

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



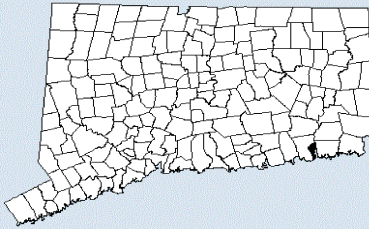
New London School District

Mr. Richard Foye, Superintendent • 860-447-6000 • <http://newlondon.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,253
Per Pupil Expenditures ¹	\$14,908
Total Expenditures ¹	\$56,159,675

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,540	47.3	48.3
Male	1,713	52.7	51.6
American Indian or Alaska Native	20	0.6	0.2
Asian	44	1.4	4.7
Black or African American	710	21.8	12.9
Hispanic or Latino	1,618	49.7	22.1
Pacific Islander	8	0.2	0.0
Two or More Races	245	7.5	2.5
White	608	18.7	57.2
English Language Learners	732	22.5	6.3
Eligible for Free or Reduced-Price Meals	2,486	76.4	37.6
Students with Disabilities ¹	606	18.6	13.3

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	276	18.4	191	12.5
Male	287	17.2	447	25.9
Black or African American	103	14.8	218	30.2
Hispanic or Latino	307	19.2	300	18.2
White	83	15.5	67	12.1
English Language Learners	133	17.9	123	16.2
Eligible for Free or Reduced-Price Meals	493	19.7	562	21.8
Students with Disabilities	137	22.9	159	24.5
District	563	17.8	638	19.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1,080

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.

District Profile and Performance Report for School Year 2014-15

New London School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	188.6
Paraprofessional Instructional Assistants	16.1
Special Education	
Teachers and Instructors	38.4
Paraprofessional Instructional Assistants	21.3
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	20.7
Library/Media	
Specialists (Certified)	0.5
Support Staff	3.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	19.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	179.4

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	7	2.4	1.0
Black or African American	18	6.1	3.5
Hispanic or Latino	27	9.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	241	82.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	95.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.0	9.2

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	12	26.1	22	37.9
Hispanic or Latino	20	25.3	29	37.7
White	29	53.7	27	69.2
English Language Learners	*	*	6	27.3
Eligible for Free or Reduced-Price Meals	41	28.5	59	38.8
Students with Disabilities	7	20.6	26	44.1
District	74	37.0	88	44.4
State		58.4		73.8

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	29	43.3
Emotional Disturbance	28	32.9
Intellectual Disability	*	*
Learning Disability	141	69.1
Other Health Impairment	73	53.7
Other Disabilities	*	*
Speech/Language Impairment	67	82.7
District	351	55.5
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

New London School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	77	2.2	1.5
Emotional Disturbance	85	2.4	1.0
Intellectual Disability	36	1.0	0.5
Learning Disability	204	5.8	4.4
Other Health Impairment	138	4.0	2.6
Other Disabilities	29	0.8	1.0
Speech/Language Impairment	95	2.7	1.9
All Disabilities	664	19.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	96	14.5	8.1
Private Schools or Other Settings	63	9.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,171,006	8,202	9,134
Instructional Supplies and Equipment	2,333,681	760	334
Improvement of Instruction and Educational Media Services	1,501,902	489	498
Student Support Services	3,927,465	1,280	1,001
Administration and Support Services	8,049,109	2,623	1,694
Plant Operation and Maintenance	5,627,313	1,834	1,572
Transportation	4,033,159	1,055	813
Costs of Students Tuitioned Out	5,102,878	N/A	N/A
Other	413,162	135	186
Total	56,159,675	14,908	15,289

Additional Expenditures

Land, Buildings, and Debt Service	8,031,782	2,617	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,280,702	29.2	35.1
Noncertified Personnel	1,866,322	12.7	14.2
Purchased Services	1,560,071	10.6	5.2
Tuition to Other Schools	3,850,224	26.2	22.0
Special Ed. Transportation	1,335,271	9.1	8.6
Other Expenditures	1,787,860	12.2	14.9
Total Expenditures	14,680,450	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	30.8	30.8
State	60.5	59.2
Federal	6.4	7.3
Tuition & Other	2.3	2.7

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).

