

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



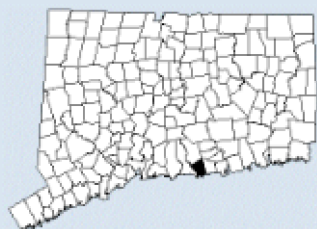
Clinton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,426
Per Pupil Expenditures	\$24,911
Total Expenditures	\$36,892,915

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	742	52.0	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	40	2.8	5.2
Black or African American	12	0.8	12.4
Hispanic or Latino of any race	376	26.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	33	2.3	4.8
White	965	67.7	45.1
English Learners/Multilingual Learners	174	12.2	11.3
Eligible for Free or Reduced-Price Meals	594	41.7	44.8
Students with Disabilities	249	17.5	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	79	12.3	35	5.1
Male	*	*	65	8.6
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	38	10.7	23	5.9
White	108	11.9	72	7.4
English Learners/Multilingual Learners	19	11.2	*	*
Eligible for Free or Reduced-Price Meals	90	16.7	47	7.5
Students with Disabilities	54	21.8	34	11.4
All Students - District	153	11.4	100	6.9
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 85
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	116.5
General Education Paraprofessionals	15.3
Special Education Teachers and Instructors	27.8
Special Education Paraprofessionals	45.5
District Central Office Administrators	5.0
School Level Administrators	6.8
Library/Media Specialists (Certified)	3.7
Library/Media Support Staff	1.8
Instructional Specialists Who Support Teachers	6.7
Counselors, Social Workers and School Psychologists	16.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	82.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	5	2.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	177	96.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	22	11.8	6.8
Teachers	15	10	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	24	88.9	29	100.0
White	92	98.9	81	100.0
English Learners/Multilingual Learners	8	*	12	*
Eligible for Free or Reduced-Price Meals	46	95.8	44	100.0
Students with Disabilities	28	100.0	20	100.0
All Students - District	126	96.9	120	100.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	13	48.1
Emotional Disability	13	44.8
Intellectual Disability	0	0
Learning Disability	73	76.0
Other Health Impairment	47	78.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	155	66.0
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	29	2.1	2.9
Emotional Disability	29	2.1	1.1
Intellectual Disability	*	*	0.6
Learning Disability	96	6.9	6.5
Other Health Impairment	60	4.3	3.6
Other Disabilities	19	1.4	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	249	18.0	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	21	8.4	8.2
Private Schools or Other Settings	6	2.4	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$22,871,191	\$15,443	\$13,471
Support services - students	\$3,312,075	\$2,278	\$1,826
Support services - instruction	\$835,782	\$575	\$972
Support services - general administration	\$2,373,851	\$1,633	\$568
Support services - school based administration	\$1,506,819	\$1,036	\$1,274
Central and other support services	\$1,640,547	\$1,128	\$761
Operation and maintenance of plant	\$2,339,364	\$1,609	\$2,125
Student transportation services	\$2,013,285	\$1,685	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$36,892,915	\$24,911	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,544,856	35.6	26.4
Instructional Aide Salaries	\$1,252,231	12.6	10.1
Other Salaries	\$385,909	3.9	10.5
Employee Benefits	\$1,535,712	15.4	13.3
Purchased Services Other Than Transportation	\$565,312	5.7	6.8
Special Education Tuition	\$1,736,042	17.4	22.8
Supplies	\$42,905	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$905,101	9.1	8.7
Equipment	.	.	0.2
All Other Expenditures	\$925	0.0	0.1
Total	\$9,968,993	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	27.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.9
State	15.5
Federal	4.2
Tuition & Other	0.4

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	19	*	19	*	8	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino of any race	181	58.1	181	60.2	74	59.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	496	69.2	496	67.4	209	69.6
English Learners/Multilingual Learners	115	55.0	115	58.1	40	54.9
Non-English Learners/Non-Multilingual Learners	604	68.6	604	67.3	261	69.1
Eligible for Free or Reduced-Price Meals	281	60.8	281	60.7	113	61.6
Not Eligible for Free or Reduced-Price Meals	438	70.0	438	69.1	188	70.6
Students with Disabilities	130	53.2	130	48.2	49	50.9
Students without Disabilities	589	69.3	589	69.7	252	70.4
High Needs	363	59.9	363	59.1	141	59.1
Non-High Needs	356	73.1	356	72.7	160	74.4
All Students - District	719	66.4	719	65.8	301	67.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	84.8	84.0	81.3	97.1	370	85.9
Curl Up	99.0	94.3	96.7	95.5	369	96.5
Push Up	61.0	59.4	63.0	80.0	373	64.6
Mile Run/PACER	81.9	83.0	69.6	75.3	376	77.9
All Tests - District	48.6	51.9	52.7	71.4	358	54.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	24	91.7
White	90	96.7
English Learners/Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	52	92.3
Students with Disabilities	17	*
All Students - District	121	95.0
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	69	57.0
Male	68	53.1
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	24	42.9
White	100	57.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	36	39.1
Students with Disabilities	*	*
All Students - District	137	54.8
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	84.7	90.5
Male	59.3	82.4
Non-Binary	N/A	N/A
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	79.5	91.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	52.0	67.9
Students with Disabilities	*	*
All Students - District	72.0	86.8
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.4	75	44.3	50	88.6	64.7
ELA Performance Index	High Needs Students	59.9	75	39.9	50	79.9	54.9
Math Performance Index	All Students	65.8	75	43.9	50	87.7	61.1
Math Performance Index	High Needs Students	59.1	75	39.4	50	78.8	50.6
Science Performance Index	All Students	67.2	75	44.8	50	89.6	62.6
Science Performance Index	High Needs Students	59.1	75	39.4	50	78.8	52.1
ELA Academic Growth	All Students	53.1%	100%	53.1	100	53.1	60.6%
ELA Academic Growth	High Needs Students	51.6%	100%	51.6	100	51.6	55.7%
Math Academic Growth	All Students	58.8%	100%	58.8	100	58.8	62.3%
Math Academic Growth	High Needs Students	59.5%	100%	59.5	100	59.5	55.9%
Progress Toward English Proficiency	Literacy	60.5%	100%	30.2	50	60.5	58.7%
Progress Toward English Proficiency	Oral	54.7%	100%	27.4	50	54.7	55.7%
Chronic Absenteeism	All Students	11.4%	<=5%	37.2	50	74.3	17.2%
Chronic Absenteeism	High Needs Students	15.9%	<=5%	28.1	50	56.3	24.8%
% Taking CCR Courses	All Students	98.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	54.8%	75%	36.5	50	73.1	47.2%
On-track to High School Graduation	All Students	95.9%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.3%	94%	99.3	100	99.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	72.0%	75%	96.0	100	96.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	54.2%	75%	18.1	50	36.1	49.0%
Arts Access	All Students	63.2%	60%	50.0	50	100.0	55.1%
Accountability Index				1097.6	1450	75.7	

