

Annual Performance Report on Connecticut's State Performance Plan



New London School District

2007-2008 School Year
Publication Date: April 2009

IDEA Determination based on 2007-2008 data:

Meets Requirements

(Indicators 9, 10, 11, 12, 13, 15 and 20 contributed to the determination decision.)

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan (SPP) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes Connecticut's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that states report annually to the public on the performance of each local education agency (LEA) compared to targets in the SPP (616 (a)(1)(C)(i) and 300.600 (a)).

SPP Indicator	District 2007-08 Data	Statewide Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
1. Increase Graduation Rate with a Standard High School Diploma	66.7%	72.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Decrease High School Dropout Rate	N < 10	5.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. Improve Participation and Performance on Statewide Assessments						
A. Met Adequate Yearly Progress for Students w/ Disabilities	Not Achieved					
B. Participation Rate						
Connecticut Mastery Test	Reading 95.8%		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Math 97.9%	97.0%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
CT Academic Performance Test	Reading N < 40		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Math N < 40		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
C. Proficiency Rate - Adjusted AYP Calculation						
Connecticut Mastery Test	Reading 18.2%	79.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Math 26.4%	82.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
CT Academic Performance Test	Reading N < 40	81.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Math N < 40	80.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4. Decrease 10+ Days Out-of-School (OSS) Suspension and Expulsion Rate	3.9%	1.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Increase Placement and Time with Nondisabled Peers (TWNDP)						
A. Increase Regular Class Placement	59.6%	67.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Decrease Separate Class Placement	13.3%	8.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
C. Decrease Placements in Separate Schools, Residential or Other Settings	5.8%	5.6%	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>

SPP Indicator	District 2007-08 Data	Statewide Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
6. Increase Time in Early Childhood Educational Environments						
A. Increase Regular Early Childhood (80-100%) Placement	77.9%		Targets to be identified in February 2010			
B. Decrease Segregated Placements	11.8%					
7. Measuring Child Progress (Early Childhood Outcomes - ECO)						
A. Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.						
Positive Social-Emotional Skills	76.5%		Targets to be identified in February 2010			
Acquisition and Use of Knowledge and Skills	100.0%					
Use of Appropriate Behaviors to Meet Needs	45.0%					
B. The percent of preschool children who were functioning within age expectations by the time they exited the program						
Positive Social-Emotional Skills	47.8%		Targets to be identified in February 2010			
Acquisition and Use of Knowledge and Skills	43.5%					
Use of Appropriate Behaviors to Meet Needs	21.7%					
8. Increase School Facilitation of Parent Involvement to Improve Student Outcomes						
Survey data reported on SDE website: Special Education Publications						
9. Eliminate Disproportionate Representation as a Result of Inappropriate Identification						
	0	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification						
	0	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
11. Determine Eligibility in Accordance with State Established Timelines						
	94.1%	100%*	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Transition: IEPs by Age 3						
	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop Goals and Transition Services						
	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Increase Postsecondary Employment and Education						
Survey data reported on SDE website: Special Education Publications						
15. General Supervision: Noncompliance corrected within 1 year						
	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
20. Timely and Accurate Reporting						
	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>

* Indicates IDEA Compliance Indicator

For questions regarding this District's APR contact: Christine Carver at 860-447-6010

For a complete copy of the Connecticut SPP and a detailed explanation of IDEA Determinations process go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626q=322094>