

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



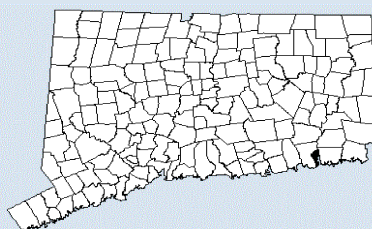
New London School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,381
Per Pupil Expenditures ¹	\$15,134
Total Expenditures ¹	\$59,158,304

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,602	47.4	48.3
Male	1,779	52.6	51.6
American Indian or Alaska Native	22	0.7	0.2
Asian	57	1.7	4.9
Black or African American	689	20.4	12.8
Hispanic or Latino	1,705	50.4	23.0
Pacific Islander	11	0.3	0.0
Two or More Races	270	8.0	2.7
White	627	18.5	55.9
English Learners	795	23.5	6.4
Eligible for Free or Reduced-Price Meals	2,459	72.7	38.0
Students with Disabilities ¹	598	17.7	13.7

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	286	18.0	176	10.8
Male	304	17.2	352	19.4
Black or African American	100	14.6	155	22.2
Hispanic or Latino	331	19.5	280	16.0
White	95	16.0	41	6.8
English Learners	142	17.5	116	14.1
Eligible for Free or Reduced-Price Meals	504	20.4	473	18.7
Students with Disabilities	178	29.4	148	22.3
District	590	17.6	528	15.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 860

Number of school-based arrests: 13

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	197.2
Paraprofessional Instructional Assistants	25.0
Special Education	
Teachers and Instructors	42.4
Paraprofessional Instructional Assistants	33.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.2
School Level	21.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	12.5
Counselors, Social Workers and School Psychologists	18.8
School Nurses	12.5
Other Staff Providing Non-Instructional Services/Support	182.5

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	1.6	1.0
Black or African American	17	5.5	3.5
Hispanic or Latino	30	9.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	2	0.7	0.1
White	253	82.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	96.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.4

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	23.5	22	43.1
Hispanic or Latino	18	23.1	27	30.3
White	28	63.6	40	71.4
English Learners	*	*	6	18.8
Eligible for Free or Reduced-Price Meals	34	27.0	67	42.7
Students with Disabilities	8	22.9	25	50.0
District	65	34.9	105	48.4
State		61.2		73.9

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	28	38.4
Emotional Disturbance	25	32.9
Intellectual Disability	11	32.4
Learning Disability	139	66.2
Other Health Impairment	72	51.4
Other Disabilities	6	26.1
Speech/Language Impairment	57	81.4
District	338	54.0
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	79	2.2
Emotional Disturbance	76	2.2
Intellectual Disability	35	1.0
Learning Disability	210	6.0
Other Health Impairment	142	4.0
Other Disabilities	37	1.1
Speech/Language Impairment	81	2.3
All Disabilities	660	18.8

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	26,444,537	8,267	9,387
Instructional Supplies and Equipment	2,555,111	799	318
Improvement of Instruction and Educational Media Services	1,517,113	474	541
Student Support Services	3,894,964	1,218	1,048
Administration and Support Services	8,955,905	2,800	1,790
Plant Operation and Maintenance	5,873,649	1,836	1,608
Transportation	4,131,761	1,039	845
Costs of Students Tuitioned Out	5,271,038	N/A	N/A
Other	514,226	161	194
Total	59,158,304	15,134	15,762

Additional Expenditures

Land, Buildings, and Debt Service	3,575,844	1,118	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	3,249,506	22.2
Noncertified Personnel	2,226,884	15.2
Purchased Services	2,031,151	13.9
Tuition to Other Schools	4,014,048	27.5
Special Ed. Transportation	1,375,805	9.4
Other Expenditures	1,715,796	11.7
Total Expenditures	14,613,190	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	30.6	30.4
State	59.3	58.8
Federal	6.5	6.8
Tuition & Other	3.6	3.9

