

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



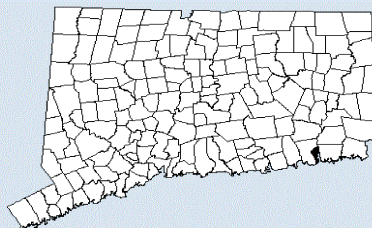
## New London School District

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

### District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	3,115
Per Pupil Expenditures <sup>1</sup>	\$13,353
Total Expenditures <sup>1</sup>	\$50,034,106

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,431	45.9	48.3
Male	1,684	54.1	51.6
American Indian	20	0.6	0.2
Asian	37	1.2	4.6
Black or African American	748	24.0	12.9
Hispanic or Latino	1,557	50.0	21.2
Pacific Islander	8	0.3	0.0
White	529	17.0	58.4
Two or More Races	216	6.9	2.3
English Language Learners	657	21.1	5.7
Eligible for Free or Reduced-Price Meals	2,177	69.9	37.3
Students with Disabilities <sup>1</sup>	571	18.3	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	290	20.6	187	12.9
Male	384	23.4	430	24.9
Black or African American	153	20.8	216	28.5
Hispanic or Latino	333	21.6	297	18.5
White	114	23.1	68	13.0
English Language Learners	140	20.3	133	18.8
Eligible for Free or Reduced-Price Meals	527	22.2	535	21.7
Students with Disabilities	226	37.7	161	24.1
District	674	22.1	617	19.5
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 767**

<sup>2</sup>A 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.

<sup>3</sup>The 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 2013-14

## New London School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	177.2
Paraprofessional Instructional Assistants	14.8
<b>Special Education</b>	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	27.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.3
School Level	16.4
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	12.9
Counselors, Social Workers and School Psychologists	16.4
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	157.6

<sup>1</sup>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 (%)
Asian	6	2.1	1.0
Black or African American	21	7.5	3.5
Hispanic	30	10.7	3.6
Native American	0	0	0.1
White	223	79.6	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	95.1
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	17.0	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	13.2	20	32.3
Hispanic or Latino	7	9.1	17	18.3
White	13	37.1	16	41.0
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	16	12.1	36	23.8
Students with Disabilities	0	0	0	0
District	33	17.9	56	27.3
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	23	38.3
Emotional Disturbance	27	34.2
Intellectual Disability	*	*
Learning Disability	142	79.8
Other Health Impairment	91	62.8
Other Disabilities	*	*
Speech/Language Impairment	68	81.0
District	364	61.1
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## New London School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	65	1.9	1.4
Emotional Disturbance	79	2.3	1.0
Intellectual Disability	30	0.9	0.4
Learning Disability	178	5.2	4.2
Other Health Impairment	147	4.3	2.5
Other Disabilities	34	1.0	1.0
Speech/Language Impairment	113	3.3	1.9
All Disabilities	646	18.8	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	92	14.2	2.8
Private Schools or Other Settings	65	10.0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,637,079	7,378	8,769
Instructional Supplies and Equipment	1,720,923	561	275
Improvement of Instruction and Educational Media Services	1,504,175	490	487
Student Support Services	3,537,354	1,153	965
Administration and Support Services	6,452,282	2,103	1,600
Plant Operation and Maintenance	5,346,280	1,743	1,472
Transportation	3,339,490	931	786
Costs of Students Tuitioned Out	5,105,676	N/A	N/A
Other	390,847	127	178
Total	50,034,106	13,353	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	14,631,830	4,769	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,299,482	29.7	35.6
Noncertified Personnel	1,883,522	13.0	14.5
Purchased Services	1,182,641	8.2	5.0
Tuition to Other Schools	3,956,187	27.4	21.4
Special Ed. Transportation	1,420,218	9.8	8.5
Other Expenditures	1,715,563	11.9	14.9
Total Expenditures	14,457,613	100.0	100.0

PK-12 Expenditures Used for Special Education	28.9	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	28.0	33.5
State	66.1	58.9
Federal	5.5	7.1
Tuition & Other	0.4	0.5

<sup>4</sup>Revenue 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 2013-14

## New London School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	57.7	53.9	59.3	60.7	.	.	.		
Hispanic or Latino	52.7	51.4	57.3	58.3	.	.	.		
English Language Learners	37.0	36.4	39.3	41.5	.	.	.		
Eligible for Free or Reduced-Price Meals	57.6	55.4	61.0	59.5	.	.	.		
Students with Disabilities	25.5	24.2	29.3	28.8	.	.	.		
High Needs	57.6	55.2	61.0	59.0	.	.	.		
District	57.6	55.5	61.0	61.4	.	.	.		

