

**STRATEGIC SCHOOL PROFILE 2004-05****Clinton School District  
ALBERT A COVIELLO, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**COMMUNITY DATA**

County: Middlesex	Public School Enrollment as a Percent of Town Population: 16.4%
2000 Population: 13,094	Public School Enrollment as % of Total Student Population: 95.5%
1990-2000 Population Growth: 2.6%	Percent of Adults without a High School Diploma in 2000: 8.4%
2000 Per Capita Income: \$26,080	Adult Education Enrollment in 2003-04 School Year: 57
Number of Public Schools: 4	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 18
Number of Nonpublic Schools: 1	

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 Education Reference Group (ERG): D ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.
 

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	9.6	10.5	26.6
	2002-2003	9.2	9.2	25.4
% of K-12 Students with Non-English Home Language	2004-2005	1.3	4.6	12.5
	1999-2000	4.3	4.0	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	96.5	91.7	89.0
	1999-2000	99.1	90.7	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	59.6	79.6	77.0
	1999-2000	81.6	73.3	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	31.9	22.6	22.1
	1999-2000	37.9	29.6	30.4

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	2,167
5-Year Enrollment Change	-2.9%
Projected 2009 Enrollment	
Elementary	1,072
Middle School	520
High School	595
Prekindergarten, Other	25

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	2	0.1
Asian American	58	2.7
Black	19	0.9
Hispanic	107	4.9
White	1,981	91.4
Total Minority 2004-2005	186	8.6
Total Minority 1999-2000	200	9.0

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The town of Clinton considers itself to be fortunate that the community reflects racial, ethnic, and economic diversity. With nearly ten percent of our population being members of minority groups, our schools provide wonderful opportunities for students and the community-at-large to practice and experience an environment that is racially, ethnically, and economically diverse. Our schools continue to celebrate this diversity with programs and activities that enable students, staff, and parents to learn about, observe and participate in various ethnic and cultural events.

One of the biggest challenges facing school districts is to insure that all students, regardless of race or ethnic background, are achieving at high levels and that no racial or ethnic group is disproportionately or inappropriately being represented in the Special Education population. Clinton is pleased that, according to State statistics, none of the four minority racial/ethnic groups represented in our population is disproportionately represented in Special Education. Additionally, Clinton's data reflects that a much higher percentage of our Special Education students spend more time with non-disabled peers when compared to both our ERG and the State percentages and have a much higher rate of participation in extra-curricular activities.

During this past year, we expanded our Elementary World Languages Program (Spanish) to include all kindergarten through sixth grade students so that we now have a K-12 World Language Program. The Clinton Public Schools continue to review/revise curricula on a five-year cycle and take measures to insure that the content includes all state-tested core curricula as well as multicultural elements and activities to respect diversity.

During the past year, Clinton had at least seventeen students who participated in an interdistrict magnet school, nineteen students who attended a regional technical school, and three students who attended a Vo-Ag school. Despite limited and dwindling funding from the state, Clinton continued to provide several opportunities for students to participate in urban/suburban exchange programs. Additionally, students and staff participated in programs and projects designed to address issues of isolation. We opened the school year with an district-wide convocation that focused on overcoming hardships and disabilities to reach one's goals and to never give up on any student. Once again, nearly every student in the district was involved in at least one locally funded intradistrict program designed to reduce isolation and/or increase awareness of diversity of individuals and cultures.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers		175.2
Administrators		10.9
Department Chairs		0.4
Library/Media Staff		4.0
Other Professionals		19.6
% Minority 2004-2005		0.0
% Minority 1999-2000		0.0
# Non-Certified Instructional		40.5

Average Class Size		District	ERG	State
Grade K	2004-2005	19.5	18.2	18.5
	1999-2000	18.9	18.4	18.5
Grade 2	2004-2005	16.4	19.6	19.5
	1999-2000	19.0	19.7	19.8
Grade 5	2004-2005	19.8	20.4	21.3
	1999-2000	21.8	22.3	21.8
Grade 7	2004-2005	22.1	20.8	20.9
	1999-2000	20.1	21.4	21.9
High School	2004-2005	16.1	20.2	20.2
	1999-2000	21.3	20.5	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	16.7	14.1	13.2
% with Master's Degree or Above	78.8	78.1	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	23.1	32.5	27.7

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,032	984	987
Middle School	1,036	1,007	1,014
High School	979	995	1,003

\*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.0	4.0	3.6
Students Per Teacher	12.4	14.3	13.8
Teachers Per Administrator	15.5	14.3	13.9

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	30.1	35.6	35.2

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3 <sup>rd</sup> Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	55.1	58.6	52.8
Writing	60.5	69.2	63.3
Mathematics	49.7	61.1	56.8
All Three Tests	35.0	45.2	41.2
Grade 6 Reading	68.2	68.1	60.5
Writing	69.2	67.0	61.3
Mathematics	58.6	68.7	60.9
All Three Tests	47.1	51.5	45.3
Grade 8 Reading	79.4	73.0	64.9
Writing	87.4	68.7	60.7
Mathematics	70.3	64.9	55.7
All Three Tests	65.1	53.6	45.2
Participation Rate	99.0	99.2	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


<b>Conn. Academic Performance Test, 2<sup>nd</sup> Generation</b> % Grade 10 Meeting State Goal	<b>District</b> <b>2004-05</b>	<b>ERG</b> <b>2004-05</b>	<b>State</b> <b>2004-05</b>
Reading Across the Disciplines	41.7	54.6	48.9
Writing Across the Disciplines	64.4	62.4	55.2
Mathematics	50.7	55.6	47.8
Science	51.0	54.2	47.3
All Four Tests	25.8	33.6	29.2
Participation Rate	99.4	98.1	96.8



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<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1999</b>	<b>Class of 2004</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	84.5	75.0	81.5	74.8
Mathematics: Average Score	512	505	514	508
Mathematics: % Scoring 600 or More	22.5	18.1	22.5	23.3
Verbal: Average Score	508	513	513	508
Verbal: % Scoring 600 or More	20.0	19.0	20.7	22.0

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2004	4.5	6.0	8.8
2003-04 Annual Rate for Grades 9 through 12	0.5	1.0	1.8
1998-99 Annual Rate for Grades 9 through 12	4.4	2.1	3.3

<b>Activities of Graduates</b>	<b>Class of</b>	<b># in District</b>	<b>District %</b>	<b>ERG %</b>	<b>State %</b>
 Pursuing Higher Education	2004	111	79.3	85.3	81.5
	1999	115	81.0	82.9	78.3
Employed or in Military	2004	2	1.4	11.2	14.1
	1999	23	16.2	14.3	17.1
Unemployed	2004	25	17.9	0.9	0.8
	1999	0	0.0	0.0	0.9

## DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	ERG	State
Instructional Staff and Services	\$15,583	\$7,155	\$6,287	\$5,786	\$6,282
Instructional Supplies and Equipment	\$816	\$375	\$242	\$211	\$242
Improvement of Instruction and Educational Media Services	\$505	\$232	\$398	\$294	\$387
Student Support Services	\$1,446	\$664	\$616	\$641	\$615
Administration and Support Services	\$1,935	\$888	\$1,092	\$998	\$1,101
Plant Operation and Maintenance	\$1,425	\$654	\$1,031	\$959	\$1,025
Transportation	\$1,134	\$476	\$485	\$481	\$487
Costs for Students Tuitioned Out	\$654	N/A	N/A	N/A	N/A
Other	\$105	\$48	\$122	\$102	\$120
<b>Total</b>	<b>\$23,603</b>	<b>\$10,680</b>	<b>\$10,518</b>	<b>\$9,754</b>	<b>\$10,479</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,941	\$1,351	\$1,149	\$872	\$1,171
Adult Education	\$11	\$188	N/A	\$803	\$1,057

**Revenue Sources, % from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	73.0	24.5	2.5	0.0
Without School Construction	71.8	25.5	2.8	0.0

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,891	4.9	\$7,938	3.1	\$8,620	3.8
Salaries and Benefits	\$7,199	5.9	\$6,624	3.7	\$7,120	4.0
Supplies	\$270	1.9	\$377	-0.3	\$455	5.6
Equipment	\$210	7.1	\$115	-5.0	\$114	-8.8
High School						
Total	\$8,825	2.4	\$8,859	4.5	\$9,316	1.3
Salaries and Benefits	\$8,306	3.4	\$7,230	5.3	\$7,529	1.7
Supplies	\$136	4.6	\$436	2.8	\$524	4.0
Equipment	\$90	-37.5	\$120	-11.8	\$133	-13.1

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## **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Clinton Board of Education recognizes that every school within our district must have the resources necessary to effectively operate its programs within the financial limitations of the town. Resources include categories such as certified and non-certified staff; instructional, administrative, and custodial materials, supplies, and equipment; and buildings and grounds that reflect the needs of the school and the community. Appropriate and sufficient resources must be available to effectively operate and implement instructional, administrative, financial, secretarial, health, custodial, maintenance, transportation, and food service functions of each school and the district. A systematic, bottom-to-top process involving all aspects of our school and town community is used to construct a budget that achieves an equitable allocation of those resources. Meetings are held with the administrators from each school building and department to discuss budget goals and parameters, to identify instructional and operational needs, and to review and revise the capital improvement plan. Each administrator, with input from staff and community, then prepares a proposed school/department budget for submission to the central office administrators who review and clarify each proposed budget. All district administrators also meet together to review personnel requests and to prioritize personnel needs. The superintendent then develops the overall district budget and submits it to the elected Board for its consideration. The Board holds extra public sessions to receive input from community members. Embedded in this process is an annual up-date of a ten year plan for capital improvements.

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## **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The results of the Connecticut Academic Performance Tests (CAPT) demonstrated the strengths and areas needing improvement of Morgan's 10<sup>th</sup> grade students in 2004-05. In reading, 42% of the students reached goal compared with 66%, 58%, 60%, and 45% in years 03-04, 02-03, 01-02, and 00-01 respectively. In writing across the disciplines, 65% of the students reached goal compared with, 74%, 70%, 59%, and 53% in years 03,04, 02-03, 01-02, and 00-01 respectively. In science, 51% of the students reached goal compared with 56%, 48%, 49%, and 45% in years, 03-04, 02-03, 01-02, and 00-01 respectively. In Mathematics, 50% of the students reached goal compared with 59%, 57%, 55%, and 48% in years, 03-04, 02-03, 01-02, and 00-01 respectively.

Our 2004 Connecticut Mastery Test (CMT) scores showed improvements on all grade levels. Our 8th grade scores continued to be higher than the levels achieved by our 6th and 4th grade students. But our 4th and 6th grade scores showed improvement. Our 8th grades scores showed a slight increase in reading in the Total reading average, and in math and writing we went up significantly. In writing, the 8th grade group had 87% of the students achieving goal. In Math, the 8th grade group had 70% of the students achieving goal and in reading, the 8th grade group had 79% of the students achieving goal. In grade six 59% achieved goal in math, 68% in reading and 69% in writing. Our grade four students had 64% achieve goal in math, 80% in reading and 77% in writing. Overall our students showed gains in all areas.

We will continue to focus on raising our expectations, improving our instructional strategies, and reviewing our curricula and insuring its implementation in each classroom.

The Clinton Public Schools continue to review/revise curricula on a five-year cycle and take measures to insure that the content includes all state-tested core curricula as well as multicultural elements and activities to respect diversity. This past year, we piloted our new math series and began working our revising our Science Curriculum so that it is aligned with both State and national standards. In addition, we completed our health curriculum and began the revision process in the arts.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school district website, see <a href="http://www.clintonpublic.org">www.clintonpublic.org</a>
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