

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



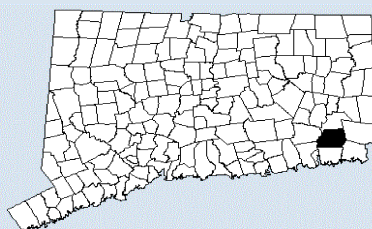
Ledyard School District

Dr. Michael Graner, Superintendent • 860-464-9255 • ledyard.net

District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	2,580
Per Pupil Expenditures ¹	\$13,264
Total Expenditures ¹	\$35,758,604

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,288	49.9	48.3
Male	1,292	50.1	51.6
American Indian	115	4.5	0.2
Asian	103	4.0	4.6
Black or African American	162	6.3	12.9
Hispanic or Latino	222	8.6	21.2
Pacific Islander	*	*	0.0
White	1,888	73.2	58.4
Two or More Races	*	*	2.3
English Language Learners	23	0.9	5.7
Eligible for Free or Reduced-Price Meals	518	20.1	37.3
Students with Disabilities ¹	377	14.6	12.8

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	68	5.5	21	1.6
Male	73	5.8	94	7.2
Black or African American	15	9.1	14	8.5
Hispanic or Latino	20	9.7	10	4.6
White	89	4.9	67	3.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	55	10.9	45	7.7
Students with Disabilities	26	6.9	29	6.9
District	141	5.6	115	4.4
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 20

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	163.3
Paraprofessional Instructional Assistants	27.1
Special Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	43.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	11.7
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	13.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	111.5

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 (%)
Asian	2	0.9	1.0
Black or African American	1	0.4	3.5
Hispanic	3	1.3	3.6
Native American	0	0	0.1
White	225	97.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	0	0	*	*
White	21	12.4	43	22.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	6	14.6
Students with Disabilities	0	0	0	0
District	26	11.1	54	21.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	25	54.3
Emotional Disturbance	15	55.6
Intellectual Disability	*	*
Learning Disability	68	73.9
Other Health Impairment	61	81.3
Other Disabilities	*	*
Speech/Language Impairment	38	90.5
District	222	69.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	49	2.0	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	92	3.7	4.2
Other Health Impairment	76	3.1	2.5
Other Disabilities	46	1.9	1.0
Speech/Language Impairment	49	2.0	1.9
All Disabilities	344	14.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,749,393	7,622	8,769
Instructional Supplies and Equipment	605,793	234	275
Improvement of Instruction and Educational Media Services	888,577	343	487
Student Support Services	2,105,237	813	965
Administration and Support Services	4,204,557	1,623	1,600
Plant Operation and Maintenance	2,740,408	1,058	1,472
Transportation	2,726,586	1,044	786
Costs of Students Tuitioned Out	2,337,478	N/A	N/A
Other	400,575	155	178
Total	35,758,604	13,264	14,642

Additional Expenditures

Land, Buildings, and Debt Service	907,150	350	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,510,667	40.7	35.6
Noncertified Personnel	1,313,100	11.8	14.5
Purchased Services	520,610	4.7	5.0
Tuition to Other Schools	2,176,769	19.6	21.4
Special Ed. Transportation	1,109,121	10.0	8.5
Other Expenditures	1,461,243	13.2	14.9
Total Expenditures	11,091,510	100.0	100.0
PK-12 Expenditures Used for Special Education		31.0	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.8	57.9
State	39.1	39.9
Federal	1.9	1.9
Tuition & Other	0.2	0.2

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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	80.6	83.4	84.8	81.2	.	.	.	.
Hispanic or Latino	74.6	78.0	81.1	78.8	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	77.0	80.8	83.0	81.5	.	.	.	.
Students with Disabilities	59.4	62.9	65.4	63.8	.	.	.	.
High Needs	69.6	72.5	76.2	75.0	.	.	.	.
District	86.9	86.8	88.4	86.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	74.8	70.2	70.9	76.3	.	.	.	.
Students with Disabilities	63.4	58.8	53.0	51.7	.	.	.	.
High Needs	71.0	69.2	65.5	65.9	.	.	.	.
District	82.6	82.9	81.4	81.0	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.1	85.3	94.4	90.0	696	89.9
Curl Up	79.5	81.0	95.1	86.7	696	85.6
Push Up	68.3	76.1	82.7	80.5	696	77.2
Mile Run/PACER	79.5	75.5	85.8	72.4	696	77.9
All Tests - District	52.2	60.1	75.9	61.4	696	62.4
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	57	73.7	82.7	No	83.9
Students with Disabilities	29	72.4	74.3	No	76.2
District	232	89.7	90.4	No	90.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.2	100	41.8
Male	62.3	81	33.2
Black or African American	67.6	8	23.5
Hispanic or Latino	47.6	8	19.0
White	69.0	145	40.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	56.1	19	23.2
Students with Disabilities	36.7	6	20.0
District	67.7	181	37.5
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

