Connecticut State Department of Education

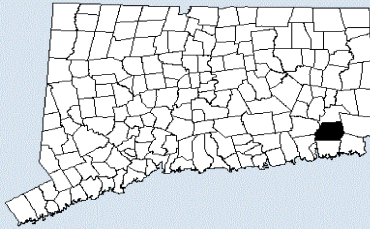# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

Ledyard School District

Ms. Cathy Patterson, Superintendent • 860-464-9255 • ledyard.net

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,445
Per Pupil Expenditures[1]	$14,631
Total Expenditures[1]	$38,405,710

[1]*Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,204	49.2	48.3
Male	1,241	50.8	51.6
American Indian or Alaska Native	91	3.7	0.2
Asian	*	*	4.9
Black or African American	134	5.5	12.8
Hispanic or Latino	237	9.7	23.0
Pacific Islander	*	*	0.0
Two or More Races	106	4.3	2.7
White	1,786	73.0	55.9
English Learners	20	0.8	6.4
Eligible for Free or Reduced-Price Meals	493	20.2	38.0
Students with Disabilities[1]	392	16.0	13.7

[1]Students 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	88	7.6	22	1.8
Male	82	6.9	92	7.4
Black or African American	12	8.6	*	*
Hispanic or Latino	19	8.6	14	5.9
White	119	6.9	74	4.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	69	13.3	46	8.4
Students with Disabilities	42	10.1	38	8.3
District	170	7.2	114	4.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 148

Number of school-based arrests: Fewer than 6

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	157.8
Paraprofessional Instructional Assistants	21.9
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	48.4
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	12.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.7
Instructional Specialists Who Support Teachers	8.9
Counselors, Social Workers and School Psychologists	13.8
School Nurses	6.9
Other Staff Providing Non-Instructional Services/Support	102.3

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.3	1.0
Black or African American	2	0.9	3.5
Hispanic or Latino	4	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	217	96.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	11	*
Hispanic or Latino	9	39.1	8	*
White	94	60.3	140	71.8
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	32	65.3	34	82.9
Students with Disabilities	18	46.2	25	46.3
District	114	54.8	175	71.1
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	24	52.2
Emotional Disturbance	18	51.4
Intellectual Disability	*	*
Learning Disability	70	69.3
Other Health Impairment	75	77.3
Other Disabilities	*	*
Speech/Language Impairment	22	91.7
District	220	64.7
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	49	2.1	1.6
Emotional Disturbance	35	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	101	4.3	4.6
Other Health Impairment	99	4.2	2.8
Other Disabilities	40	1.7	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	359	15.4	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	20,976,013	8,357	9,387
Instructional Supplies and Equipment	922,276	367	318
Improvement of Instruction and Educational Media Services	1,145,780	456	541
Student Support Services	2,184,766	870	1,048
Administration and Support Services	4,896,392	1,951	1,790
Plant Operation and Maintenance	3,360,855	1,339	1,608
Transportation	2,435,412	970	845
Costs of Students Tuitioned Out	2,112,350	N/A	N/A
Other	371,866	148	194
Total	38,405,710	14,631	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	759,639	303	1,524

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

Special Education Expenditures: 2014-15

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,048,248	40.8	35.1
Noncertified Personnel	985,044	9.9	14.5
Purchased Services	381,062	3.8	5.5
Tuition to Other Schools	1,893,956	19.1	21.6
Special Ed. Transportation	912,151	9.2	8.3
Other Expenditures	1,699,161	17.1	15.0
Total Expenditures	9,919,622	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.9	57.1
State	36.8	37.5
Federal	1.9	1.9
Tuition & Other	3.4	3.4

[4]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 Correction).

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	51	55.5	51	52.7	19	*
Asian	*	*	*	*	28	70.1
Black or African American	74	64.4	74	58.8	31	56.4
Hispanic or Latino	105	64.7	105	60.1	52	57.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	48	62.0	48	59.7	10	*
White	852	70.6	852	66.1	364	66.6
English Learners	13	*	13	*	*	*
Non-English Learners	1162	69.0	1162	64.5	*	*
Eligible for Free or Reduced-Price Meals	259	61.1	259	57.8	105	59.1
Not Eligible for Free or Reduced-Price Meals	916	71.1	916	66.2	399	66.1
Students with Disabilities	222	53.9	222	49.3	92	52.7
Students without Disabilities	953	72.4	953	67.9	412	67.3
High Needs	425	58.9	425	55.2	173	56.6
Non-High Needs	750	74.5	750	69.6	331	68.8
District	1175	68.9	1175	64.4	504	64.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

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

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.4	66.0	89.1	96.0	636	82.1
Curl Up	72.5	67.9	86.5	80.8	636	76.7
Push Up	56.3	57.4	76.9	80.8	636	67.5
Mile Run/PACER	59.3	67.9	75.0	88.1	636	72.2
All Tests - District	35.9	34.6	60.3	66.9	636	48.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	20	100.0	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	64	92.2	85.0	Yes	86.1
Students with Disabilities	34	61.8	78.2	No	80.2
District	233	92.7	91.1	Yes	91.5
State[4]		87.2			

[1]The 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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.4	119	47.6
Male	92.2	78	38.2
Black or African American	97.1	11	31.4
Hispanic or Latino	92.1	10	26.3
White	94.3	164	46.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.3	22	24.4
Students with Disabilities	70.4	*	*
District	94.5	197	43.4
State	95.6		40.7

