

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



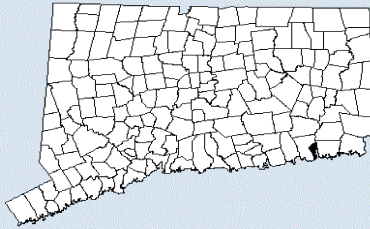
New London School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,555
Per Pupil Expenditures ¹	\$15,461
Total Expenditures ¹	\$67,052,750

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,693	47.6	48.4
Male	1,862	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	45	1.3	5.2
Black or African American	649	18.3	12.8
Hispanic or Latino of any race	1,813	51.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	386	10.9	3.6
White	631	17.7	52.4
English Learners	770	21.7	7.6
Eligible for Free or Reduced-Price Meals	2,906	81.7	42.1
Students with Disabilities ³	631	17.7	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	262	15.7	116	6.5
Male	265	14.6	203	10.3
Black or African American	74	11.5	85	12.4
Hispanic or Latino of any race	326	18.2	175	9.0
White	64	10.5	*	*
English Learners	143	17.5	83	9.7
Eligible for Free or Reduced-Price Meals	470	16.4	284	9.1
Students with Disabilities	122	19.7	91	12.3
District	527	15.1	319	8.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 929

Number of school-based arrests: 23

⁴A 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.

⁵This 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	223.4
Paraprofessional Instructional Assistants	54.0
Special Education	
Teachers and Instructors	39.4
Paraprofessional Instructional Assistants	80.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.4
School Level	22.6
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	23.2
School Nurses	6.8
Other Staff Providing Non-Instructional Services/Support	126.4

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.2	1.1
Black or African American	20	6.1	3.8
Hispanic or Latino of any race	31	9.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	3	0.9	0.1
White	269	82.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.0

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	33	58.9	60	81.1
Hispanic or Latino of any race	78	72.2	82	76.6
White	29	87.9	38	76.0
English Learners	28	60.9	31	66.0
Eligible for Free or Reduced-Price Meals	124	68.1	179	78.9
Students with Disabilities	31	73.8	40	76.9
District	159	70.4	201	78.8
State		74.5		85.2

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	24	28.9
Emotional Disturbance	22	36.1
Intellectual Disability	16	55.2
Learning Disability	160	74.1
Other Health Impairment	97	65.1
Other Disabilities	10	35.7
Speech/Language Impairment	58	90.6
District	387	61.4
State		67.6

³This 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	88	2.5	1.9
Emotional Disturbance	61	1.7	1.1
Intellectual Disability	29	0.8	0.5
Learning Disability	216	6.2	5.5
Other Health Impairment	150	4.3	3.2
Other Disabilities	50	1.4	1.1
Speech/Language Impairment	70	2.0	1.8
All Disabilities	664	18.9	15.0

¹This 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	100	15.1	8.2
Private Schools or Other Settings	51	7.7	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$38,349,470	\$8,842	\$10,545
Support services - students	\$5,395,167	\$1,476	\$1,373
Support services - instruction	\$1,860,101	\$509	\$644
Support services - general administration	\$1,190,430	\$326	\$462
Support services - school based administration	\$5,354,032	\$1,465	\$1,007
Central and other support services	\$1,917,294	\$525	\$671
Operation and maintenance of plant	\$7,111,180	\$1,946	\$1,629
Student transportation services	\$4,644,326	\$1,312	\$1,231
Food services	.	.	\$13
Enterprise operations	\$783,136	\$214	\$157
Minor school construction	\$447,614	\$122	\$65
Total	\$67,052,750	\$15,461	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,527,519	22.1	29.7
Instructional Aide Salaries	\$1,518,215	9.5	9.6
Other Salaries	\$913,935	5.7	10.4
Employee Benefits	\$1,580,952	9.9	13.0
Purchased Services Other Than Transportation	\$1,171,693	7.3	5.5
Special Education Tuition	\$5,554,766	34.8	22.6
Supplies	\$67,319	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,605,963	10.1	8.0
Equipment	\$21,147	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$15,961,510	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	31.1
State	54.8
Federal	8.5
Tuition & Other	5.6

