

**STRATEGIC SCHOOL PROFILE 2007-08****Ledyard School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New London	Per Capita Income in 2000: \$24,953
Town Population in 2000: 14,687	Percent of Adults without a High School Diploma in 2000*: 8.5%
1990-2000 Population Growth: -1.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 93.9%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 2,871  
5-Year Enrollment Change -5.3%

**DISTRICT GRADE RANGE**

Grade Range PK-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	325	11.3	10.5	28.7
K-12 Students Who Are Not Fluent in English	40	1.4	2.4	5.4
Students Identified as Gifted and/or Talented*	47	1.6	4.5	4.0
PK-12 Students Receiving Special Education Services in District	349	12.2	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	128	82.6	84.1	79.2
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	68	17.8	22.2	20.2

\*100.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	115	4.0
Asian American	144	5.0
Black	157	5.5
Hispanic	160	5.6
White	2,295	79.9
Total Minority	576	20.1

**Percent of Minority Professional Staff:** 2.7%

**Non-English Home Language:** 2.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Ledyard Public Schools continues to be dedicated and diligent in its efforts to reduce racial, ethnic, and economic isolation. As seen in the individual School Profiles, Ledyard Public Schools provided over twenty opportunities to reduce racial, ethnic and economic isolation. Many more opportunities are subtle as they are imbedded into the curriculum through district-wide revision but these changes will make a great difference. For instance, the district Instructional Council asked school department chairs and leaders to revisit the choice literature to meet the needs of our diverse student body. This will be an ongoing curriculum conversation in the next several years. District teachers routinely offer and make improvements to instructional lessons that broaden the cultural horizons of our students. Our award winning music program is yet another example of a program that routinely celebrates diversity through multi-cultural music expression. Concerts continue to include work that celebrates diversity in an effort to teach our student body and bring together our community.

During the 2007-08 academic year, Ledyard High School, the Mashantucket Tribal Nation, and New London High School formed a youth leadership coalition Beyond Words. Students are being trained as youth leaders to train their peers to better understand diversity and to provide positive communication strategies for students. Participation is supported by the Superintendents of Schools in New London and Ledyard and the Mashantucket Pequot Tribal leadership. Ledyard High School and New London administration and teachers will continue their work to reach out to a diverse student body.

In the last few years district and building administrators have worked closely with Mashantucket Pequot Tribal leaders to improve the student achievement of all students. These efforts include training of Mashantucket pre-school staff regarding the use of phonics and phonemic awareness through the purchase of the Wright Skills program.

Ledyard Public Schools, through the Ledyard Agri-Science Program, provides a quality education to 230 students from neighboring urban, suburban, and rural towns who come to our high school; this integration provides a more diverse student community that benefits the entire town. This program continues to make improvements to draw students from our neighboring towns, and this year it will focus on curriculum revision and focus.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	61.7	52.0	52.1
Writing	71.1	63.4	49.1
Mathematics	71.6	60.0	63.8
Grade 4 Reading	65.2	55.9	57.0
Writing	71.3	62.9	53.5
Mathematics	67.8	60.3	51.6
Grade 5 Reading	72.5	62.2	53.1
Writing	73.0	64.5	53.7
Mathematics	72.1	65.9	50.0
Science	70.9	54.9	63.0
Grade 6 Reading	78.6	66.3	66.1
Writing	64.7	61.9	42.3
Mathematics	82.7	66.4	73.8
Grade 7 Reading	81.7	71.1	52.9
Writing	65.3	62.0	44.5
Mathematics	74.9	63.0	60.0
Grade 8 Reading	71.5	64.8	48.4
Writing	76.7	63.4	61.6
Mathematics	75.3	60.8	61.0
Science	74.7	58.6	57.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	39.1	45.5	33.1
Writing Across the Disciplines	62.4	57.9	42.3
Mathematics	53.1	50.1	43.8
Science	52.5	46.3	49.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	38.0	36.1	48.1

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.4	77.6	
Average Score	Mathematics	524	504	68.5
	Critical Reading	523	502	70.0
	Writing	518	503	66.9

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	94.7	92.6	38.5
Cumulative Four-Year Dropout Rate for Class of 2007	4.6	6.2	33.1
2006-07 Annual Dropout Rate for Grade 9 through 12	1.2	1.7	43.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.6	83.4
% Employed (Civilian Employment and in Armed Services)	13.4	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	186.14
Paraprofessional Instructional Assistants	29.02
Special Education	
Teachers and Instructors	26.80
Paraprofessional Instructional Assistants	42.19
Library/Media Specialists and Assistants	8.96
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	13.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	14.40
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	99.41

