers, and learning strategies. Secondary transition programming has been enhanced with professional development for all teachers and specific focus on programming for students and families. Co-teaching and specialized instructional strategies provided to students within the general education environment and with nondisabled peers is the preferred delivery model. Finally, quality in-district programming and utilization of effective progress monitoring tools have been areas of focus 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 implemented a 1-to-1 Chromebook initiative at the high school and middle school and mobile Chromebook carts at the elementary level. These enhancements support the integration of technology and advanced use of the Google platform and tools in the learning process.

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 the district to reduce chronic absenteeism were implemented and included coordination of school and community-based support services in working with families and students in need of this support. The district also elicited parent feedback related to programming and improvement initiatives for the schools as it developed its strategic plan and continues to work with parents for improved student outcomes. 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 middle school earn high school credit. In addition to Spanish, the district also offers 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 the 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.

# District Profile and Performance Report for School Year 2018-19

## Clinton School District

### **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 implementation of the Strategic Plan and attainment of its objectives. Enhancing instructional practice, providing high-quality materials and technology tools, supporting professional learning for staff, and maintaining core programs like all-day kindergarten and K-12 Spanish are the priorities for decisions about resource allocation. The district leadership works 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 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 submits a ten-year plan for capital improvements and has made thoughtful decisions based on its facilities and enrollment evaluation in order to ensure budgets and facilities can continue to appropriately support student needs.