Physical Fitness Estimated Participation Rate - District: 85.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.1	59.9	13.2	16.9	N
Math Performance Index Gap	72.7	59.1	13.6	18.4	N
Science Performance Index Gap	74.4	59.1	15.3	18.2	N
Graduation Rate Gap	94.0%	93.3%	0.7%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	98.2
Math	All Students	99.1
Math	High Needs Students	98.2
Science	All Students	98.7
Science	High Needs Students	97.4

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Clinton Public Schools is committed to establishing an equitable district approach to supporting student academic success and belonging in our school communities. The approach and explanation for how to ensure that all students can and will be successful in their academic pursuits, and become contributors and leaders in our schools, is outlined in the 2022-2025 District Strategic Plan. The framework for this effort is rooted in the Strategic Objectives, Goals, and Action Steps which support the creation of equitable learning systems to ensure inclusion, access, and achievement for all students; to provide individualized and personalized learning experiences; to create welcoming and supporting school communities that will foster the safety and well-being of all; and to ensure proper planning, application, and management of resources to attain the district goals. The development of the strategic plan involved a thorough process to engage all stakeholders. Efforts included small group input, surveys, and public forums to discuss and identify what was important and necessary for student achievement and district improvement.

Special education services and supports have been prioritized for funding and expansion to support emerging student needs in learning recovery and mental health supports. The district has increased staffing and adjusted programs and opportunities to support students and families. Staff participated in training in structured literacy, technology, social-emotional wellness, transition services, and in improving the quality of individualized education plan development and goal setting. Paraeducator training in Restorative Practices was provided to expand the ability of paraeducators to maintain high expectations while providing appropriate supports to ensure students will meet behavioral expectations and academic achievement goals. Parents were more engaged in transition discussions and person-centered planning was enhanced.

Engagement of students and families was a primary goal and included personal outreach and frequent monitoring of student attendance. Approaches for students and families were tailored for individual circumstances in an effort to reduce chronic absenteeism and truancy. On site counseling and increased access to clinical mental health supports were utilized to continue to address students who demonstrated concerning patterns of truancy and school-avoidance. Communication to all stakeholders was accomplished through clear and regular updates to parents throughout the year. The district utilized the school website, virtual and in-person meetings, and weekly electronic messaging to keep staff and parents informed and engaged related to all aspects of the school and district events and operations. In addition, the district highlighted student and staff accomplishments, awards, events, and innovative learning experiences through its district Facebook page.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Clinton Public Schools benefits from a community that is expanding in its racial, ethnic, and economic diversity. The growing number of Multilingual Learners in the district has prompted a shift in programming to meet this need. Staffing has been added to support students learning English to create a bilingual program that meets the needs of newcomers and those who are making progress in English language attainment. District communications are sent in multiple languages, and translation services are provided through technology and native speakers. 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. Curriculum development is ongoing to ensure that multicultural and inclusive perspectives are embedded in the student experience. A Social Justice Club was formed at the high school and included activities for students to engage in social justice topics and causes. A middle school advisory program and various clubs develop students' understanding and commitment to concepts of inclusion and belonging and create activities to support diversity, understanding, and respect for all. School-based assemblies were held on topics related to community, celebrating student and family heritage, kindness, and inclusion. Outreach and events specifically designed for multilingual families were implemented to engage all parents in our school community. The district responded to student and family economic needs through collective giving and connecting families to community services and supports.

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Equitable Allocation of Resources among District Schools

The district's strategic objectives guide the allocation of resources necessary to effectively implement educational programming and attain its objectives. Enhancing instructional practice, providing high-quality instructional materials, ensuring quality curricular offerings, supporting professional learning for staff, embedding counseling and mental health supports, and maintaining core programs are the priorities for decision-making. The district leadership team and the Board of Education work collaboratively with town leadership to build understanding and support for district budget requests. Cost-containment in budget areas such as transportation, utilities, health insurance, and special education is a priority. Grant funding has been obtained and thoughtfully allocated to meet the emergent needs of the district. The budget development process is open and transparent allowing for public participation and input. In addition, the district annually submits a ten-year plan for capital improvements based on its evaluation of facilities and enrollment in order to ensure budgets and facilities can continue to appropriately support student needs.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	6.3	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	6.3	2.2
Personal Reasons	1	6.3	6.7
Position Eliminated or Expired	4	25.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	9	56.3	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	16		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.