⁴Revenue 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	10	*
Asian	16	*	16	*	9	*
Black or African American	301	52.5	299	46.0	120	46.1
Hispanic or Latino of any race	831	51.1	831	45.4	340	46.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	180	57.5	180	51.9	78	52.1
White	297	69.5	297	63.4	121	65.3
English Learners	495	47.0	495	42.1	187	42.6
Non-English Learners	1,148	59.4	1,146	53.0	491	54.0
Eligible for Free or Reduced-Price Meals	1,388	53.6	1,386	47.6	562	48.5
Not Eligible for Free or Reduced-Price Meals	255	66.7	255	61.1	116	62.1
Students with Disabilities	306	38.9	305	31.7	125	39.3
Students without Disabilities	1,337	59.5	1,336	53.8	553	53.4
High Needs	1,438	53.4	1,436	47.5	581	48.6
Non-High Needs	205	71.2	205	65.4	97	64.2
District	1,643	55.7	1,641	49.7	678	50.8

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	34	32
National Public	34	32	36	36
MATH				
Connecticut	45	39	40	33
National Public	40	33	25	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 performance on NAEP by student group, [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	72.6	70.8	65.1	86.4	931	74.9
Curl Up	56.2	70.8	65.1	84.2	931	69.1
Push Up	54.8	56.5	46.4	64.9	931	56.4
Mile Run/PACER	74.3	54.2	43.8	57.0	931	59.2
All Tests - District	26.4	38.7	34.9	41.2	931	34.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	55	76.4
Hispanic or Latino of any race	134	82.8
English Learners	51	74.5
Eligible for Free or Reduced-Price Meals	243	81.5
Students with Disabilities	45	55.6
District	261	81.6
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.4	51	23.3
Male	92.7	67	25.6
Black or African American	92.3	18	13.8
Hispanic or Latino of any race	93.5	50	23.3
White	96.4	38	45.8
English Learners	88.2	24	25.8
Eligible for Free or Reduced-Price Meals	93.2	83	20.3
Students with Disabilities	80.9	*	*
District	94.0	118	24.5
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	69.8	72.3
Male	49.1	69.2
Black or African American	68.3	81.8
Hispanic or Latino of any race	51.2	56.5
White	67.5	79.3
English Learners	46.0	52.4
Eligible for Free or Reduced-Price Meals	58.2	67.3
Students with Disabilities	30.3	*
District	59.0	70.9
State	71.0	87.8

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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.7	75	37.1	50	74.2	67.7
	High Needs Students	53.4	75	35.6	50	71.2	58.1
Math Performance Index	All Students	49.7	75	33.1	50	66.3	63.1
	High Needs Students	47.5	75	31.6	50	63.3	52.7
Science Performance Index	All Students	50.8	75	33.9	50	67.8	63.8
	High Needs Students	48.6	75	32.4	50	64.8	54.2
ELA Academic Growth	All Students	52.1%	100%	52.1	100	52.1	59.9%
	High Needs Students	51.4%	100%	51.4	100	51.4	55.1%
Math Academic Growth	All Students	49.3%	100%	49.3	100	49.3	62.5%
	High Needs Students	47.7%	100%	47.7	100	47.7	55.2%
Progress Toward English Proficiency	Literacy	52.2%	100%	26.1	50	52.2	60.0%
	Oral	43.6%	100%	21.8	50	43.6	52.1%
Chronic Absenteeism	All Students	15.1%	<=5%	29.8	50	59.5	10.4%
	High Needs Students	16.4%	<=5%	27.1	50	54.3	16.1%
Preparation for CCR	% Taking Courses	74.8%	75%	49.9	50	99.8	80.0%
	% Passing Exams	24.5%	75%	16.4	50	32.7	42.6%
On-track to High School Graduation		80.7%	94%	42.9	50	85.9	88.0%
4-year Graduation All Students (2018 Cohort)		81.6%	94%	86.8	100	86.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		78.8%	94%	83.9	100	83.9	83.3%
Postsecondary Entrance (Class of 2018)		59.0%	75%	78.7	100	78.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.2% 34.8%	75%	23.2	50	46.4	96.4% 52.9%
Arts Access		30.2%	60%	25.1	50	50.3	51.9%
Accountability Index				916.1	1450	63.2	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	71.2	53.4	17.8	15.4	
Math Performance Index Gap	65.4	47.5	17.9	17.6	
Science Performance Index Gap	64.2	48.6	15.6	16.1	
Graduation Rate Gap	90.2%	78.8%	11.4%	11.1%	Y

