

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



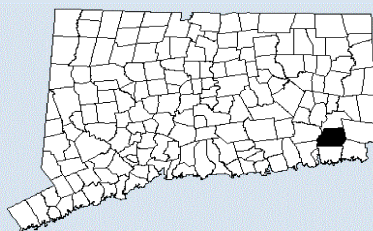
Ledyard School District

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 7 |
| Enrollment | 2,439 |
| Per Pupil Expenditures ¹ | \$15,355 |
| Total Expenditures ¹ | \$38,679,936 |

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,188 | 48.7 | 48.4 |
| Male | 1,251 | 51.3 | 51.6 |
| American Indian or Alaska Native | 84 | 3.4 | 0.3 |
| Asian | 93 | 3.8 | 5.1 |
| Black or African American | 129 | 5.3 | 12.8 |
| Hispanic or Latino | 258 | 10.6 | 24.8 |
| Pacific Islander | 10 | 0.4 | 0.1 |
| Two or More Races | 132 | 5.4 | 3.3 |
| White | 1,733 | 71.1 | 53.6 |
| English Learners | 28 | 1.1 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 516 | 21.2 | 36.7 |
| Students with Disabilities ¹ | 453 | 18.6 | 14.8 |

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ² | | Suspension/Expulsion ³ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 60 | 5.3 | 41 | 3.5 |
| Male | 60 | 5.0 | 98 | 7.7 |
| Black or African American | 10 | 7.9 | 14 | 10.8 |
| Hispanic or Latino | 15 | 5.8 | 21 | 7.7 |
| White | 71 | 4.3 | 75 | 4.4 |
| English Learners | * | * | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 48 | 7.3 | 68 | 9.5 |
| Students with Disabilities | 35 | 7.6 | 52 | 10.0 |
| District | 120 | 5.1 | 139 | 5.7 |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 123

Number of school-based arrests: 6

²A student is chronically absent if he/she misses 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.

³The 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 | 144.6 |
| Paraprofessional Instructional Assistants | 22.6 |
| Special Education | |
| Teachers and Instructors | 28.0 |
| Paraprofessional Instructional Assistants | 51.3 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 4.0 |
| School Level | 11.5 |
| Library/Media | |
| Specialists (Certified) | 2.0 |
| Support Staff | 3.1 |
| Instructional Specialists Who Support Teachers | 9.5 |
| Counselors, Social Workers and School Psychologists | 13.8 |
| School Nurses | 6.9 |
| Other Staff Providing Non-Instructional Services/Support | 101.6 |

¹In 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 | 1.1 |
| Black or African American | 1 | 0.5 | 3.7 |
| Hispanic or Latino | 3 | 1.4 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 208 | 96.7 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.1 | 10.5 |

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 | 8 | * | 11 | * |
| Hispanic or Latino | 10 | * | 15 | * |
| White | 119 | 79.3 | 127 | 82.5 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 48 | 78.7 | 41 | 74.5 |
| Students with Disabilities | 26 | 68.4 | 25 | 56.8 |
| District | 151 | 77.0 | 164 | 80.0 |
| State | | 69.3 | | 80.1 |

²College-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 Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 35 | 53.0 |
| Emotional Disturbance | 20 | 69.0 |
| Intellectual Disability | * | * |
| Learning Disability | 92 | 78.0 |
| Other Health Impairment | 98 | 81.0 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 26 | 89.7 |
| District | 287 | 71.6 |
| State | | 68.6 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 69 | 2.9 | 1.8 |
| Emotional Disturbance | 30 | 1.3 | 1.1 |
| Intellectual Disability | 8 | 0.3 | 0.5 |
| Learning Disability | 118 | 5.0 | 5.2 |
| Other Health Impairment | 122 | 5.2 | 3.1 |
| Other Disabilities | 40 | 1.7 | 1.1 |
| Speech/Language Impairment | 34 | 1.4 | 1.8 |
| All Disabilities | 421 | 17.8 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 30 | 7.1 | 8.3 |
| Private Schools or Other Settings | 10 | 2.4 | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 20,346,394 | 8,599 | 9,847 |
| Instructional Supplies and Equipment | 658,911 | 278 | 287 |
| Improvement of Instruction and Educational Media Services | 1,431,644 | 605 | 589 |
| Student Support Services | 2,526,661 | 1,068 | 1,120 |
| Administration and Support Services | 5,088,830 | 2,151 | 1,905 |
| Plant Operation and Maintenance | 3,083,224 | 1,303 | 1,648 |
| Transportation | 2,393,751 | 993 | 904 |
| Costs of Students Tuitioned Out | 2,788,629 | N/A | N/A |
| Other | 361,892 | 153 | 208 |
| Total | 38,679,936 | 15,355 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|---------|-----|-------|
| Land, Buildings, and Debt Service | 572,966 | 242 | 1,393 |
|-----------------------------------|---------|-----|-------|

