

STRATEGIC SCHOOL PROFILE 2012-13**Ledyard School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Town Population in 2000: 14,687

1990-2000 Population Growth: -1.5%

Number of Public Schools: 6

Per Capita Income in 2000: \$24,953

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

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

District Enrollment as % of Estimated. Student Population: 95.2%

*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, 2012 2,591
 5-Year Enrollment Change -9.8%

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	498	19.2	17.8	36.7
K-12 Students Who Are Not Fluent in English	24	1.0	2.5	5.8
Students Identified as Gifted and/or Talented*	22	0.8	4.3	3.8
PK-12 Students Receiving Special Education Services in District	345	13.3	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	125	75.8	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	43	10.5	14.8	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	130	5.0
Asian American	111	4.3
Black	154	5.9
Hispanic	204	7.9
Pacific Islander	3	0.1
White	1,917	74.0
Two or more races	72	2.8
Total Minority	674	26.0

Percent of Minority Professional Staff: 2.6%

Non-English Home Language:

1.4% 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 10.

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 through its curricula and extra-curricula programming. Last year, each principal and their School Climate Team developed a plan of action which would promote a positive school climate for all students. As seen in the individual school profiles, Ledyard Public Schools provided a number of opportunities to reduce racial, ethnic, and economic isolation. Many more opportunities are subtle as they are imbedded into the curriculum through district-wide revision, but these changes will make a great difference. District teachers routinely offer and make improvements to instructional lessons that broaden the cultural horizons of our students. Our award-winning music program is yet another example of a program that routinely celebrates diversity through multicultural music expression. Concerts continue to include works that celebrate diversity in an effort to teach our student body and bring together our community. Ledyard High School, the Mashantucket Pequot Tribal Nation, and New London High School conduct a youth leadership program, "More Than Words". Students are trained as youth leaders to educate their peers to better understand diversity and to provide positive communication strategies for students. Participation is supported by the Superintendents of Schools in New London and Ledyard and the Mashantucket Pequot Tribal leadership. Ledyard High School and New London High School administration and teachers will continue their work to reach out to a diverse student body. In the last few years, district and building administrators have worked closely with Mashantucket Pequot tribal leaders to improve the student achievement of all students. Staff members from the tribal education department are invited to professional development opportunities and collaborate to meet the needs of our children. Ledyard Public Schools, through the Ledyard Agri-Science Program, provides a quality education to 230 students who come to our high school from neighboring urban, suburban, and rural towns; this integration provides a more diverse student community that benefits the entire town. 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 H.S., New London Science & Technology Magnet H.S., 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 Intergrated Day Charter School.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	66.3	56.9	53.8
Writing	68.9	60.0	54.0
Mathematics	69.1	61.4	47.8
Grade 4 Reading	71.2	62.6	52.5
Writing	74.8	63.0	65.2
Mathematics	72.9	65.1	49.4
Grade 5 Reading	79.3	66.9	62.1
Writing	67.8	65.6	39.1
Mathematics	71.5	69.2	36.0
Science	71.4	62.3	47.2
Grade 6 Reading	85.6	73.3	64.7
Writing	74.8	65.1	51.8
Mathematics	79.5	67	59.5
Grade 7 Reading	88.1	78.9	59.5
Writing	67.5	64.9	39.9
Mathematics	75.8	65.4	55.7
Grade 8 Reading	90.9	76.2	78.5
Writing	84.2	67.2	71.1
Mathematics	81.0	65.0	67.9
Science	79.5	60.4	69.2

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 scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	51.2	48.5	40.9
Writing Across the Disciplines	70.0	62.1	44.7
Mathematics	61.4	52.4	50.8
Science	67.1	48.8	69.9

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
	62.3	51.1	73.8

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.8	78.5	
Average Score	Mathematics	519	503	60.9
	Critical Reading	510	499	52.6
	Writing	516	504	54.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	91.5	84.8	54.4
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.4	82.6
% Employed (Civilian Employment and in Armed Services)	9.6	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	162.43
Paraprofessional Instructional Assistants	30.93
Special Education	
Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	45.77
Library/Media Specialists and/or Assistants	6.23
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	11.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.40
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	113.70

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	15.0	14.6	13.9
% with Master's Degree or Above	85.6	81.6	79.8

