

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



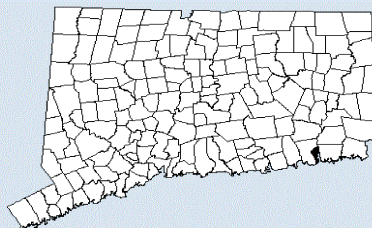
New London School District

Mrs. Cynthia Ritchie, Superintendent • 860-447-6000 • <https://www.newlondon.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,440
Per Pupil Expenditures ¹	\$15,913
Total Expenditures ¹	\$66,674,418

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,656	48.1	48.4
Male	1,784	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	40	1.2	5.2
Black or African American	605	17.6	12.7
Hispanic or Latino of any race	1,791	52.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	395	11.5	3.8
White	578	16.8	51.1
English Learners	743	21.6	8.3
Eligible for Free or Reduced-Price Meals	2,790	81.1	43.3
Students with Disabilities ³	614	17.8	16.0

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	252	15.5	97	5.6
Male	267	15.2	175	9.3
Black or African American	59	9.9	67	10.6
Hispanic or Latino of any race	325	18.3	152	8.0
White	66	12.0	*	*
English Learners	152	18.4	68	7.9
Eligible for Free or Reduced-Price Meals	468	16.9	243	8.2
Students with Disabilities	134	22.2	84	12.1
District	519	15.4	272	7.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 492

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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	209.3
Paraprofessional Instructional Assistants	58.4
Special Education	
Teachers and Instructors	38.0
Paraprofessional Instructional Assistants	78.0
Administrators, Coordinators and Department Chairs	
District Central Office	11.2
School Level	17.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	14.6
Counselors, Social Workers and School Psychologists	24.0
School Nurses	10.8
Other Staff Providing Non-Instructional Services/Support	128.8

¹ 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	5	1.6	1.2
Black or African American	20	6.3	4.0
Hispanic or Latino of any race	37	11.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	5	1.6	0.1
White	252	79.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.7	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	37	67.3	47	81.0
Hispanic or Latino of any race	82	75.9	94	81.7
White	36	85.7	36	92.3
English Learners	35	67.3	34	75.6
Eligible for Free or Reduced-Price Meals	129	72.1	156	81.3
Students with Disabilities	24	77.4	50	84.7
District	178	76.4	196	83.4
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	28	31.1
Emotional Disturbance	22	38.6
Intellectual Disability	14	51.9
Learning Disability	190	82.3
Other Health Impairment	103	69.6
Other Disabilities	7	30.4
Speech/Language Impairment	57	90.5
District	421	65.9
State		67.8

³ 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	95	2.7	2.0
Emotional Disturbance	57	1.6	1.1
Intellectual Disability	27	0.8	0.5
Learning Disability	231	6.6	5.7
Other Health Impairment	151	4.3	3.3
Other Disabilities	50	1.4	1.1
Speech/Language Impairment	69	2.0	1.8
All Disabilities	680	19.6	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	133	19.6	8.2
Private Schools or Other Settings	51	7.5	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$37,079,292	\$8,849	\$10,923
Support services - students	\$5,325,940	\$1,516	\$1,277
Support services - instruction	\$1,472,758	\$419	\$682
Support services - general administration	\$2,738,790	\$780	\$467
Support services - school based administration	\$5,562,131	\$1,584	\$1,021
Central and other support services	\$1,505,317	\$429	\$679
Operation and maintenance of plant	\$7,942,105	\$2,261	\$1,718
Student transportation services	\$4,482,906	\$1,280	\$1,288
Food services	.	.	\$12
Enterprise operations	\$565,178	\$161	\$163
Minor school construction	.	.	\$59
Total	\$66,674,418	\$15,913	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,438,771	23.1	28.5
Instructional Aide Salaries	\$1,321,036	8.9	10.1
Other Salaries	\$863,266	5.8	11.1
Employee Benefits	\$1,474,634	9.9	13.0
Purchased Services Other Than Transportation	\$1,103,648	7.4	5.7
Special Education Tuition	\$5,194,324	34.9	22.5
Supplies	\$70,236	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,397,735	9.4	8.0
Equipment	\$5,753	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$14,869,404	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	29.9
State	56.7
Federal	8.4
Tuition & Other	4.9

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., 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	71	87.3
Hispanic or Latino of any race	126	72.2
English Learners	58	70.7
Eligible for Free or Reduced-Price Meals	249	77.5
Students with Disabilities	60	43.3
District	272	79.4
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	61.8	79.7
Male	58.3	68.4
Black or African American	67.2	71.4
Hispanic or Latino of any race	55.9	75.8
White	61.0	81.5
English Learners	41.9	73.9
Eligible for Free or Reduced-Price Meals	59.8	73.6
Students with Disabilities	40.0	*
District	59.9	74.8
State	71.5	87.5

³ 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.