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.6	14.1	13.6
% with Master's Degree or Above	81.7	74.9	75.6

Average Class Size	District	DRG	State
Grade K	16.1	17.4	18.1
Grade 2	20.1	19.1	19.3
Grade 5	18.5	20.6	20.9
Grade 7	18.2	21.0	20.5
High School	19.2	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	987	987
Middle School	1,027	1,023	1,017
High School	981	1,001	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.0	3.7	3.4
Middle School	1.9	3.0	2.7
High School	2.8	3.1	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,076	\$6,542	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$661	\$227	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$496	\$170	\$443	\$364	\$429
Student Support Services	\$1,822	\$625	\$764	\$705	\$761
Administration and Support Services	\$3,891	\$1,334	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$2,684	\$921	\$1,329	\$1,202	\$1,322
Transportation	\$2,043	\$708	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,356	N/A	N/A	N/A	N/A
Other	\$422	\$145	\$147	\$139	\$145
<b>Total</b>	<b>\$32,452</b>	<b>\$10,945</b>	<b>\$12,203</b>	<b>\$11,370</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,628	\$558	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$7,546,620
Percent of Total PK-12 Expenditures Used for Special Education	22.9%

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	57.5	36.5	2.0	4.0
Excluding School Construction	58.4	36.5	0.9	4.2

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of Ledyard Public Schools that each school receives comparable resources within the district's financial limitations and needs. Each year, principals and central office administrators meet to review budgetary needs at each building and district wide. Building administrators and central office administrators work together to develop a budget reflective of each school's needs. Issues such as enrollment, curriculum initiatives, including the purchasing of materials and textbooks and student/teacher ratio, drive budgetary decisions.

During the budget process, which begins in October, principals meet with their staff to determine needs. Those needs are brought to the central office where they are reviewed, prioritized, and brought before the Board of Education Finance Committee. The Board of Education and the Superintendent hold several public forums allowing public input from the community and the parents. The forums ensure that the public understands the needs of the school district and ensure an equitable distribution of resources. As a result of the budget review process in spring 2007, per pupil expenditures at each school were reviewed and adjusted to ensure equitable allocation of resources

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	304
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.3%

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Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	36	1.3	0.8	0.7
Learning Disability	86	3.2	3.3	4.0
Intellectual Disability	6	0.2	0.4	0.5
Emotional Disturbance	29	1.1	0.9	1.0
Speech Impairment	40	1.5	2.5	2.4
Other Health Impairment*	72	2.7	2.2	2.1
Other Disabilities**	35	1.3	0.8	0.9
Total	304	11.3	10.9	11.5

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	88.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.6	2.8

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	24.2	20.4	72.4	62.1
	Writing	22.2	19.3	70.1	63.0
	Mathematics	32.0	22.6	74.3	62.7
	Science	42.2	22.2	72.7	56.8
CAPT	Reading Across the Disciplines	3.2	11.4	39.1	45.5
	Writing Across the Disciplines	6.3	16.3	62.4	57.9
	Mathematics	9.4	14.7	53.1	50.1
	Science	9.4	14.4	52.5	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	27.9
	% With Accommodations	72.1
CAPT	% Without Accommodations	-3.1
	% With Accommodations	100.0
% Assessed Using Skills Checklist		14.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	4	1.3
Private Schools or Other Settings	22	7.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	213	70.1	73.4	71.6
40.1 to 79.0 Percent of Time	61	20.1	16.6	16.6
0.0 to 40.0 Percent of Time	30	9.9	10.0	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

There was a concentrated effort in grades Pre-K to grade 8 to improve student reading outcomes and our reading practices. Each grade level has common formative assessments to inform and guide instructional practices. These assessments and student work are discussed during ongoing grade-level meetings and during professional development sessions. The district has a strong early intervention model including K Academy, Grade 1 Academy and a grant-funded pre-school program. Students who are at-risk in kindergarten are provided a full day experience until they meet district benchmarks. Grade 1 Academy provides a second literacy block in the afternoon for our most at-risk students. The K Academy was recognized by the Connecticut Reading Association as being very successful in bringing students to benchmark.

In special education, the district personnel are focused on increased inclusion for students while providing professional development for teachers regarding content differentiation. Additionally, each new staff member in grades 4-12 is required to be CRISS (Creating Independent Student-owned Strategies) trained in order to provide a differentiated instructional experience for all students.

Parent communication is a focus for the Board of Education and the district. In an effort to increase parent involvement, teachers and administrators provide informational sessions through the PTO and other venues. Parents participate in Science Night, Music Boosters, Athletic Boosters, Agri-Science Boosters, and through volunteerism in the district.

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