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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	17	*	17	*	10	*
Black or African American	327	51.9	327	46.3	137	44.9
Hispanic or Latino	821	52.5	820	46.7	357	43.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	117	60.2	117	53.8	48	56.7
White	242	66.4	243	57.6	100	58.1
English Learners	418	46.3	417	41.3	165	34.3
Non-English Learners	1123	58.7	1124	52.0	497	51.4
Eligible for Free or Reduced-Price Meals	1256	53.4	1255	47.2	528	44.9
Not Eligible for Free or Reduced-Price Meals	285	63.8	286	57.2	134	55.8
Students with Disabilities	305	42.2	304	35.8	141	34.6
Students without Disabilities	1236	58.6	1237	52.3	521	50.5
High Needs	1331	53.1	1330	46.9	569	44.3
Non-High Needs	210	69.8	211	62.7	93	64.4
District	1541	55.4	1541	49.1	662	47.1

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	76.8	87.1	72.9	83.2	574	79.6
Curl Up	45.2	65.9	68.2	67.3	574	58.4
Push Up	39.0	67.4	71.0	60.7	574	55.6
Mile Run/PACER	60.5	62.1	53.3	57.0	574	58.9
All Tests - District	20.6	37.9	44.9	41.1	574	32.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	56	76.8	76.5	Yes	78.7
Hispanic or Latino	89	67.4	69.2	No	72.3
English Learners	44	59.1	71.0	No	73.9
Eligible for Free or Reduced-Price Meals	*	*	68.5	Yes	71.7
Students with Disabilities	48	54.2	51.3	Yes	56.6
District	202	73.8	73.0	Yes	75.6
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	95.0	45	24.9
Male	93.2	44	19.8
Black or African American	94.1	12	11.8
Hispanic or Latino	92.8	24	14.4
White	94.0	40	40.0
English Learners	88.1	*	*
Eligible for Free or Reduced-Price Meals	93.3	42	14.8
Students with Disabilities	*	*	*
District	94.0	89	22.1
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	56.6	75.0
Male	54.2	72.9
Black or African American	46.0	77.1
Hispanic or Latino	58.2	69.8
White	61.8	*
English Learners	60.7	*
Eligible for Free or Reduced-Price Meals	55.3	75.2
Students with Disabilities	28.9	*
District	55.4	74.0
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the 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	55.4	75	36.9	50	73.8	67.7
	High Needs Students	53.1	75	35.4	50	70.8	56.7
Math Performance Index	All Students	49.1	75	32.7	50	65.4	61.4
	High Needs Students	46.9	75	31.3	50	62.6	49.9
Science Performance Index	All Students	47.1	75	31.4	50	62.8	57.5
	High Needs Students	44.3	75	29.5	50	59.1	47.0
ELA Academic Growth	All Students	53.9%	100%	53.9	100	53.9	63.8%
	High Needs Students	53.4%	100%	53.4	100	53.4	58.3%
Math Academic Growth	All Students	49.5%	100%	49.5	100	49.5	65.0%
	High Needs Students	49.7%	100%	49.7	100	49.7	57.4%
Chronic Absenteeism	All Students	17.6%	<=5%	24.8	50	49.6	9.6%
	High Needs Students	19.7%	<=5%	20.5	50	41.1	15.6%
Preparation for CCR	% Taking Courses	42.2%	75%	28.1	50	56.2	67.6%
	% Passing Exams	22.1%	75%	14.7	50	29.4	40.7%
On-track to High School Graduation		59.7%	94%	31.7	50	63.5	85.1%
4-year Graduation All Students (2015 Cohort)		73.8%	94%	78.5	100	78.5	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		69.8%	94%	74.3	100	74.3	78.6%
Postsecondary Entrance (Class of 2015)		55.4%	75%	73.9	100	73.9	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		61.5% 32.9%	75%	5.5	50	11.0	89.2% 50.5%
Arts Access		32.7%	60%	27.3	50	54.5	47.5%
Accountability Index				783.1	1350	58.0	

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	69.8	53.1	16.7	16.5	
Math Performance Index Gap	62.7	46.9	15.8	18.9	
Science Performance Index Gap	64.4	44.3	20.1	17.2	
Graduation Rate Gap	.	69.8%	.	15.3%	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	98.0
	High Needs Students	97.9
Math	All Students	97.7
	High Needs Students	97.5
Science	All Students	95.6
	High Needs Students	95.4

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: 43.8

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools