

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



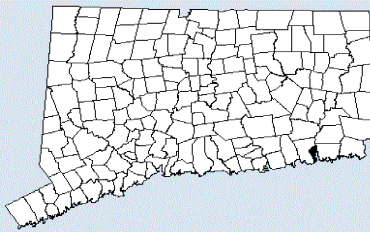
New London School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,922
Per Pupil Expenditures ¹	\$22,725
Total Expenditures ¹	\$79,106,589

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	1,505	51.5	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	16	0.5	0.2
Asian	31	1.1	5.2
Black or African American	499	17.1	12.5
Hispanic or Latino of any race	1,711	58.6	31.1
Native Hawaiian or Other Pacific Islander	7	0.2	0.1
Two or More Races	320	11.0	4.7
White	338	11.6	46.2
English Learners/Multilingual Learners	928	31.8	10.5
Eligible for Free or Reduced-Price Meals	2,496	85.4	44.0
Students with Disabilities ³	607	20.8	17.9

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	364	25.5	124	8.1
Male	397	26.0	129	7.7
Non-Binary	0	*	0	*
Black or African American	91	17.9	51	9.3
Hispanic or Latino of any race	482	27.7	147	7.8
White	81	24.7	*	*
English Learners/Multilingual Learners	258	25.7	75	7.1
Eligible for Free or Reduced-Price Meals	708	27.5	246	8.9
Students with Disabilities	219	33.6	80	10.6
District	761	25.7	253	7.9
State		17.7		7.0

Number of students qualified as truant under state statute: 917

Number of school-based arrests: 7

⁴ A 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.

⁵ This 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	236.7
Paraprofessional Instructional Assistants	34.0
Special Education	
Teachers and Instructors	54.0
Paraprofessional Instructional Assistants	109.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	15.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	12.3
Counselors, Social Workers and School Psychologists	27.9
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	224.0

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.4	1.4
Black or African American	24	6.5	4.8
Hispanic or Latino of any race	34	9.2	5.1
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	7	1.9	0.3
White	298	80.8	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.3	13.3

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	32	88.9	35	87.5
Hispanic or Latino of any race	108	85.0	122	91.7
White	20	90.9	25	100.0
English Learners/Multilingual Learners	51	73.9	57	87.7
Eligible for Free or Reduced-Price Meals	154	86.5	190	93.1
Students with Disabilities	32	88.9	63	95.5
District	176	87.1	208	92.9
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	30	28.3
Emotional Disability	16	38.1
Intellectual Disability	9	31.0
Learning Disability	139	64.4
Other Health Impairment	93	65.0
Other Disabilities	0	0
Speech/Language Impairment	42	87.5
District	329	54.8
State		66.8

³ This 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	114	3.7	2.6
Emotional Disability	43	1.4	1.1
Intellectual Disability	30	1.0	0.6
Learning Disability	216	7.0	6.4
Other Health Impairment	145	4.7	3.5
Other Disabilities	42	1.4	1.2
Speech/Language Impairment	58	1.9	2.0
All Disabilities	648	20.9	17.3

¹ This 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	109	16.8	8.0
Private Schools or Other Settings	37	5.7	4.6

² This 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 Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$41,415,055	\$11,897	\$12,942
Support services - students	\$7,999,949	\$2,743	\$1,724
Support services - instruction	\$4,480,867	\$1,536	\$905
Support services - general administration	\$2,730,559	\$936	\$520
Support services - school based administration	\$4,144,373	\$1,421	\$1,207
Central and other support services	\$2,808,654	\$963	\$771
Operation and maintenance of plant	\$9,398,667	\$3,222	\$2,101
Student transportation services	\$5,241,975	\$2,005	\$1,582
Food services	.	.	\$8
Enterprise operations	\$886,490	\$304	\$213
Total	\$79,106,589	\$22,725	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,665,744	22.9	27.6
Instructional Aide Salaries	\$1,788,658	8.8	10.2
Other Salaries	\$2,677,801	13.1	10.5
Employee Benefits	\$2,434,705	11.9	13.2
Purchased Services Other Than Transportation	\$1,060,346	5.2	6.4
Special Education Tuition	\$5,783,050	28.3	22.2
Supplies	\$101,445	0.5	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,828,389	9.0	8.4
Equipment	\$64,375	0.3	0.3
All Other Expenditures	.	.	0.1
Total	\$20,404,513	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.8	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	27.9
State	51.2
Federal	17.7
Tuition & Other	3.2