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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	98.1
Math	All Students	98.0
	High Needs Students	97.7
Science	All Students	97.2
	High Needs Students	96.8

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 44.7

State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Beginning in 2018-2019, New London Public School's new Superintendent, Cynthia Ritchie, guided the development of a new three-year district strategic plan (also termed a District Improvement Plan or DIP) that outline the work of the district. There are four key areas within the DIP: 1) Student Achievement, 2) Climate and Culture, 3) Operations, Systems and Structures, and 4) Engagement and Recognition of Excellence. 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. Efforts to improve special education programs and services for students with disabilities include: engaging in a co-teaching model, expanding the number of minutes that students with disabilities learn together with 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 the area of Universal Design for Learning (UDL) to ensure that instruction is rigorous and varies to 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 adopted an attendance tagline of "Attend Today, Achieve Tomorrow" and has engaged families, the business community and healthcare professionals in an effort to ensure that students are in school everyday. Weekly reports are generated to each school and phone calls and attendance meetings with families are having a positive impact on student attendance within the district. 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, such as an online newsletter, improved social media presence, partnership with community organizations, superintendent community coffee hours and site visits. Additionally, contributions from families and caregivers are requested for both the DIP and the School Improvement Plans (SIP) as well as participating in the Student Achievement Meetings (SAMs) which outline a school's performance and the action steps that will be taken to further improve student performance. The district also welcomed Randi McCray in collaboration with the Community Foundation to seek new and expand existing partnerships that will enhance the lives of all NLPS students and their families. The district also hosts the NLPS Parent University twelve times per year, which offers parents and caregivers the opportunity to learn

Efforts to Reduce Racial, Ethnic and Economic Isolation

NLPS continues its roll-out its all-magnet plan. This plan, designed to create themed programs of study that are highly engaging, embodies 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 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. The Pathways will include a focus on STEM, Arts, Dual Language and International Education. The work designed to increase student awareness of the diversity of individuals and cultures centers on "Courageous Conversations About Race," authored by Glenn Singleton. Following a year-long learning experience, the district, under the supervision of the Superintendent introduced for the first time a 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) advance the work of cultural competencies and culture awareness among all community members, i.e., students, staff, families, business, etc. An Equity Plan will guide the work on race and culture to ensure that all voices are honored as we work to more deeply understand one another as improve the outcomes for our students. A variety of clubs and extracurricular activities are sponsored for students at the secondary level: Multicultural Club, the Key Club, the Athletic Leadership Group, Dance Team, etc. Additional opportunities for student engagement that results in reducing isolation and engaging students in meaningful learning are made available through partners such as Hearing Youth Voices, Writer's Block Ink, and the New London Youth Group. The district's HR focuses on the recruitment, engagement, and retention of highly qualified candidates. There are intentional strategies being implemented to reduce racial isolation of staff to ensure that students experience increases in the representation of Administrators of color.

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Equitable Allocation of Resources among District Schools

Under the direction of the new superintendent, New London Public Schools will be moving forward with a new budgeting model. In the past, each school leader managed his/her pathway's entire budget including spending for maintenance and facilities. Moving forward starting in the 2019-2020 school year, the budgetary process will be centralized. This new model will afford watchful eyes on spending, coherence to the district's new identified improvement goals, and efficiencies through buying in bulk instead of multiple mini purchases decided by school leaders. The superintendent worked throughout the fall and winter to reorganize the way grant monies were allocated. She noticed there were 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 by the state department and all schools are now building programs and receiving instructional supplies in equitable structures. New procedures are now in place to be sure all grant applications are managed by the Executive