⁴ 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	45.8%	100%	60.4%
	Oral	51.1%	100%	57.6%
Chronic Absenteeism	All Students	15.4%	<=5%	12.2%
	High Needs Students	16.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	79.9%	75%	80.4%
On-track to High School Graduation		78.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		79.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		81.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		59.9%	75%	71.5%
Arts Access		33.0%	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	.	81.2%	.	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

New London Public Schools is in its second year of following a newly adopted, three-year district strategic plan that outlines the work of the district, focusing on turn-a-round efforts and improvements. The plan is anchored to theories of action that are crafted as if/then statements that further define the work and align to areas of accountability for all staff.

The district continues to be committed to investing time and personnel to developing high-quality curriculum in all content areas and in all grade levels. As curriculum is being developed, key components of high-quality, differentiated instruction are also publicized. These indicators ground each lesson in research-based pedagogy to ensure students achieve. Section two of the DIP focus on climate and culture. Here specific, actionable, and measurable goals are outlined to support students' healthy development of social-emotional skills within a positive school climate. Additionally, efforts to improve special education programs and services for students with disabilities include: engaging in a co-teaching model, expanding times that students with disabilities learn together alongside their non-disabled peers, integrating adaptive learning technology to support student need, and providing additional programming and wrap-around services for students who require additional support. The system has also increased the number of special services staff members to meet the needs of students with disabilities and their families and offers extended school year services. Staff continue to receive training in co-teaching models and Universal Design for Learning (UDL) to ensure that instruction is rigorous and varies so that students with different learning styles can be actively engaged in the learning process.

A key area of focus has been to reduce the number of students who are chronically absent each day. The district's chronically absenteeism dashboard enables district and school-level staff to monitor the day-to-day changes, by students, and enhance each school's ability to connect with students and their families before students become truant. The district has engaged families, the business community and healthcare professionals to ensure that students are in school every day. Weekly reports are generated to each school and phone calls and attendance meetings with families have a positive impact on student attendance within the district. During school closure, NLPS staff conduct home visits to further offer support to students and families who are chronically absent. Additionally, NLPS reviews programming to ensure that the educational opportunities provided to students are highly engaging; thus, reducing absenteeism.

Engaging families in student learning continues to be a high priority for the district. Several new practices currently being implemented include the expansion and variety of ways in which communication both to and from the district occurs. These include an online newsletter, improved social media presence, partnership with community organizations, superintendent community coffee hours and site visits. During school closure these outreach connections continued to happen virtually.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NLPS continues to make progress on the roll-out of becoming an all magnet school district. The plan is designed to create themed programs of study that are highly engaging, and embody the district's efforts to reduce racial, ethnic and economic isolation through purposeful strategies that center on transforming NLPS to a high-performing, regional public system. New London students are afforded choice within the three themed magnet pathways, as well as students who enroll from surrounding municipalities. The unique learning opportunities offered through specialized academic programs are designed to provide choice and access based on preference and interest, thus reducing isolation. NLPS pathways focus on STEM, Arts, and International Education.

Work designed to increase student awareness of the diversity of individuals and of other cultures centers on "Courageous Conversations About Race," authored by Glenn Singleton. The district, introduced a new course entitled "Ethnic Studies" to respond to the request of students regarding the need for culturally engaging courses at the high school level. The district's District Equity Leadership Team (DELT) and a DELTa (advisory team) advance the work of cultural competencies and culture awareness among all community members, i.e., students, staff, families, business, etc. An Equity Plan guides the work on race, implicit bias, and culture to ensure that all voices are honored as we work to understand one another more deeply and improve the outcomes for our students.

A variety of clubs and extracurricular activities are sponsored for students at the secondary level: Multicultural Club, Key Club, Athletic Leadership Group, Dance Team, Latinos in Action, etc. Additional opportunities for student engagement, that results in reducing isolation and engaging students in meaningful learning are made available through partners such as More Than Words, Writer's Block Ink, and the New London Youth Group. The district's Human Resource department focuses on the recruitment, engagement, and retention of highly qualified candidates. There are intentional strategies being implemented to reduce racial isolation of staff. A Minority Recruitment and Retention Committee is currently active.

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Equitable Allocation of Resources among District Schools

New London Public Schools continues to move forward with its new budgeting model. In the past, each school leader managed his/her pathway's entire budget including spending for maintenance and facilities. Starting in the 2019-2020 school year, the budgetary process became centralized. This new model affords watchful eyes on spending, coherence to the district's new identified improvement goals, and efficiencies through buying in bulk instead of multiple mini purchases of supplies decided solely by school leaders.

Grant monies are reviewed through a team approach now to ensure equity and alignment to staffing, resources and supply needs. NLPS was home to inequities in the past as those schools/pathways deemed "magnet" had extra money through receiving both magnet funds and state grant funds. Those schools not yet deemed magnet did not have equal funding streams to provide equity for all. Re-allocations have been approved and now all schools are able to have common instructional programs and instructional supplies in equitable structures. New budgeting, purchasing and spending procedures continue to be in place. All grant applications are now managed by the Ex. Dir. of Business.