

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



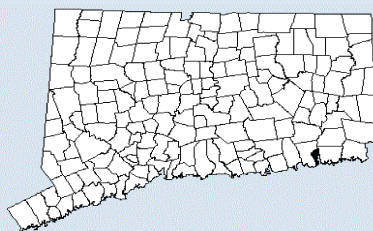
New London School District

Dr. Stephen Tracy, Superintendent • 860-447-6000 • <http://newlondon.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,700
Per Pupil Expenditures ¹	\$15,897
Total Expenditures ¹	\$66,877,661

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

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

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,759	47.5	48.4
Male	1,941	52.5	51.6
American Indian or Alaska Native	29	0.8	0.3
Asian	53	1.4	5.1
Black or African American	684	18.5	12.8
Hispanic or Latino	1,852	50.1	24.8
Pacific Islander	6	0.2	0.1
Two or More Races	369	10.0	3.3
White	707	19.1	53.6
English Learners	793	21.4	7.2
Eligible for Free or Reduced-Price Meals	3,013	81.4	36.7
Students with Disabilities ¹	630	17.0	14.8

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	314	18.2	144	8.2
Male	294	15.7	251	13.0
Black or African American	89	13.2	110	15.9
Hispanic or Latino	379	20.7	211	11.1
White	79	12.1	31	4.7
English Learners	153	18.1	97	11.4
Eligible for Free or Reduced-Price Meals	538	17.9	344	11.2
Students with Disabilities	157	25.4	108	15.7
District	608	16.9	395	10.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 895

Number of school-based arrests: 8

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 2017-18

New London School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	235.5
Paraprofessional Instructional Assistants	84.0
Special Education	
Teachers and Instructors	43.2
Paraprofessional Instructional Assistants	124.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.6
School Level	24.6
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	13.5
Counselors, Social Workers and School Psychologists	20.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	125.0

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	5	1.4	1.1
Black or African American	26	7.4	3.7
Hispanic or Latino	34	9.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	3	0.9	0.1
White	285	80.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	10.5

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	20	28.6	15	30.6
Hispanic or Latino	31	29.5	49	37.4
White	24	51.1	29	63.0
English Learners	*	*	15	31.9
Eligible for Free or Reduced-Price Meals	72	32.9	94	40.7
Students with Disabilities	8	18.6	21	42.0
District	89	35.7	104	41.9
State		69.3		80.1

²College-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	27	33.3
Emotional Disturbance	23	32.4
Intellectual Disability	20	52.6
Learning Disability	153	73.9
Other Health Impairment	83	61.5
Other Disabilities	9	37.5
Speech/Language Impairment	54	90.0
District	369	59.9
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

New London School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	89	2.5	1.8
Emotional Disturbance	71	2.0	1.1
Intellectual Disability	38	1.1	0.5
Learning Disability	208	5.8	5.2
Other Health Impairment	138	3.8	3.1
Other Disabilities	48	1.3	1.1
Speech/Language Impairment	68	1.9	1.8
All Disabilities	660	18.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	102	15.5	8.3
Private Schools or Other Settings	57	8.6	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	30,008,637	8,554	9,847
Instructional Supplies and Equipment	1,734,449	494	287
Improvement of Instruction and Educational Media Services	1,314,317	375	589
Student Support Services	4,348,119	1,239	1,120
Administration and Support Services	10,446,813	2,978	1,905
Plant Operation and Maintenance	8,667,897	2,471	1,648
Transportation	4,490,064	1,130	904
Costs of Students Tuitioned Out	5,141,456	N/A	N/A
Other	725,909	207	208
Total	66,877,661	15,897	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,855,303	529	1,393
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,419,596	26.2	33.8
Noncertified Personnel	2,523,902	14.9	14.5
Purchased Services	2,427,009	14.4	5.5
Tuition to Other Schools	3,880,652	23.0	23.4
Special Ed. Transportation	1,673,908	9.9	8.7
Other Expenditures	1,970,753	11.7	14.1
Total Expenditures	16,895,820	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	30.5	29.7
State	57.1	57.5
Federal	7.3	7.5
Tuition & Other	5.1	5.2