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

Special Education Expenditures: 2016-17

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 4,000,831 | 37.4 | 33.8 |
| Noncertified Personnel | 1,025,075 | 9.6 | 14.5 |
| Purchased Services | 686,902 | 6.4 | 5.5 |
| Tuition to Other Schools | 2,416,553 | 22.6 | 23.4 |
| Special Ed. Transportation | 1,082,893 | 10.1 | 8.7 |
| Other Expenditures | 1,482,159 | 13.9 | 14.1 |
| Total Expenditures | 10,694,413 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 59.3 | 58.7 |
| State | 35.3 | 35.9 |
| Federal | 2.0 | 2.1 |
| Tuition & Other | 3.3 | 3.3 |

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2017-18

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|--|----------------------------|------|-------|------|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | 42 | 49.8 | 41 | 46.9 |
| Asian | 38 | 70.1 | 38 | 67.5 |
| Black or African American | 65 | 61.3 | 65 | 56.7 |
| Hispanic or Latino | 119 | 66.4 | 119 | 60.5 |
| Native Hawaiian or Other Pacific Islander | 6 | * | 6 | * |
| Two or More Races | 73 | 59.8 | 73 | 54.5 |
| White | 862 | 70.0 | 862 | 67.8 |
| English Learners | 22 | 62.6 | 22 | 53.2 |
| Non-English Learners | 1183 | 67.9 | 1182 | 65.1 |
| Eligible for Free or Reduced-Price Meals | 255 | 59.4 | 255 | 54.9 |
| Not Eligible for Free or Reduced-Price Meals | 950 | 70.1 | 949 | 67.6 |
| Students with Disabilities | 229 | 50.3 | 229 | 47.6 |
| Students without Disabilities | 976 | 72.0 | 975 | 68.9 |
| High Needs | 424 | 56.6 | 423 | 52.8 |
| Non-High Needs | 781 | 73.9 | 781 | 71.4 |
| District | 1205 | 67.8 | 1204 | 64.9 |

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

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 25% |

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 84.2 | 84.7 | 87.5 | 90.9 | 691 | 86.7 |
| Curl Up | 85.4 | 74.2 | 90.3 | 75.3 | 691 | 81.3 |
| Push Up | 74.3 | 69.5 | 69.3 | 75.3 | 691 | 71.9 |
| Mile Run/PACER | 60.2 | 55.3 | 71.0 | 63.0 | 691 | 62.2 |
| All Tests - District | 40.4 | 44.7 | 52.8 | 57.8 | 691 | 48.6 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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

| | 2016-17 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 20 | 90.0 |
| Hispanic or Latino | 24 | 91.7 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 72 | 87.5 |
| Students with Disabilities | 40 | 82.5 |
| District | 206 | 93.7 |
| State | | 87.9 |

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 97.5 | 106 | 52.5 |
| Male | 94.5 | 86 | 43.2 |
| Black or African American | 100.0 | 6 | 25.0 |
| Hispanic or Latino | 100.0 | 8 | 22.2 |
| White | 96.1 | 164 | 53.9 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 97.4 | 33 | 28.4 |
| Students with Disabilities | 86.6 | 8 | 9.8 |
| District | 96.0 | 192 | 47.9 |
| State | 96.3 | | 44.8 |

³College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

| | Class of 2017 | Class of 2016 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 72.7 | 90.7 |
| Male | 49.4 | 85.7 |
| Black or African American | * | * |
| Hispanic or Latino | 72.7 | * |
| White | 59.3 | 88.8 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 46.8 | 75.0 |
| Students with Disabilities | 43.8 | * |
| District | 62.7 | 88.7 |
| State | 70.9 | 88.3 |