District Profile and Performance Report for School Year 2014-15

New London School District

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	*	*	*	*	*	*
Asian	16	*	16	*	8	*
Black or African American	353	55.3	348	46.2	174	43.0
Hispanic or Latino	760	54.1	755	48.0	317	41.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	106	60.1	106	53.7	44	49.6
White	235	66.2	231	57.3	115	53.7
English Language Learners	365	47.8	363	43.3	159	32.9
Non-English Language Learners	1117	60.0	1105	51.8	503	48.7
Eligible for Free or Reduced-Price Meals	1228	55.7	1214	48.2	527	42.7
Not Eligible for Free or Reduced-Price Meals	254	63.3	254	56.8	135	53.4
Students with Disabilities	292	41.4	287	35.9	146	34.6
Students without Disabilities	1190	60.8	1181	53.0	516	47.8
High Needs	1297	55.1	1283	47.9	566	42.3
Non-High Needs	185	70.1	185	61.5	96	60.3
District	1482	57.0	1468	49.7	662	44.9

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	71.4	58.4	81.0	87.0	612	71.9
Curl Up	52.2	80.9	87.3	86.1	612	71.2
Push Up	41.6	67.6	65.8	65.2	612	56.5
Mile Run/PACER	59.6	68.2	64.6	73.9	612	65.4
All Tests - District	17.6	31.8	43.0	52.2	612	31.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

New London School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	63	79.4	74.3	Yes	76.5
Hispanic or Latino	107	67.3	66.1	Yes	69.2
English Language Learners	39	61.5	68.1	No	71.0
Eligible for Free or Reduced-Price Meals	*	*	65.4	Yes	68.5
Students with Disabilities	38	47.4	46.0	Yes	51.3
District	228	71.1	70.4	Yes	73.0
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	70.5	33	19.9
Male	50.0	40	17.2
Black or African American	54.8	*	*
Hispanic or Latino	55.8	23	14.7
White	66.7	29	31.2
English Language Learners	39.6	*	*
Eligible for Free or Reduced-Price Meals	56.4	35	11.8
Students with Disabilities	*	*	*
District	58.5	73	18.3
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	67.5	74.5
Male	49.5	76.1
Black or African American	62.1	69.2
Hispanic or Latino	52.4	80.0
White	61.3	74.3
English Language Learners	45.7	75.0
Eligible for Free or Reduced-Price Meals	57.6	75.2
Students with Disabilities	32.3	*
District	57.8	75.2
State	72.6	88.8

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

District Profile and Performance Report for School Year 2014-15

New London School District

Next Generation Accountability Results

These statistics are the first 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	57.0	75	76.0	100	76.0	67.9
	High Needs Students	55.1	75	73.5	100	73.5	56.7
Math Performance Index	All Students	49.7	75	66.2	100	66.2	59.3
	High Needs Students	47.9	75	63.9	100	63.9	47.8
Science Performance Index	All Students	44.9	75	59.9	100	59.9	56.5
	High Needs Students	42.3	75	56.4	100	56.4	45.9
Chronic Absenteeism	All Students	17.8%	<=5%	24.5	50	48.9	10.6%
	High Needs Students	19.1%	<=5%	21.8	50	43.6	17.3%
Preparation for CCR	% Taking Courses	40.7%	75%	27.1	50	54.3	66.1%
	% Passing Exams	18.3%	75%	12.2	50	24.5	37.3%
On-track to High School Graduation		74.0%	94%	39.3	50	78.7	85.6%
4-year Graduation All Students (2014 Cohort)		71.1%	94%	75.6	100	75.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		70.8%	94%	75.3	100	75.3	77.6%
Postsecondary Entrance (Class of 2014)		58.1%	75%	77.5	100	77.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		69.7% 31.4%	75%	5.2	50	10.5	87.6% 51.0%
Arts Access		31.4%	60%	26.2	50	52.3	45.7%
Accountability Index				780.5	1250	62.4	

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?					Y
ELA Performance Index Gap	70.1	55.1	15.0	17.3	
Math Performance Index Gap	61.5	47.9	13.6	19.6	
Science Performance Index Gap	60.3	42.3	18.0	17.2	
Graduation Rate Gap	.	70.8%	.	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.3
	High Needs Students	98.2
Math	All Students	98.2
	High Needs Students	98.0
Science	All Students	98.4
	High Needs Students	98.3

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: 44.4 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2014-15

New London School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The NLPLS 2013-2016 Strategic Operating Plan, developed in collaboration with Dr. Steven Adamowski, details the key strategies implemented during the 2014-2015 year.

Special Education. The district applied for and was awarded to key grants that were written to support efforts to establish and sustain partnerships and practices that support student success.

