

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

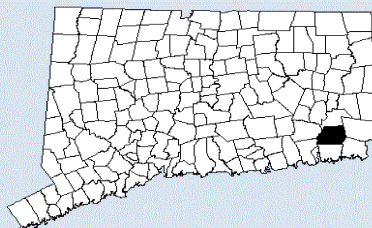


## Ledyard School District

Mr. Jason Hartling, Superintendent • 860-464-9255 • ledyard.net

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,426
Per Pupil Expenditures <sup>1</sup>	\$14,644
Total Expenditures <sup>1</sup>	\$37,502,949

<sup>1</sup> Expenditure data reflect the 2018-19 school year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](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, 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,249	51.5	51.6
American Indian or Alaska Native	71	2.9	0.3
Asian	86	3.5	5.2
Black or African American	118	4.9	12.7
Hispanic or Latino of any race	263	10.8	26.9
Native Hawaiian or Other Pacific Islander	10	0.4	0.1
Two or More Races	119	4.9	3.8
White	1,759	72.5	51.1
English Learners	34	1.4	8.3
Eligible for Free or Reduced-Price Meals	634	26.1	43.3
Students with Disabilities <sup>3</sup>	462	19.0	16.0

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	126	10.9	23	1.9
Male	118	10.0	51	4.0
Black or African American	13	10.4	*	*
Hispanic or Latino of any race	33	12.7	9	3.2
White	163	9.7	46	2.6
English Learners	6	16.2	0	0.0
Eligible for Free or Reduced-Price Meals	108	15.3	37	4.9
Students with Disabilities	63	14.2	22	4.3
District	244	10.4	74	2.9
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 111**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Ledyard School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	142.2
Paraprofessional Instructional Assistants	19.4
<b>Special Education</b>	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	55.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	11.5
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.2
Instructional Specialists Who Support Teachers	10.8
Counselors, Social Workers and School Psychologists	14.3
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	117.2

<sup>1</sup> 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.4	1.2
Black or African American	1	0.5	4.0
Hispanic or Latino of any race	4	1.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	206	96.3	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	40.0	8	*
Hispanic or Latino of any race	9	42.9	16	80.0
White	73	65.2	115	81.6
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	23	50.0	43	74.1
Students with Disabilities	17	44.7	30	62.5
District	95	57.2	152	78.8
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	39	45.9
Emotional Disturbance	13	43.3
Intellectual Disability	0	0
Learning Disability	78	63.9
Other Health Impairment	67	69.1
Other Disabilities	7	33.3
Speech/Language Impairment	39	83.0
District	243	59.4
State		67.8

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Ledyard School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	88	3.7	2.0
Emotional Disturbance	30	1.3	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	122	5.2	5.7
Other Health Impairment	99	4.2	3.3
Other Disabilities	29	1.2	1.1
Speech/Language Impairment	57	2.4	1.8
All Disabilities	432	18.4	15.6

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	19	4.4	8.2
Private Schools or Other Settings	11	2.5	5.0

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$23,377,252	\$9,128	\$10,923
Support services - students	\$2,486,508	\$1,029	\$1,277
Support services - instruction	\$1,245,883	\$515	\$682
Support services - general administration	\$1,491,502	\$617	\$467
Support services - school based administration	\$2,114,318	\$875	\$1,021
Central and other support services	\$990,728	\$410	\$679
Operation and maintenance of plant	\$3,065,317	\$1,268	\$1,718
Student transportation services	\$2,357,513	\$870	\$1,288
Food services	.	.	\$12
Enterprise operations	\$371,668	\$154	\$163
Minor school construction	\$2,260	\$1	\$59
Total	\$37,502,949	\$14,644	\$17,629

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,488,511	37.0	28.5
Instructional Aide Salaries	\$1,245,293	13.2	10.1
Other Salaries	\$731,099	7.8	11.1
Employee Benefits	\$776,519	8.2	13.0
Purchased Services Other Than Transportation	\$545,503	5.8	5.7
Special Education Tuition	\$1,630,779	17.3	22.5
Supplies	\$129,080	1.4	0.6
Property Services	\$11,081	0.1	0.3
Purchased Services For Transportation	\$846,838	9.0	8.0
Equipment	\$26,921	0.3	0.2
All Other Expenditures	\$1,563	0.0	0.1
Total	\$9,433,187	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.2	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	57.8
State	36.4
Federal	2.2
Tuition & Other	3.6

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Ledyard School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Ledyard School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	20	95.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	75	88.0
Students with Disabilities	37	75.7
District	198	92.4
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	75.8	90.4
Male	53.3	82.5
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	71.8	88.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	47.0	78.4
Students with Disabilities	25.0	*
District	64.9	86.9
State	71.5	87.5

<sup>3</sup> 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.

<sup>4</sup> 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

# District Profile and Performance Report for School Year 2019-20

## Ledyard School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	55.3%	100%	60.4%
	Oral	45.7%	100%	57.6%
Chronic Absenteeism	All Students	10.4%	<=5%	12.2%
	High Needs Students	15.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	68.8%	75%	80.4%
On-track to High School Graduation		95.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		64.8%	75%	71.5%
Arts Access		42.7%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	93.3%	0.7%	10.9%	N

<sup>1</sup> If 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.

