

STRATEGIC SCHOOL PROFILE 2010-11**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.

COMMUNITY DATA

County: New London

Town Population in 2000: 14,687

1990-2000 Population Growth: -1.5%

Number of Public Schools: 6

Per Capita Income in 2000: \$24,953

Percent of Adults without a High School Diploma in 2000*: 8.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%

District Enrollment as % of Estimated. Student Population: 94.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 2,612
5-Year Enrollment Change -13.3%

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	335	12.8	13.8	34.1
K-12 Students Who Are Not Fluent in English	31	1.2	2.3	5.6
Students Identified as Gifted and/or Talented	0	0.0	4.8	4.0
PK-12 Students Receiving Special Education Services in District	333	12.7	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	118	72.8	85.1	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	41	10.4	17.2	13.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	137	5.2
Asian American	130	5.0
Black	170	6.5
Hispanic	202	7.7
Pacific Islander	0	0.0
White	1,971	75.5
Two or more races	2	0.1
Total Minority	641	24.5

Percent of Minority Professional Staff: 2.2%

Non-English Home Language:

1.8% 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 12.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 a number of 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's 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 on-going 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 multicultural music expression. Concerts continue to include works that celebrate diversity in an effort to teach our student body and bring together our community. Ledyard High School, the Mashantucket Pequot Tribal Nation, and New London High School conduct a youth leadership program, "More Than Words". Students are trained as youth leaders to educate 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 High School 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. Staff members from the tribal education department are invited to professional development opportunities and collaborate to meet the needs of our children. Ledyard Public Schools, through the Ledyard Agri-Science Program, provides a quality education to 230 students who come to our high school from neighboring urban, suburban, and rural towns; 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. Ledyard Public Schools participated in a number of magnet and charter schools in Southeastern Connecticut to help reduce racial, ethnic, and economic isolation. In grades K-5, 32 students attended the Regional Magnet Multicultural School in New London. In Grades 6-8, 12 students attended the Interdistrict School for Arts and Communication (ISSAC) in New London, and five students were enrolled in the Dual Arts and Language Academy in Waterford. High school students have the opportunity to select from two regional magnet schools. Nineteen (19) students attended the New London Science and Technology High School and 10 students have enrolled in the new Marine Science Magnet School of Southeastern Connecticut which will begin classes in the fall of 2011 in Groton.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	66.0	58.4	50.6	
Writing	65.3	61.1	46.0	
Mathematics	75.0	63.0	68.3	
Grade 4 Reading	73.8	62.5	61.3	
Writing	78.6	65.5	62.2	
Mathematics	83.2	67.0	74.4	
Grade 5 Reading	76.6	61.4	69.3	
Writing	71.4	66.8	42.9	
Mathematics	82.4	72.5	62.0	
Science	80.0	59.9	77.3	
Grade 6 Reading	87.6	76.0	66.1	
Writing	79.2	65.2	70.2	
Mathematics	85.5	71.3	70.2	
Grade 7 Reading	84.1	77.8	45.2	
Writing	63.8	58.9	46.8	
Mathematics	80.3	68.4	59.6	
Grade 8 Reading	80.2	74.7	42.0	
Writing	72.9	64.8	45.2	
Mathematics	79.3	66.6	59.2	
Science	72.4	63.1	45.2	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	53.1	44.7	53.8	
Writing Across the Disciplines	70.2	61.2	51.1	
Mathematics	59.6	49.5	59.4	
Science	55.2	47.0	52.6	

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
	53.6	51.0	51.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.4	70.6	
Average Score	Mathematics	510	510	51.1
	Critical Reading	516	505	55.7
	Writing	518	510	55.7

SAT® I. The lowest possible score on each SAT® 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, Adjusted Cohort Rate 2010	86.5	81.8	39.7
2009-10 Annual Dropout Rate for Grade 9 through 12	0.9	2.8	51.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.1	84.8
% Employed (Civilian Employment and in Armed Services)	8.6	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	159.09
Paraprofessional Instructional Assistants	25.82
Special Education	
Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	44.92
Library/Media Specialists and/or Assistants	7.63
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	11.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	12.80
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	115.44