⁴ Revenue 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	*	*	*	*	*	*
Asian	21	64.7	21	57.4	10	*
Black or African American	227	48.1	227	41.2	95	44.3
Hispanic or Latino of any race	764	42.9	756	37.8	337	43.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	162	53.0	159	45.9	52	51.3
White	160	63.9	160	56.5	67	60.2
English Learners/Multilingual Learners	436	37.5	430	34.7	189	39.1
Non-English Learners/Non-Multilingual Learners	912	52.8	907	45.3	377	49.7
Eligible for Free or Reduced-Price Meals	1,182	45.6	1,171	39.8	506	44.8
Not Eligible for Free or Reduced-Price Meals	166	63.8	166	56.7	60	57.7
Students with Disabilities	292	34.6	289	27.7	120	32.0
Students without Disabilities	1,056	51.5	1,048	45.8	446	50.0
High Needs	1,216	45.6	1,205	39.8	519	44.7
Non-High Needs	132	68.4	132	61.2	47	62.7
District	1,348	47.9	1,337	41.9	566	46.1

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.9	53.8	64.0	75.9	901	71.9
Curl Up	78.4	82.6	74.2	80.6	906	79.0
Push Up	71.2	63.9	43.4	58.0	900	60.1
Mile Run/PACER	64.4	30.4	23.4	49.6	911	44.3
All Tests - District	41.7	19.3	12.4	31.8	877	27.9
All Tests - State	53.6	48.4	44.6	42.3		47.2

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

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	39	79.5
Hispanic or Latino of any race	132	63.6
White	22	63.6
English Learners/Multilingual Learners	52	59.6
Eligible for Free or Reduced-Price Meals	207	67.6
Students with Disabilities	58	46.6
District	231	68.8
State		88.4

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

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	48	26.4
Male	32	13.2
Non-Binary	0	*
Black or African American	20	26.3
Hispanic or Latino	33	12.7
White	16	34.0
English Learners/ Multilingual Learners	8	6.0
Eligible for Free or Reduced-Price Meals	65	17.0
Students with Disabilities	*	*
District	80	18.8
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	51.4	73.0
Male	37.2	65.1
Non-Binary	N/A	*
Black or African American	*	71.9
Hispanic or Latino of any race	35.6	60.4
White	*	*
English Learners/ Multilingual Learners	16.7	*
Eligible for Free or Reduced-Price Meals	39.9	67.0
Students with Disabilities	23.3	*
District	43.5	69.8
State	68.4	87.2

⁵ 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.

⁶ 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

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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	47.9	75	31.9	50	63.8	63.9
	High Needs Students	45.6	75	30.4	50	60.9	54.1
Math Performance Index	All Students	41.9	75	27.9	50	55.9	60.2
	High Needs Students	39.8	75	26.5	50	53.0	49.5
Science Performance Index	All Students	46.1	75	30.8	50	61.5	61.8
	High Needs Students	44.7	75	29.8	50	59.5	51.4
ELA Academic Growth	All Students	53.8%	100%	53.8	100	53.8	58.7%
	High Needs Students	53.1%	100%	53.1	100	53.1	54.2%
Math Academic Growth	All Students	53.8%	100%	53.8	100	53.8	61.4%
	High Needs Students	52.1%	100%	52.1	100	52.1	55.1%
Progress Toward English Proficiency	Literacy	54.8%	100%	27.4	50	54.8	58.9%
	Oral	47.6%	100%	23.8	50	47.6	55.2%
Chronic Absenteeism	All Students	25.7%	<=5%	8.5	50	17.0	17.7%
	High Needs Students	27.3%	<=5%	5.4	50	10.8	25.5%
Preparation for CCR	% Taking Courses	90.1%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	18.8%	75%	12.5	50	25.0	44.3%
On-track to High School Graduation		66.4%	94%	35.3	50	70.7	84.5%
4-year Graduation All Students (2023 Cohort)		68.8%	94%	73.2	100	73.2	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		84.3%	94%	89.7	100	89.7	86.6%
Postsecondary Entrance (Class of 2023)		43.5%	75%	58.0	100	58.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		98.0% 27.9%	75%	18.6	50	37.2	93.6% 47.2%
Arts Access		55.7%	60%	46.4	50	92.8	55.0%
Accountability Index				838.9	1450	57.9	

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	68.4	45.6	22.8	16.9	
Math Performance Index Gap	61.2	39.8	21.5	18.2	
Science Performance Index Gap	62.7	44.7	18.0	17.9	
Graduation Rate Gap	94.0%	84.3%	9.7%	9.9%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	97.9
	High Needs Students	97.7
Math	All Students	97.3
	High Needs Students	97.1
Science	All Students	96.0
	High Needs Students	95.8

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: 40.8 State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

New London Public Schools' work is grounded in its comprehensive Strategic Plan that outlines the work of the district, focusing on uniting all in excellence, supporting turn-a-round efforts and continuous improvements. The five key areas within the DIP are: 1) Student Achievement; 2) Climate and Culture; 3.) Engagement and Empowerment; 4.) Operations, Systems and Structures; and 4) Recruitment, Retainment and Recognition of Excellence. The plan is anchored to theories of action that are crafted as if/then statements that further define the expected outcomes, aligning to areas of accountability for all staff.