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 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	17	*	15	*
Asian	22	71.7	23	72.0
Black or African American	339	52.8	337	46.1
Hispanic or Latino	873	52.6	872	47.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	186	57.8	186	53.8
White	308	69.1	308	62.2
English Learners	475	48.6	475	44.0
Non-English Learners	1275	59.2	1271	53.2
Eligible for Free or Reduced-Price Meals	1505	54.6	1502	49.2
Not Eligible for Free or Reduced-Price Meals	245	66.8	244	60.2
Students with Disabilities	316	41.2	313	35.8
Students without Disabilities	1434	59.7	1433	54.0
High Needs	1561	54.6	1558	49.1
Non-High Needs	189	71.0	188	64.2
District	1750	56.3	1746	50.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	75.0	63.9	66.5	84.6	726	71.5
Curl Up	49.2	67.5	66.5	69.2	726	60.9
Push Up	51.9	52.6	52.4	55.8	726	52.8
Mile Run/PACER	66.3	53.6	45.1	58.7	726	57.0
All Tests - District	26.5	27.8	26.2	36.5	726	28.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

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 2017-18

New London School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	62	75.8
Hispanic or Latino	106	68.9
English Learners	55	65.5
Eligible for Free or Reduced-Price Meals	200	76.0
Students with Disabilities	51	54.9
District	226	75.7
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.7	55	24.1
Male	94.1	71	26.4
Black or African American	93.3	18	15.1
Hispanic or Latino	92.4	45	19.1
White	100.0	47	50.5
English Learners	90.4	16	17.0
Eligible for Free or Reduced-Price Meals	93.8	104	23.1
Students with Disabilities	80.6	*	*
District	94.4	126	25.4
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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.

Copyright © 2018 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	68.4	76.0
Male	58.0	82.3
Black or African American	62.3	76.9
Hispanic or Latino	57.9	72.5
White	74.4	88.9
English Learners	55.6	*
Eligible for Free or Reduced-Price Meals	63.6	77.3
Students with Disabilities	31.4	*
District	63.4	79.5
State	70.9	88.3

⁵College 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.

⁶College 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 2017-18

New London School District

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	56.3	75	37.6	50	75.1	67.6
	High Needs Students	54.6	75	36.4	50	72.7	57.5
Math Performance Index	All Students	50.7	75	33.8	50	67.6	62.7
	High Needs Students	49.1	75	32.7	50	65.4	52.0
ELA Academic Growth	All Students	55.6%	100%	55.6	100	55.6	60.7%
	High Needs Students	55.3%	100%	55.3	100	55.3	55.6%
Math Academic Growth	All Students	56.3%	100%	56.3	100	56.3	61.9%
	High Needs Students	56.1%	100%	56.1	100	56.1	55.4%
Chronic Absenteeism	All Students	16.9%	<=5%	26.3	50	52.5	10.7%
	High Needs Students	17.7%	<=5%	24.5	50	49.1	16.6%
Preparation for CCR	% Taking Courses	38.8%	75%	25.9	50	51.8	74.8%
	% Passing Exams	25.4%	75%	16.9	50	33.8	44.8%
On-track to High School Graduation		78.2%	94%	41.6	50	83.2	87.5%
4-year Graduation All Students (2017 Cohort)		75.7%	94%	80.5	100	80.5	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		80.0%	94%	85.1	100	85.1	81.8%
Postsecondary Entrance (Class of 2017)		63.4%	75%	84.5	100	84.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		70.1% 28.2%	75%	9.4	50	18.8	96.6% 50.1%
Arts Access		31.8%	60%	26.5	50	53.0	51.2%
Accountability Index				784.9	1250	62.8	

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	71.0	54.6	16.4	15.9	
Math Performance Index Gap	64.2	49.1	15.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	80.0%	.	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	98.3
Math	All Students	98.3
	High Needs Students	98.2
Science	All Students	98.7
	High Needs Students	98.6

³Minimum participation standard is 95%.

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: 51.7

State: 51.5

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 2017-18

New London School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2017-18

New London School District

Equitable Allocation of Resources among District Schools