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	16.0	14.6	13.9
% with Master's Degree or Above	84.7	79.0	79.0

Average Class Size	District	DRG	State
Grade K	18.1	17.5	18.4
Grade 2	18.9	19.2	19.9
Grade 5	19.3	21.7	21.2
Grade 7	18.7	20.7	20.6
High School	20.3	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	942	984	992
Middle School	1,006	1,025	1,017
High School	955	1,004	1,010

*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*	2.4	3.2	3.1
Middle School	1.5	2.5	2.4
High School	3.2	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$20,280	\$7,621	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$838	\$315	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$1,049	\$394	\$477	\$387	\$463
Student Support Services	\$1,965	\$738	\$875	\$828	\$872
Administration and Support Services	\$3,889	\$1,462	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$2,839	\$1,067	\$1,421	\$1,322	\$1,410
Transportation	\$2,276	\$883	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$1,713	N/A	N/A	N/A	N/A
Other	\$387	\$145	\$161	\$159	\$159
Total	\$35,236	\$12,893	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,633	\$614	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,178,501	25.4	21.7	21.5

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	53.9	35.0	7.8	3.3
Excluding School Construction	57.1	33.9	5.5	3.5

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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 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 hosts several public forums allowing public input from the community and the parents. The forums ensure that the public understands the varied financial needs of the school district and the schools while providing a transparent and participatory process. The budget review process insures that per pupil expenditures at each school are reviewed and adjusted each year to ensure equitable allocation of resources.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	322
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.9%

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	50	2.0	1.2	1.1
Learning Disability	84	3.4	3.4	3.9
Intellectual Disability	11	0.4	0.4	0.4
Emotional Disturbance	25	1.0	0.9	1.0
Speech Impairment	47	1.9	2.3	2.2
Other Health Impairment*	66	2.6	2.2	2.1
Other Disabilities**	39	1.6	0.9	0.9
Total	322	12.9	11.3	11.6

*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 2009-10 with a Standard Diploma	67.7	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	45.7	33.0	78.4	68.6
	Writing	29.4	19.3	71.7	63.7
	Mathematics	44.2	33.4	80.9	68.2
	Science	26.7	21.2	75.8	61.5
CAPT	Reading Across the Disciplines	20.0	14.1	53.1	44.7
	Writing Across the Disciplines	25.0	17.3	70.2	61.2
	Mathematics	26.7	15.8	59.6	49.5
	Science	27.3	13.1	55.2	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	28.6
	% With Accommodations	71.4
CAPT	% Without Accommodations	11.5
	% With Accommodations	88.5
% Assessed Using Skills Checklist		20.6

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	5	1.6
Private Schools or Other Settings	29	9.0

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	245	76.1	77.0	74.1
40.1 to 79.0 Percent of Time	51	15.8	13.9	14.9
0.0 to 40.0 Percent of Time	26	8.1	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

There was a concentrated effort in grades Pre-K to grade 12 to improve student reading outcomes and our reading practices. Grade level and department educators continue to refine their pacing guides and common formative assessments to inform and guide instructional practices. These assessments and student work are discussed during on-going 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. An essential part of our effort is to provide parents information in a timely manner regarding their child's academic performance. In grades 7 -12, parents can access their child's grades on the web as they are posted by the teachers. 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. Faculty continued their use of academic software that supplemented the curriculum and classroom instruction.; this software provided reinforcement, remediation, or acceleration of math content dependent on student need. 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. Additionally, the middle school and high school have an on-line grade book that parents can access from home. Parents particularly appreciate this effort as it provides timely feedback regarding their children's progress in school. The district has implemented an automated phone system to communicate with parents regarding a variety of school/student issues.