- The School Personnel Development (SPDG) focus is increased literacy achievement and positive behavior of students with disabilities. Students with varying disabilities and severities are targeted. Implemented district-wide, Positive Behavior Intervention Supports (PBIS) and adherence to schedules that increase the time that special education students spend with their non-disabled peers ensures that students with disabilities are supported by widely-recognized, research-based best practices.
- The Project Prevent grant supports the district's efforts to identify, assess, and serve students exposed to pervasive violence, helping to ensure that affected students are offered mental health services for trauma or anxiety; support conflict resolution programs; and implement other school-based violence prevention strategies in order to reduce the likelihood that these students, which may include students with disabilities, will later commit violent acts for all students. Professional Development and Academic/Behavioral Supports
- Implementation of Apex Learning which provides on-site tutorial, credit recovery, and online learning activities to struggling students, including students with disabilities.

Truancy Prevention. Reducing chronic absenteeism and truancy prevention is addressed in a variety of ways.

- Developed a chronic absenteeism data dashboard for all school staff to monitor changes.
- Letters, phone calls, or home visits are methods used by district staff to communicate to parents that attendance in school is a critical factor in their child's success.
- Established a task force comprised of the district's Truant Officer, school social workers, nurses, and central office staff to develop an action plan to reduce chronic absentee rates.
- Analyze student survey responses (at the secondary level) to adjust programming and choice in an effort to increase engagement of students with the school, thus decreasing chronic absentee rates.

Engaging Families. A responsibility of all staff, the following strategies were implemented:

- System of School-based Governance Councils (SGCs). All schools benefit from the advisory capacity of their School Governance Councils. The SGCs make school improvement recommendations and are actively engaged in planning programs and activities that support these efforts.
- Parent Engagement (PIRC) Training. These trainings supply parents with information about the range of programs and services available to them.
- Communications Plan to Engage and Inform Parents. Communication tools such as the district and school websites, newsletters, and automated phone calls are used on a regular basis. Other venues such as print advertisements and social media are also employed to connect with families.
- Workshops, Informational Sessions and Access to Online Resources. Schools plan and host events that support parents' ability to help their child with learning activities at home on online resources (e.g. myOn and ST-Math -- list).

Efforts to Reduce Racial, Ethnic and Economic Isolation

All Magnet School District Transformation. New London Public Schools' efforts to reduce racial, ethnic and economic isolation through purposeful strategies center on transforming the district into a high-performing, regional public system; i.e. the state's first all-magnet school district. The all-magnet system will result in a regionalized education system that will break down barriers of race, economic disparity, and geography. These unique, specialized academic programs provide choice and access based on preference and interest, thus reducing isolation. The Pathways will include a focus on Science, Technology, Engineering and Math (STEM), Arts, Dual Language, and Leadership.

Talent: Recruit, Engage, Develop, Retain.

Over the past three years (2012-2014), the district has been engaged in assessing, developing and implementing a recruitment and retention plan to increase diversity in the teaching and administrative ranks. This has resulted in increased representation of educators of color – from 17% Educators of Color in 2012 to 19% Educators of Color in 2014. NLPS has been able to successfully recruit, engage, develop and retain educators of color by implementing the following strategies:

- Conducted exit interviews and other surveys to collect and analyze data to understand the reasons educators, including educators of color, chose to leave the district.
- Focused efforts on increasing the representation of Administrators of color
- Sponsored aspiring educators of color to complete the Alternate Route to Certification
- Invested in strategic advertisement placement to attract educators of color

Inter-district Academic Programs are grant funded by the Connecticut State Department of Education and coordinated in partnership with the RESC Alliance. There are approximately 375 New London students and 15 teachers who participated in programs including, but not limited to: Equal This, Insights into Science, NumberKids, Pathways to Freedom and Friendship, Freedom Writers, and SummerFest.

Extracurricular. A variety of clubs and extracurricular activities are sponsored for students at the secondary level. These include a Multicultural Club, the Key Club, the Athletic Leadership Group, Dance Team, etc.

District Profile and Performance Report for School Year 2014-15

New London School District

Equitable Allocation of Resources among District Schools

In the 2014-2015 budget, New London Public Schools used a per pupil allocation of \$4,580 and this allocation was weighted for middle and high school students as well as ESL and Special Education. This weighted allocation ensured that students' needs were addressed by age and program and that each school received an equitable share of district and state generated funds. The school budgets were developed through a collaborative process that engaged stakeholders in a thoughtful, data-driven dialogue with Central Office Administration and School Leaders. All aspects of the schools' operations were taken into consideration from programming and staffing to technology and transportation. An annual review of resource allocation is completed that includes multiple measures of student and teacher data, program effectiveness, age and quantity of technology resources, space and staff requirements, etc. Decisions concerning resources (keep, delete, add) are documented. And, allocations are monitored and adjusted as necessary to ensure all resources are used equitably as enrollment and needs change slightly through the year.