The district continues to develop high-quality curriculum in all areas. As curriculum is developed, key components of high-quality, differentiated instruction are also publicized. Section two of the DIP focuses on climate and culture. Specific, actionable, and measurable goals are outlined to support students' healthy development of social-emotional skills within a positive school climate. Additionally, efforts to improve special education programming for students with disabilities include engaging in a co-teaching model, expanding times students with disabilities learn together alongside their non-disabled peers, integrating adaptive learning technology, and providing programming and wrap-around services for students in need of additional support. The system has also increased the number of staff to meet the needs of students with disabilities and our large population of MLL students. Staff continue to receive training in cultural competencies, academic content, and pedagogy to ensure that instruction is rigorous and varied. We believe all students can and will succeed.

The district's chronic absenteeism dashboard enables staff to monitor the day-to-day changes and enhance each school's ability to connect with students and families before students become truant. The district has engaged families, community partners and healthcare professionals to ensure students are in school every day. Attendance meetings with families have a positive impact on student attendance. NLPS staff conduct home visits to further offer support to students and families who are chronically absent. Additionally, NLPS reviews programming to ensure that educational opportunities provided to students are highly engaging; thus, reducing absenteeism.

Engaging families as partners to co-develop student learning continues to be a high priority for the district. The district has launched an innovative multi-year, multi-aged, year-round program option for families in our elementary schools and this has fostered strong home-school connections. It has also designed, built and opened a Preschool Center and a new Welcome Center whereby we are able to form strong relationships starting at the registration process.

We are simultaneously working to communicate in a variety of ways. These include videos, cartoons, radio ads, online newsletters, social media presence, two-way partnerships with community organizations, superintendent coffee hours, Birth-8 Community Gatherings, multicultural community events, and LEAP Home Visits. Our district is also home to strong magnet programs (Visual and Performing Arts, STEM, and International Education) that bring our students, families, community, and constituents together to celebrate students' talents and varied achievements.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NLPS continues to make progress on becoming an all-magnet school district. This plan, designed to create theme-based 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 a choice within the three themed magnet pathways, as well as students who enroll from surrounding municipalities. The unique learning opportunities offered through specialized academic programs are designed to provide access based on preference and interest, thus reducing isolation. NLPS pathways welcome all and focus on STEM, Visual and Performing Arts, and International Education programming.

Work designed to increase student awareness of diversity centers on "Courageous Conversations About Race," by Glenn Singleton. Staff continue to be engaged in this work, monthly, throughout the year. The district introduced new courses, entitled "Ethnic Studies" and "Latin X Language and Culture", to respond to the request of students regarding the need for culturally engaging courses at the high school level. The District Equity Leadership Team (DELT) and a DELTa (advisory team) advance the work of cultural competencies and culture awareness among all staff, students, families, business, etc. An Equity Plan guides the work on race, implicit bias, and culture to ensure all voices are honored as we work to understand one another more deeply and improve the outcomes for our students. A variety of extracurricular activities are sponsored for students at the secondary level: Multicultural Club, Key Club, Athletic Leadership Group, Dance Team, Latinos in Action, etc. Additional opportunities for student engagement are made available through partners such as More Than Words and the New London Parks and Rec. The district's Human Resource department focuses on the recruitment, engagement, and retention of highly qualified, diverse candidates. There are intentional strategies being implemented to reduce racial isolation of staff to ensure that students experience increases in the representation of staff of color. A committee of Staff Diversity and Excellence is currently active.

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Equitable Allocation of Resources among District Schools

Under the direction of the Superintendent, NLPS continues to move forward with a department-based budgeting model. In the past, each school leader managed his/her pathway's entire budget including spending for maintenance and facilities. Starting in the 2022-2023 school year, the budgetary process was and continues to be centralized. This model affords watchful eyes on spending, coherence to the district's identified improvement goals, and efficiencies through buying in bulk instead of multiple mini purchases of supplies. Grant monies are reviewed through a team approach, to ensure equity and alignment to staffing, resources and supply needs.

NLPS was home to 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 magnets did not have equal funding streams to provide equity for all. Re-allocations have been approved and now all schools have common programs and receive instructional supplies in equitable structures. New procedures continue to be in place to be sure all grant applications are managed by a team and finalized by our C.F.O. and Director of Business Services.