

STRATEGIC SCHOOL PROFILE 2008-09**Ledyard School District**

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Location: 4 Blonder Boulevard
Ledyard,
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	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: 94.5%

*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, 2008 2,740
5-Year Enrollment Change -8.9%

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	217	7.9	11.7	30.3
K-12 Students Who Are Not Fluent in English	34	1.3	2.3	5.2
Students Identified as Gifted and/or Talented	0	0.0	4.9	4.0
PK-12 Students Receiving Special Education Services in District	314	11.5	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	134	77.0	85.8	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	61	20.7	22.8	19.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	118	4.3
Asian American	149	5.4
Black	156	5.7
Hispanic	170	6.2
White	2,147	78.4
Total Minority	593	21.6

Percent of Minority Professional Staff: 2.3%

Non-English Home Language: 1.3% 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 11.

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 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 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.

During the 2007-08 academic year, Ledyard High School, the Mashantucket Pequot Tribal Nation, and New London High School formed a youth leadership coalition, "More Than Words," and this program continues to provide strong student leadership. Students are being 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.

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	66.0	54.6	61.0
Writing	67.1	62.5	49.1
Mathematics	77.1	62.8	68.6
Grade 4 Reading	68.0	60.7	52.1
Writing	73.7	64.2	54.5
Mathematics	73.9	63.6	60.4
Grade 5 Reading	79.1	66.0	67.1
Writing	79.1	66.5	70.4
Mathematics	74.1	68.8	46.9
Science	70.7	58.1	54.9
Grade 6 Reading	81.4	68.9	61.3
Writing	72.5	62.2	56.4
Mathematics	80.4	68.8	59.5
Grade 7 Reading	82.0	74.9	52.2
Writing	64.3	62.9	38.2
Mathematics	84.1	66.0	79.0
Grade 8 Reading	78.0	68.4	56.1
Writing	74.0	66.5	47.1
Mathematics	83.0	64.5	74.2
Science	77.8	60.6	69.7

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.

To see the NCLB Report Card for this school, go to 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	49.1	47.4	44.7
Writing Across the Disciplines	62.4	55.0	51.1
Mathematics	53.2	47.8	48.1
Science	49.1	42.8	49.6

For more detailed 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."

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
	40.6	36.2	60.0

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.2	74.5	
Average Score	Mathematics	523	507	66.7
	Critical Reading	510	503	52.7
	Writing	509	506	46.5

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, Class of 2008	95.3	92.1	55.7
Cumulative Four-Year Dropout Rate for Class of 2008	4.1	6.6	51.8
2007-08 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	77.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.9	84.1
% Employed (Civilian Employment and in Armed Services)	14.1	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	179.71
Paraprofessional Instructional Assistants	26.35
Special Education	
Teachers and Instructors	27.80
Paraprofessional Instructional Assistants	48.03
Library/Media Specialists and/or Assistants	8.39
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	13.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.40
Counselors, Social Workers, and School Psychologists	14.40
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	111.30

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	15.1	14.1	13.6
% with Master's Degree or Above	84.7	75.1	76.1

Average Class Size	District	DRG	State
Grade K	17.4	17.5	18.3
Grade 2	17.6	19.0	19.3
Grade 5	18.8	20.9	21.0
Grade 7	22.0	20.7	20.5
High School	18.5	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	961	986	988
Middle School	1,033	1,026	1,016
High School	981	1,008	1,007

*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*	3.2	3.7	3.3
Middle School	2.0	3.0	2.6
High School	2.3	3.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$19,372	\$6,724	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$727	\$252	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$875	\$304	\$461	\$372	\$446
Student Support Services	\$1,918	\$666	\$808	\$754	\$806
Administration and Support Services	\$4,219	\$1,465	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$2,658	\$923	\$1,382	\$1,261	\$1,377
Transportation	\$2,103	\$745	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$1,400	N/A	N/A	N/A	N/A
Other	\$410	\$142	\$152	\$151	\$151
Total	\$33,683	\$11,441	\$12,869	\$12,042	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$921	\$320	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,191,515	24.1	20.6	20.5

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	53.1	39.2	2.6	5.1
Excluding School Construction	53.6	39.2	2.0	5.2

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 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 2008, per pupil expenditures at each school were reviewed and adjusted to ensure equitable allocation of resources.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	276
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.6%

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	34	1.3	1.0	0.8
Learning Disability	84	3.2	3.3	3.9
Intellectual Disability	5	0.2	0.4	0.5
Emotional Disturbance	22	0.8	0.9	1.0
Speech Impairment	32	1.2	2.5	2.3
Other Health Impairment*	66	2.5	2.2	2.1
Other Disabilities**	33	1.3	0.9	0.9
Total	276	10.6	11.2	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 2007-08 with a Standard Diploma	82.4	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	47.6	30.2	76.5	65.7
	Writing	14.0	19.5	71.8	64.1
	Mathematics	36.6	30.7	79.1	65.7
	Science	35.7	23.8	74.4	59.4
CAPT	Reading Across the Disciplines	0.0	14.1	49.1	47.4
	Writing Across the Disciplines	0.0	13.6	62.4	55.0
	Mathematics	9.5	15.4	53.2	47.8
	Science	3.7	10.6	49.1	42.8

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	9.2
	% With Accommodations	90.8
CAPT	% Without Accommodations	61.8
	% With Accommodations	38.2
% Assessed Using Skills Checklist		19.2

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	1.4
Private Schools or Other Settings	22	8.0

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	208	75.4	75.5	72.7
40.1 to 79.0 Percent of Time	42	15.2	15.2	16.1
0.0 to 40.0 Percent of Time	26	9.4	9.3	11.2

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. Each grade level continues to refine their 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.

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, this year the middle school and high school implemented an on-line grade book that parents can access from home. Parents particularly appreciate this effort as it provides timely feedback regarding their child's progress in school.