<sup>2</sup> If 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Ledyard School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

School improvement plans and professional development activities are aligned to the Board of Education's vision, theories of action, and strategic plan. Ledyard has improved special education programming and addressed the goal of developing strong connections and positive relationships supportive of student social-emotional needs through the continued partnership with Effective School Solutions, providing an in-district clinical program to support high school students. Additionally, a PK-22 continuum of services has been developed in order to effectively individualize the needs of all students with disabilities. Students with a variety of strengths and challenges are provided with instruction through highly trained special education and related services professionals. Ledyard supports students with special needs ages 18-22 in our Transition Academy; a support group for parents of children with Autism Spectrum Disorder was developed as well as transition workshops for parents of students grades 6-12+ to support post-secondary transition. Additionally, Ledyard has fully implemented Positive Behavioral Interventions and Supports (PBIS) district-wide.

Ledyard continues the development of shared leadership and has teacher leaders acting as PBIS coaches, grade level facilitators, Instructional Leaders, and TEAM mentors and paper reviewers. The PDEC has focused on the professional learning standard of learning communities and has developed protocols to support grade level and content area teacher leaders with data team processes. Professional learning has been provided to support teachers with implementation of Reading Workshop in grades K-5. Teachers in grades 3-5 are preparing to implement Bridges in Mathematics. They have viewed training modules and professional learning will be provided throughout the upcoming school year.

Common assessments are administered and analyzed to shape instruction. Development of a common elementary schedule district-wide includes continued refinement of an intervention/enrichment period in grades K-5. Student progress is assessed via the Measures of Academic Progress (MAP) K-8, Smarter Balanced Interim Assessment Blocks (IABs), and PSATs. To provide a comprehensive academic and enrichment program that embeds opportunities to develop 21st Century Skills, curriculum revisions in social studies aligned to the CT Framework and in science aligned to NGSS have been implemented. Efforts to transition to a 1:1 device district continue, with 10 grade levels fully 1:1. G Suite supports this 1:1 effort and the use of Google Classroom assists in communication with students and parents.

Ledyard also provides parents information in a timely manner regarding their child's academic performance. In grades 6-12, parents can access their student's grades on the web as they are posted by the teachers in PowerSchool. Parents also participate through volunteerism in the district and serve on a variety of committees. The district routinely uses the automated phone system to communicate with parents regarding a variety of school/student issues, including absenteeism and truancy. Parents are invited to SRBI intervention meetings if students are having academic or attendance issues. The Board of Education continues to seek avenues to partner with parents to ensure that students are available to learn. The district has a full-day Kin

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Ledyard Public Schools is dedicated in its efforts to reduce racial, ethnic, and economic isolation through its curricula and extra-curricular programming. Annually, each School Climate Team updates their plan of action based on data analysis from school climate surveys. Work continues to provide frequent and varied communication with stakeholders and strategies to include peers in play and social groups. Other opportunities to reduce racial, ethnic, and economic isolation are embedded into the curriculum through instructional lessons that broaden the cultural understandings of our students. In-school and out-of-school experiences in science, history, music, visual arts, and performance arts are supported at the elementary and middle school levels with collaboration from our parent organizations. Our high school music, fine arts, and drama programs routinely celebrate diversity through multicultural expression. Ledyard, Fitch, and New London high schools conduct a youth leadership program, "More Than Words". Students trained as youth leaders educate their peers to better understand diversity and to provide positive communication strategies for students; high school students bring the skills learned to our elementary classrooms. Parent organizations partner with schools to bring facilitators to the district to support anti-bullying efforts and cultural awareness and respect. District and building administrators collaborate with Mashantucket Pequot tribal leaders to improve student achievement. LPS staff also cooperate with the School Liaison Officer for Naval Submarine Base New London to support military families and students. Ledyard children participate in a number of charter, magnet, and tech schools in Southeastern Connecticut; 169 students in grades K through 12 are enrolled in 14 choice programs in Groton, New London, Norwich, Waterford, and Willimantic.

# District Profile and Performance Report for School Year 2019-20

## Ledyard School District

### **Equitable Allocation of Resources among District Schools**

It is the policy of Ledyard Public Schools that each school receives equitable allocation of resources within the district's financial parameters. The administrative team works collaboratively to develop a budget reflective of the vision and goals of the Board of Education. Consideration is given to enrollment, curriculum initiatives, special education, contractual obligations, and mandates. To develop school budgets, principals meet with staff to identify necessities of departments and grade levels. Budgets for instruction, personnel, technology, special education, and maintenance are developed by directors collaboratively with principals. District and school budget requests are reviewed, prioritized, and aggregated to form the Superintendent's budget, which is presented to the Board of Education. The Board hosts forums to gather input from the community and to ensure public understanding of the varied financial needs of the school district. The feedback from the forums is considered by the Board prior to the submission of their budget to the Town Council. This sequential budget review ensures per pupil expenditures at each school are reviewed and adjusted to confirm equity.