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	44.7	34.6	57.3	48.4	48	49.9	51.5	No	
Hispanic or Latino	33.7	31.4	42.8	47.2	68	48.4	41.9	Yes	
English Language Learners	27.2	20.8	31.1	24.6	25	23.1	32.3		
Eligible for Free or Reduced-Price Meals	45.8	40.9	54.3	46.8	133	48.5	52.9	No	
Students with Disabilities	21.3	17.7	29.7	29.8	31	27.7	28.9	No	
High Needs	45.6	40.8	54.3	46.9	141	48.6	52.9	No	
District	45.9	40.5	54.3	51.4	198	56.5	52.9	Yes	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	59.7	58.8	75.9	94.0	584	67.6
Curl Up	50.2	81.8	89.2	87.0	584	71.2
Push Up	38.1	68.2	72.3	75.0	584	58.0
Mile Run/PACER	51.1	69.4	62.7	62.0	584	59.9
All Tests - District	11.3	35.9	39.8	45.0	584	28.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## New London School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	68	64.7	72.2	No	74.3
Hispanic or Latino	117	59	63.0	No	66.1
English Language Learners	60	65	65.3	No	68.1
Eligible for Free or Reduced-Price Meals	*	*	62.2	Yes	65.4
Students with Disabilities	37	40.5	40.6	No	46.0
District	257	64.2	67.8	No	70.4
State <sup>4</sup>		85.5			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	76.7	23	13.4
Male	57.1	38	17.5
Black or African American	65.2	9	7.8
Hispanic or Latino	64.1	21	12.4
White	70.3	23	31.1
English Language Learners	53.7	6	11.1
Eligible for Free or Reduced-Price Meals	67.5	34	12.0
Students with Disabilities	*	0	0.0
District	65.8	61	15.7
State	72.9		37.6

<sup>5</sup>College 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

<sup>6</sup>Participation 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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	60.4	69.2
Male	51.7	67.9
Black or African American	54.2	70.6
Hispanic or Latino	48.7	61.5
White	71.7	70.4
English Language Learners	56.4	64.3
Eligible for Free or Reduced-Price Meals	56.4	68.5
Students with Disabilities	33.3	*
District	56.1	68.5
State	72.7	88.5

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2013-14

## New London School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

New London Public Schools is committed to creating a regional center for academic excellence through the creation of Connecticut's first and only all-magnet school district. New London Public Schools has also initiated a partnership with the Visiting Nurses Association (VNA), School Based Health, and Child and Family Agencies to investigate the connection between health and attendance. The District's Truancy Review Board is also a collaborative effort with the community partners (Probate Judge, Department of Children and Family, School Based Health) to support families.

Our families are the cornerstones to the District's improvement plan. New London Public Schools, through Project Prevent, will endeavor to train all staff on Trauma-Informed Care and Trauma Informed Schooling. Project Prevent is a federal grant awarded to only 22 school districts in the nation; the Trauma Informed Care training will support the District in building systems that address the impact of trauma on the daily functioning of the children and families in our school system.

New London Public Schools has also committed the District to an expansion of services to support all students, Board Certified Behavior Analysts have been coaching, modeling, and training all staff who work with students with Autism. The District's goal is to equip all staff with strategies to build students' self-regulation skills in order to access the curriculum effectively.

All New London Public Schools are participating in Connecticut's School Personnel Development Grant (SPDG). This partnership with SERC has two goals; building Positive Behavior Intervention Systems (PBIS), and construction processes and procedures for Scientifically Research Based Interventions. Schools are being trained on how to promote high expectations for academic and behaviors. Staff will be receiving training on how to expand their ability to present content in different ways, allow students to differentiate the ways they can express what they know, and maximize engagement that motivates students to learn.

The District is also committed to engaging families in decision-making. Through our School Governance Councils (SGCs), parents and community members work alongside NLPS staff to identify goals and needed resources for the schools. The District, in partnership with Leadership Greater Hartford, have trained SGC members on school-based budgeting, how to recruit, elect and retain members and best practices on SGC membership. Capacity building of these teams is critical for the governance council members to have the ability to make strategic plans that support teaching and student learning and achievement.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

A regional center of educational excellence, New London Public Schools is Connecticut's first and only all-magnet school district. By becoming the state's first all-magnet school district, New London Public Schools will reduce racial, ethnic and economic isolation. Winthrop STEM Elementary Magnet School and the Science and Technology Magnet High School of Southeastern Connecticut have seen an influx of racially, ethnically and economically diverse students. With more than 20 surrounding towns sending students to New London's Magnet Schools, children from southeastern Connecticut are benefitting from their unique learning environments.

New London's magnet pathways provide families with school choice, diverse student bodies, and enrichment opportunities. Each school is delivering a unique instructional model such as inquiry, arts integration or project-based learning. The diverse racial, ethnic, and socioeconomic makeup of all the school create a need for staff to receive training in Culturally Responsive Teaching. This promotes complex problem solving, where critically thinking students use their development assets. The District is committed to building culturally competent schools. This means students feel welcome, are engaged and motivated to learn. Social development is seen as important as academic development.

All Special Education staff members have received training on the Planning and Placement Team Process, Exemplary IEPs, and behavior management skills development. Investment in the NLPS staff affords the District the opportunity to expend programming. Ensuring a continuum of services is critical to meeting the needs of all students. As part of the District's Strategic Operating Plan, New London Public Schools is determined to improve instruction for all students. This goal requires the District to use funding in an equitable manner.

# District Profile and Performance Report for School Year 2013-14

## New London School District

### **Equitable Allocation of Resources among District Schools**

In an effort to support all learners, the District has implemented a student-based budgeting process to ensure that school funding is based on the needs of the students. In addition, students with disabilities are given additional funding to ensure they receive services outlined in their Individual Education Plans. The District has invested significant resources into the training of special education staff to continuously improve District programs. This commitment allows the District to provide a continuum of programmatic options for the varying needs of the students. The overall goal of New London Public Schools is to maximize the amount of money going to the schools to support students. Ideally, at least 75% of the total operating budget supports the schools and programs. District office and principals work collaboratively to ensure appropriate staffing for students with disabilities and English Learners. Weighted funding is attached to students in both the Special Education and English Learner programs, which ensure students have teachers, educational assistants, and tutors to support their ability to learn at New London Public Schools.