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|---------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 67.8 | 75 | 45.2 | 50 | 90.4 | 67.6 |
| | High Needs Students | 56.6 | 75 | 37.8 | 50 | 75.5 | 57.5 |
| Math Performance Index | All Students | 64.9 | 75 | 43.3 | 50 | 86.5 | 62.7 |
| | High Needs Students | 52.8 | 75 | 35.2 | 50 | 70.4 | 52.0 |
| ELA Academic Growth | All Students | 57.2% | 100% | 57.2 | 100 | 57.2 | 60.7% |
| | High Needs Students | 49.2% | 100% | 49.2 | 100 | 49.2 | 55.6% |
| Math Academic Growth | All Students | 69.7% | 100% | 69.7 | 100 | 69.7 | 61.9% |
| | High Needs Students | 57.5% | 100% | 57.5 | 100 | 57.5 | 55.4% |
| Chronic Absenteeism | All Students | 5.1% | <=5% | 49.8 | 50 | 99.5 | 10.7% |
| | High Needs Students | 7.3% | <=5% | 45.3 | 50 | 90.7 | 16.6% |
| Preparation for CCR | % Taking Courses | 78.6% | 75% | 50.0 | 50 | 100.0 | 74.8% |
| | % Passing Exams | 47.9% | 75% | 31.9 | 50 | 63.8 | 44.8% |
| On-track to High School Graduation | | 95.5% | 94% | 50.0 | 50 | 100.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | 93.7% | 94% | 99.7 | 100 | 99.7 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | 86.0% | 94% | 91.5 | 100 | 91.5 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | 62.4% | 75% | 83.2 | 100 | 83.2 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 92.8% 48.6% | 75% | 32.4 | 50 | 64.8 | 96.6% 50.1% |
| Arts Access | | 54.5% | 60% | 45.4 | 50 | 90.9 | 51.2% |
| Accountability Index | | | | 974.3 | 1250 | 77.9 | |

| 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 | 73.9 | 56.6 | 17.3 | 15.9 | |
| Math Performance Index Gap | 71.4 | 52.8 | 18.6 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | 94.0% | 86.0% | 8.0% | 12.7% | 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.

| Subject/Subgroup | | Participation Rate (%) ³ |
|------------------|---------------------|-------------------------------------|
| ELA | All Students | 98.7 |
| | High Needs Students | 97.6 |
| Math | All Students | 98.7 |
| | High Needs Students | 97.4 |
| Science | All Students | 96.9 |
| | High Needs Students | 94.4 |

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 54.1

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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 partnership with Effective School Solutions, providing an in-district clinical program to support high school students. Additionally, Ledyard completed preparation for a district-wide implementation of Positive Behavioral Supports and Interventions (PBIS). Ledyard schools support our special needs students with the implementation of a Transition Academy; this academy is an addition to a successful partnership with Three Rivers Community College supporting college transition. Ledyard continues the development of shared leadership and has teacher leaders acting as PBIS coaches, Foundations reading coaches, and TEAM 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. The district continues to focus on foundational reading and mathematics skills and has revisited the training and implementation of Foundations in grades K-2; with particular attention to intervention support. Professional learning has been provided to prepare teachers for implementation of Reading Workshop in grade 3-5. Common assessments are administered and analyzed in mathematics from grades K-8. Development of a common elementary schedule district-wide includes a new intervention/enrichment period in all grades K-6. Student progress is assessed via the Measures of Academic Progress (MAP), 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 continue. We have developed a common definition of inquiry to drive student centered-instruction in these content areas. Efforts to transition to a 1:1 device district continue, with 8 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 Power School. Parents also participate through volunteerism in the district. Parents are members of the school policy committee, and the Town Building Committee, which is critical as Ledyard renovates two schools. 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 continues to seek avenues to partner with parents to ensure that students are available to learn. The district has a strong early intervention model including a full day Kindergarten program and two fully grant-funded STARS School Readiness Pre-school classrooms.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Ledyard Public Schools continues to be 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 yearly school climate surveys. Worked continued towards frequent and varied communication with stakeholders and strategies to include peers in play and social groups. 2017-2018 saw a district-wide commitment to PBIS with all elementary schools and the middle school preparing for the first year of implementation in 2018-2019. The Ledyard High School will start preparation in 2018-2019. 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 and magnet schools in Southeastern Connecticut; 173 students in grades K through 12 are enrolled in 14 choice programs in Groton, New London, Norwich, Waterford, and Willimantic. Preparations for the 2019-2020 elementary school consolidation and middle school reconfiguration were initiated; this will be a major focus for the district in 2018-2019.

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Equitable Allocation of Resources among District Schools

It is the policy of Ledyard Public Schools that each school receives comparable 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 equitable share of resources.