[5]College 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

[6]Participation 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 © 2016 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 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	79.3	88.3
Male	66.1	90.7
Black or African American	52.4	*
Hispanic or Latino	*	*
White	77.1	87.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	86.2
Students with Disabilities	56.5	*
District	72.7	89.3
State	71.9	88.3

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.9	75	45.9	50	91.9	67.7
	High Needs Students	58.9	75	39.3	50	78.6	56.7
Math Performance Index	All Students	64.4	75	42.9	50	85.8	61.4
	High Needs Students	55.2	75	36.8	50	73.6	49.9
Science Performance Index	All Students	64.6	75	43.1	50	86.1	57.5
	High Needs Students	56.6	75	37.7	50	75.5	47.0
ELA Academic Growth	All Students	62.0%	100%	62.0	100	62.0	63.8%
	High Needs Students	53.1%	100%	53.1	100	53.1	58.3%
Math Academic Growth	All Students	70.1%	100%	70.1	100	70.1	65.0%
	High Needs Students	63.9%	100%	63.9	100	63.9	57.4%
Chronic Absenteeism	All Students	7.2%	<=5%	45.6	50	91.2	9.6%
	High Needs Students	10.6%	<=5%	38.8	50	77.7	15.6%
Preparation for CCR	% Taking Courses	63.7%	75%	42.4	50	84.9	67.6%
	% Passing Exams	43.4%	75%	28.9	50	57.9	40.7%
On-track to High School Graduation		93.2%	94%	49.6	50	99.2	85.1%
4-year Graduation All Students (2015 Cohort)		92.7%	94%	98.6	100	98.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.8%	94%	86.0	100	86.0	78.6%
Postsecondary Entrance (Class of 2015)		72.7%	75%	97.0	100	97.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.6%	48.9%	75%	16.3	50	32.6	89.2%	50.5%
Arts Access		39.1%	60%	32.6	50	65.2	47.5%
Accountability Index				**1030.7**	**1350**	**76.3**	

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?					N
ELA Performance Index Gap	74.5	58.9	15.6	16.5	
Math Performance Index Gap	69.6	55.2	14.4	18.9	
Science Performance Index Gap	68.8	56.6	12.2	17.2	
Graduation Rate Gap	94.0%	80.8%	13.2%	15.3%	N

[1]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.

[2]If 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	97.4
Math	All Students	98.7
	High Needs Students	97.4
Science	All Students	98.5
	High Needs Students	96.7

[3]Minimum 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: 56   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

School improvement plans and professional development activities aligned to the vision, mission, and the four strategic plan goals set by the Ledyard Board of Education. The leadership goal was supported by: 1) comprehensive school walk-throughs by the entire administrative team with a focus on 21st century teaching, learning, and innovation; each specifically targeted to individual school goals and needs; 2) expanded opportunities for teacher leadership via formal and informal processes; and 3) increased independence for teachers to identify, plan, and lead professional learning. The schools and district supplemented the Board's communication goal through 1) on-going use of the district website; 2) broad use of social media platforms; and 3) teacher web pages. Part of our effort is to provide parents information in a timely manner regarding their child's academic performance. In grades 6-12, parents can access their child's grades on the web as they are posted by the teachers in Power School. To support the goal of improving technology infrastructure, a district committee developed a vision, objectives, and timeline for the implementation and integration of technology into all classrooms and curricula. This committee recommended the transition to Google Apps for Education and a long-term execution of a 1:1 devices program for students in grades 3-12. Lastly, the goals for superior instruction, innovative teaching practices, and outstanding curricula are being met through a comprehensive 5-year curriculum development plan. This plan includes: revisions to the social studies curriculum aligned to the CT Framework; revisions to science curriculum aligned to Next Generation Science Standards; and revisions to high school math and agricultural science curricula. The plan also includes the implementation of performance tasks to assess student learning in grades 3-8 in math and ELA. Student progress is also monitored using the interim Measures of Academic Progress (MAP) and many staff used MAP data to set student and teacher SMART Goals. Enhancements to our STEM program included the implementation of a Digital Literacy curriculum and a Design and Engineering course at Ledyard Middle School; the generous support of the Ledyard Educational Advancement Foundation will support the addition of Automation and Robotics in 2017-2018. 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. In special education, district personnel are focused on supporting behavioral and mental health needs of students. Transition is also a focus for the district and has resulted in a successful partnership with Three Rivers Community College. Parents participate through volunteerism in the district. Parents are members of the school policy committee, and the Town Building Committee, which is critical as Ledyard begins renovations to 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. 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. 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. Several school-based goals in 2015-2016 focused on improving peer inclusion. Schools developed specific action plans and explicit instruction on how to recognize peer isolation, 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 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 levels through collaboration with our parent organizations. Our high school music, fine arts, and drama programs routinely celebrate diversity through multicultural expression. Ledyard High School, 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; high school students bring the skills learned to our elementary classrooms. District and building administrators collaborate with Mashantucket Pequot tribal leaders to meet the needs of our children and improve student achievement. 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 Agricultural Science Program, provides a quality comprehensive high school experience to 227 students, including 161 students who come from neighboring urban, suburban, and rural towns. Ledyard children participate in a number of charter and magnet schools in Southeastern Connecticut to help reduce racial, ethnic, and economic isolation; 134 students in grades K through 12 are enrolled in choice programs in Groton, New London, Norwich, Waterford, and Willimantic.

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 mission and vision. 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 by the administrative team to form the Superintendent's budget, which presented to the Board of Education. The Board hosts forums 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.