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

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.6	88.3
Male	76.0	76.2
Black or African American	*	*
Hispanic or Latino	*	*
White	79.3	83.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	68.1	*
Students with Disabilities	53.6	*
District	78.3	82.9
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

School improvement plans and activities align with the Ledyard Strategic Plan in two areas: superior instruction in all areas; and outstanding curricula as the foundation of student learning. There is a concentrated effort to fully implement the new teacher evaluation plan including: honing knowledge of the Connecticut Core of Teaching (CCT) Domains; self-evaluation using the CCT Rubric; and alignment of SMART Goals with Professional Practice goals and observations. Bi-weekly walk-throughs are used to calibrate administrators with the CCT Rubric. Curriculum work is focused on the instructional practices and pedagogy necessitated by the Connecticut Core Standards (CCS). The CCS Modules have guided the inception of this work. Educators continue to refine their pacing guides and common formative assessments to inform instructional practices. These assessments and student work are discussed during on-going grade-level and department meetings. Formative assessment is supported by the interim Measures of Academic Progress (MAP) and staff are participating in a multi-year learning plan to implement this adaptive assessment. Revised guidelines for reading intervention has provided for improved in-class differentiated instruction, supported by coaching. Significant revisions are being made to the Agri-Science & Technology Curriculum; aligning the curriculum state and national standards. The High School continues its addition of Advanced Placement classes. The generous support of the Ledyard Educational Advancement Foundation will support the expansion of Project Lead the Way to the Ledyard Middle School with the implementation of the Gateway to Technology program in alignment with the district science curriculum, enhancing our STEM program. The district has a strong early intervention model including a full day Kindergarten program and expansion of the Early Childhood program through grant-funding and collaboration with private pre-school providers. In special education, district personnel are focused on increased inclusion for students and providing professional development for teachers regarding the shifts to the CCS. Transition is a focus for the district and has resulted in a partnership with Three Rivers Community College. 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 Power School. Parent communication is a focus for the Board of Education and in an effort to increase parent involvement, the Board has financially supported a significant revision to the district and schools websites. Parents participate through volunteerism in the district. Parents attended informational sessions regarding the proposed renovations to the elementary and middle schools; including discussion of the transition of grade six students to the middle school. The district is expanding its use of the automated phone system to communicate with parents regarding a variety of school/student issues, absenteeism, truancy etc. Additionally, 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.

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. Last year, each School Climate Team updated their plan of action promoting a positive school climate for all students. Many opportunities to reduce racial, ethnic, and economic isolation are subtly imbedded into the curriculum. District teachers routinely offer instructional lessons that broaden the cultural horizons 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 level through collaboration with our Parent Teacher Organizations. Our music, fine arts, and drama programs routinely celebrate diversity through multicultural expression. Ledyard High School, the Mashantucket Pequot Tribal Nation, Fitch High School, 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. District and building administrators work closely with Mashantucket Pequot tribal leaders to improve the student achievement through professional development opportunities and collaboration to meet the needs of our children. Ledyard staff also cooperates with the School Liaison Officer for Naval Submarine Base New London to support military families and students. Ledyard Public Schools, through the Ledyard Agri-Science Program, provides a quality education to 240 students, including 161 students who come to our high school from neighboring urban, suburban, and rural towns, providing a more diverse student community. Ledyard Public Schools offers students participation in a number of charter and magnet schools in Southeastern Connecticut to help reduce racial, ethnic, and economic isolation. Those schools include Marine Science Magnet HS, New London Science & Technology Magnet HS, ACT Arts Magnet School, Dual Language & Arts Magnet Middle School, Three Rivers Middle College, Regional Multicultural Magnet Elementary School, Interdistrict School for Arts and Communication, and Integrated Day Charter School.

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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 district's vision and strategic plan. Considerations such as enrollment, curriculum initiatives, special education, and contractual obligations drive budgetary decisions. Principals initially meet with their staff to identify necessities of teachers, departments, and grade levels. Those requests are prioritized and used to develop the school budget. School budget requests are brought to the administrative team and reviewed, prioritized, and aggregated to form the Superintendent's budget. This proposed budget is presented to the BOE Finance Committee and the full Board of Education. The Board of Education hosts several public forums allowing input from the community. The forums ensure that the public understands the varied financial needs of the school district, while providing a transparent and participatory process. The budget review process makes certain per pupil expenditures at each school are reviewed and adjusted to confirm equitable allocation of resources.