

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



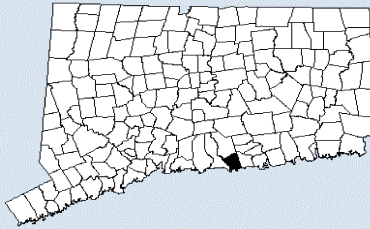
Clinton School District

Mr. John Cross III, Superintendent • 860-664-6500 • <http://www.clintonpublic.net>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,822
Per Pupil Expenditures ¹	\$16,660
Total Expenditures ¹	\$32,187,898

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	900	49.4	48.3
Male	922	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	48	2.6	4.9
Black or African American	15	0.8	12.8
Hispanic or Latino	216	11.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	34	1.9	2.7
White	1,503	82.5	55.9
English Learners	72	4.0	6.4
Eligible for Free or Reduced-Price Meals	441	24.2	38.0
Students with Disabilities ¹	206	11.3	13.7

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	51	5.8	16	1.8
Male	46	5.1	45	4.8
Black or African American	*	*	0	*
Hispanic or Latino	16	7.1	8	3.4
White	75	5.1	47	3.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	10.4	26	5.5
Students with Disabilities	22	10.6	18	7.9
District	97	5.4	61	3.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 45

Number of school-based arrests: Fewer than 6

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

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	135.9
Paraprofessional Instructional Assistants	13.4
Special Education	
Teachers and Instructors	25.8
Paraprofessional Instructional Assistants	38.7
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	9.2
Counselors, Social Workers and School Psychologists	12.0
School Nurses	3.8
Other Staff Providing Non-Instructional Services/Support	78.5

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 (%)
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	1.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	200	98.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	9.4

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	*	*	*	*
Hispanic or Latino	11	*	10	*
White	98	94.2	111	99.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	19	86.4	16	*
Students with Disabilities	8	*	10	*
District	118	92.2	129	97.7
State		61.2		73.9

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	70.0
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	62	98.4
Other Health Impairment	45	90.0
Other Disabilities	*	*
Speech/Language Impairment	25	96.2
District	167	83.5
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	1.2	1.6
Emotional Disturbance	17	0.9	1.0
Intellectual Disability	11	0.6	0.5
Learning Disability	63	3.5	4.6
Other Health Impairment	50	2.7	2.8
Other Disabilities	14	0.8	1.0
Speech/Language Impairment	28	1.5	1.9
All Disabilities	204	11.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,567,558	10,929	9,387
Instructional Supplies and Equipment	383,589	204	318
Improvement of Instruction and Educational Media Services	658,692	350	541
Student Support Services	1,969,879	1,047	1,048
Administration and Support Services	2,973,562	1,580	1,790
Plant Operation and Maintenance	2,700,041	1,435	1,608
Transportation	1,631,019	789	845
Costs of Students Tuitioned Out	1,167,803	N/A	N/A
Other	135,755	72	194
Total	32,187,898	16,660	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,806,075	3,616	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,163,457	41.9	35.1
Noncertified Personnel	1,023,246	13.6	14.5
Purchased Services	403,747	5.3	5.5
Tuition to Other Schools	1,047,569	13.9	21.6
Special Ed. Transportation	652,745	8.6	8.3
Other Expenditures	1,260,807	16.7	15.0
Total Expenditures	7,551,571	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.5	76.0
State	33.8	21.9
Federal	1.8	2.1
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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	27	74.9	27	68.6	14	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	105	66.3	105	57.7	48	51.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	16	*	16	*	11	*
White	835	74.8	835	67.2	379	64.3
English Learners	33	57.7	33	53.0	11	*
Non-English Learners	962	74.4	962	66.5	443	63.6
Eligible for Free or Reduced-Price Meals	211	63.8	211	57.4	75	52.3
Not Eligible for Free or Reduced-Price Meals	784	76.5	784	68.4	379	65.0
Students with Disabilities	140	54.1	140	46.3	54	48.6
Students without Disabilities	855	77.0	855	69.3	400	64.9
High Needs	307	61.8	307	55.2	116	51.2
Non-High Needs	688	79.2	688	70.9	338	66.9
District	995	73.8	995	66.0	454	62.9

