Section 5

CLINTON CSD

2023-24 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT	THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION
1,175	N/A	$24,553.58

How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	CLINTON CSD
» 1. Instruction	$14,722.48
» 2. Support Services, Pupils	$1,026.22
» 3. Support Services, Instructional Staff	$943.66

Current Operation Expenditures	CLINTON CSD
» 4. Support Services, General Admin	$451.82
» 5. Support Services, School Admin	$910.43
» 6. Support Services, Operation and Maintenance of Plant	$1,478.27
» 7. Support Services, Student Transportation	$1,477.89
» 8. Business/Central/Other Support Services	$1,040.04
» 9. Food services	$58.31
» 10. Enterprise operations	$0.00
» 11. Other	$0.00
» 12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	$2,444.47
13. Total Expenditures	$24,553.58

Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

School and District Level Expenditures	CLINTON CSD
Special Education	$22,373.60
General Education	$21,906.83

Exclusions: What Other Spending is Not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: tuition, debt service, and other.

"Other Exclusions" include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-3 & Percent Excluded from Total) Combined Cost(Total Expenditures)

Excluded Expenditures	CLINTON CSD
1. Charter School Tuition	$0.00
2. Debt Service	$2,286,072.00
3. Other	$1,580,868.63
Percent Excluded from Total	12%
Total Expenditures and Exclusions	$32,717,397.96

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CLINTON CSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA

For information about how 2025-26 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025-26 Accountability Statuses Based on 2024-25 Results.

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	153.4	123.3	136.1
	Math	156.4	127.4	139.5
Asian or Native Hawaiian/Other Pacific Islander	ELA	200	178.8	182.3
	Math	195	190.9	192.4
Black or African American	ELA	162.5	114.8	129
	Math	100	106.7	122.2
Hispanic or Latino	ELA	123.2	107.5	122.9
	Math	129.6	105.6	121.4
Multiracial	ELA	93.1	125.7	138.1
	Math	110.3	129	140.8
White	ELA	157	123.7	136.4
	Math	160.9	134.7	145.6
English Language Learner	ELA	95	93	110.8
	Math	81.8	103.7	119.8
Students with Disabilities	ELA	82.3	68.9	90.7
	Math	78.4	72.5	93.8
Economically Disadvantaged	ELA	121.8	110	125
	Math	110.6	110	125

SECONDARY WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Subject	Weighted Average Index	State MIP	State LTG
All Students	ELA	201.1	134.9	148.3
	Math	160.2	64.6	87.2
American Indian or Alaska Native	ELA	–	–	–
	Math	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	–	–
	Math	–	–	–
Black or African American	ELA	–	–	–
	Math	–	–	–
Multiracial	ELA	–	–	–
	Math	–	–	–
White	ELA	200	170.2	177.6
	Math	161	74.7	95.6
Students with Disabilities	ELA	100	75.4	98.7
	Math	58.3	29.3	57.8
Economically Disadvantaged	ELA	187	103.2	121.8
	Math	145.7	51.2	76

SECONDARY GRADUATION RATE MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

Subgroup	Cohort	Number In Cohort	Grad Rate	State MIP	State LTG
All Students	4-Year	101	100%	87.5%	88.8%
	5-Year	117	94.9%	89.4%	90.5%
	6-Year	117	95.7%	88.9%	90.3%
Asian or Native Hawaiian/Other Pacific Islander	4-Year	2	–	–	–
	5-Year	3	–	–	–
	6-Year	1	–	–	–
Black or African American	4-Year	4	–	–	–
	5-Year	3	–	–	–
	6-Year	4	–	–	–
Hispanic or Latino	4-Year	1	–	–	–
	5-Year	5	–	–	–
	6-Year	2	–	–	–
Multiracial	4-Year	5	–	–	–
	5-Year	3	–	–	–
	6-Year	2	–	–	–
White	4-Year	89	100%	91.7%	92.3%
	5-Year	103	95.1%	92.9%	93.4%
	6-Year	108	96.3%	93.1%	93.7%
English Language Learner	4-Year	–	–	–	–
	5-Year	2	–	–	–
	6-Year	–	–	–	–
Students with Disabilities	4-Year	14	–	–	–
	5-Year	14	–	–	–
	6-Year	20	80%	73.1%	77.1%
Economically Disadvantaged	4-Year	28	100%	83.1%	85.1%
	5-Year	21	95.2%	85.6%	87.4%
	6-Year	26	96.2%	85.1%	87.1%

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio	State Target	State LTG
English Language Learner	11	–	–	–	–	–

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (1.13 megabytes)

For information on the use of Title I School Improvement funds, see:

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

Subgroup	Subject	Cohort	Index
All Students	ELA	513	153.7
	Math	504	159.5
	Science	182	167.6
	Combined	1,199	158.3
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	200
	Math	10	195
	Science	0	–
	Combined	20	197.5
Black or African American	ELA	8	162.5
	Math	8	100
	Science	2	–
	Combined	18	–
Hispanic or Latino	ELA	28	123.2
	Math	26	134.6
	Science	11	154.5
	Combined	65	133.1
Multiracial	ELA	25	108
	Math	26	123.1
	Science	10	165
	Combined	61	123.8
White	ELA	442	157
	Math	434	163.5
	Science	159	168.9
	Combined	1,035	161.5
English Language Learner	ELA	10	95
	Math	11	81.8
	Science	3	–
	Combined	24	93.8

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	76	88.8
	Math	72	88.2
	Science	26	111.5
	Combined	174	92
Economically Disadvantaged	ELA	154	123.4
	Math	145	119
	Science	46	138
	Combined	345	123.5

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index
All Students	ELA	514	153.4
	Math	514	156.4
	Science	182	167.6
	Combined	1,210	156.8
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	200
	Math	10	195
	Science	0	–
	Combined	20	197.5
Black or African American	ELA	8	162.5
	Math	8	100
	Science	2	–
	Combined	18	–
Hispanic or Latino	ELA	28	123.2
	Math	27	129.6
	Science	11	154.5
	Combined	66	131.1
Multiracial	ELA	29	93.1
	Math	29	110.3
	Science	10	165
	Combined	68	111
White	ELA	442	157
	Math	441	160.9
	Science	159	168.9
	Combined	1,042	160.5
English Language Learner	ELA	10	95
	Math	11	81.8
	Science	3	–
	Combined	24	93.8

Subgroup	Subject	Cohort	Index
Students with Disabilities	ELA	82	82.3
	Math	81	78.4
	Science	26	111.5
	Combined	189	84.7
Economically Disadvantaged	ELA	156	121.8
	Math	156	110.6
	Science	48	132.3
	Combined	360	118.3

ELEMENTARY/MIDDLE GROWTH

Subgroup	Number of SGPs	Sum of SGPs	Index
All Students	818	40,781	49.9
Asian or Native Hawaiian/Other Pacific Islander	14	–	–
Black or African American	12	–	–
Hispanic or Latino	38	1,746	45.9
Multiracial	42	2,055	48.9
White	712	35,848	50.3
English Language Learner	8	–	–
Students with Disabilities	118	5,461	46.3
Economically Disadvantaged	227	10,404	45.8

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

Subgroup	Number of ELLs	Benchmark	Progress Rate	Success Ratio
All Students	11	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Hispanic or Latino	4	–	–	–
White	5	–	–	–
English Language Learner	11	–	–	–
Students with Disabilities	2	–	–	–
Economically Disadvantaged	9	–	–	–