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	73.4	74.5	77.7	88.1	551	78.0
Curl Up	84.2	98.5	97.5	83.1	551	91.3
Push Up	88.5	65.0	54.8	83.1	551	71.9
Mile Run/PACER	65.5	86.9	82.2	70.3	551	76.6
All Tests - District	41.7	51.1	49.0	65.3	551	51.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	43	72.1	.		.
Students with Disabilities	21	71.4	.		.
District	162	90.1	92.9	No	93.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	99.3	63	45.0
Male	96.7	39	32.5
Black or African American	*	0	*
Hispanic or Latino	96.3	*	*
White	98.1	93	43.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.1	8	19.5
Students with Disabilities	*	*	*
District	98.1	102	39.2
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.2	87.5
Male	70.7	95.9
Black or African American	*	*
Hispanic or Latino	*	*
White	78.3	91.7
English Learners	78.3	*
Eligible for Free or Reduced-Price Meals	69.0	*
Students with Disabilities	*	*
District	79.0	91.8
State	71.9	88.3

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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Next Generation Accountability Results

These statistics are the 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	73.8	75	49.2	50	98.4	67.7
	High Needs Students	61.8	75	41.2	50	82.4	56.7
Math Performance Index	All Students	66.0	75	44.0	50	88.1	61.4
	High Needs Students	55.2	75	36.8	50	73.5	49.9
Science Performance Index	All Students	62.9	75	42.0	50	83.9	57.5
	High Needs Students	51.2	75	34.2	50	68.3	47.0
ELA Academic Growth	All Students	63.4%	100%	63.4	100	63.4	63.8%
	High Needs Students	52.4%	100%	52.4	100	52.4	58.3%
Math Academic Growth	All Students	69.8%	100%	69.8	100	69.8	65.0%
	High Needs Students	66.1%	100%	66.1	100	66.1	57.4%
Chronic Absenteeism	All Students	5.4%	<=5%	49.1	50	98.3	9.6%
	High Needs Students	9.7%	<=5%	40.6	50	81.2	15.6%
Preparation for CCR	% Taking Courses	95.0%	75%	50.0	50	100.0	67.6%
	% Passing Exams	39.2%	75%	26.2	50	52.3	40.7%
On-track to High School Graduation		90.4%	94%	48.1	50	96.1	85.1%
4-year Graduation All Students (2015 Cohort)		90.1%	94%	95.9	100	95.9	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		88.5%	94%	94.1	100	94.1	78.6%
Postsecondary Entrance (Class of 2015)		79.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 51.2%	75%	34.1	50	68.2	89.2% 50.5%
Arts Access		43.8%	60%	36.5	50	73.1	47.5%
Accountability Index				1073.5	1350	79.5	

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	61.8	13.2	16.5	
Math Performance Index Gap	70.9	55.2	15.8	18.9	
Science Performance Index Gap	66.9	51.2	15.7	17.2	
Graduation Rate Gap	94.0%	88.5%	5.5%	15.3%	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	98.5
	High Needs Students	98.2
Math	All Students	98.5
	High Needs Students	98.2
Science	All Students	98.9
	High Needs Students	96.9

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: 59.3

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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, 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 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 instruction and how to insure that students 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, 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.

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 the goals of the district technology plan with the support of the Town's 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 enhanced the network capacity and improved functioning at all four schools ensuring strong wireless capability in preparation for increased mobile technology. These enhancements support curriculum implementation and the resources that come with new program materials, as well as the advanced use of technology such as Google Classroom as a teaching and learning tool.

Creating opportunities for community involvement continues to be an area that we are committed to enhancing and improving. The district website continues to be refined, and, as a result, the district website has become a very useful source of information. 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. Work on the new high school was substantially completed in June, and preparations for moving and opening in September of 2016 continued.

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 Language Learners in the district, especially 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. In 2012-2013 Clinton hired its first permanent Chinese Teacher. Currently, the program includes Chinese 1, 2, and 3. 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. 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.

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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, and allows for public participation and input. In addition to the operational budget, the district 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.