Average Class Size	District	DRG	State
Grade K	17.0	17.5	18.9
Grade 2	21.3	19.4	19.8
Grade 5	19.4	21.2	21.3
Grade 7	17.2	20.1	20.2
High School	19.2	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	949	995	999
Middle School	990	1,028	1,029
High School	960	1,000	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.3	2.7	2.7
Middle School	1.1	2.2	2.1
High School	2.2	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$19,205	\$7,432	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$1,038	\$402	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$969	\$375	\$475	\$397	\$471
Student Support Services	\$2,011	\$778	\$949	\$919	\$950
Administration and Support Services	\$4,240	\$1,641	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$2,694	\$1,043	\$1,466	\$1,499	\$1,459
Transportation	\$2,672	\$1,027	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$1,946	N/A	N/A	N/A	N/A
Other	\$407	\$158	\$170	\$176	\$170
Total	\$35,183	\$13,162	\$14,444	\$14,027	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$496	\$192	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,555,206	27.2	22.0	21.8

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	57.4	38.5	4.0	0.1
Excluding School Construction	56.8	39.0	4.1	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of Ledyard Public Schools that each school receives comparable resources within the district's financial limitations and needs. Each year, principals and central office administrators meet to review budgetary needs at each building and district wide. Building and central office administrators work together to develop a budget reflective of each school's needs. Issues such as enrollment, curriculum initiatives, including the purchasing of materials and textbooks and student/teacher ratio, drive budgetary decisions. During the budget process, which begins in October, principals meet with their staff to determine needs. Those needs are brought to the central office where they are reviewed, prioritized, and brought before the Board of Education Finance Committee. The Board of Education hosts several public forums allowing input from the community and the parents. The forums ensure that the public understands the varied financial needs of the school district and the schools while providing a transparent and participatory process. The budget review process insures that per pupil expenditures at each school are reviewed and adjusted each year to ensure equitable allocation of resources.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	334
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.5%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	50	2.0	1.4	1.3
Learning Disability	83	3.4	3.6	4.0
Intellectual Disability	5	0.2	0.3	0.4
Emotional Disturbance	31	1.3	0.9	1.0
Speech Impairment	51	2.1	2.1	2.0
Other Health Impairment*	72	2.9	2.4	2.4
Other Disabilities**	42	1.7	1.0	1.0
Total	334	13.5	11.8	12.1

*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 2011-12 with a Standard Diploma	77.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

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	44.4	34.5	80.3	69.2
	Writing	25.0	19.9	73.0	64.4
	Mathematics	45.5	29.0	74.9	65.5
	Science	30.6	21.3	75.4	61.3
CAPT	Reading Across the Disciplines	31.2	15.7	51.2	48.5
	Writing Across the Disciplines	26.1	16.7	70.0	62.1
	Mathematics	40.0	16.8	61.4	52.4
	Science	32.0	14.6	67.1	48.8

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	20.7
	% With Accommodations	79.3
CAPT	% Without Accommodations	37.1
	% With Accommodations	62.9
% Assessed Using Skills Checklist		16.7

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	1.2
Private Schools or Other Settings	30	9.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	235	70.4	74.7	72.0
40.1 to 79.0 Percent of Time	75	22.5	16.4	16.4
0.0 to 40.0 Percent of Time	24	7.2	8.9	11.6

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 imbed the State Literacy Standards in each academic course which will further strengthen an already strong STEM program in Ledyard. Project Lead the Way has expanded space and enrollment preparing our students for collegiate engineering courses and future careers in education. Our robotics and aerospace student clubs further enhance our STEM program. Grade level and department educators continue to refine their pacing guides and common formative assessments to inform and guide instructional practices. These assessments and student work are discussed during on-going grade-level meetings and during professional development sessions. The district has a strong early intervention model including K Academy and planned to replace it with a full day K program in 2013-2014. Additionally, the district expanded its Early Childhood program through grant-funding and now serves 40 students. 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 Power School in a timely way. In special education, the district personnel are focused on increased inclusion for students while providing professional development for teachers regarding content differentiation. Faculty continued their use of academic software that supplemented the curriculum and classroom instruction; this software provided reinforcement, remediation, or acceleration of math content dependent on student need. Parent communication is a focus for the Board of Education and the district. In an effort to increase parent involvement, teachers and administrators provide informational sessions through the PTO and other venues. Parents participate in Science Night, Music Boosters, Athletic Boosters, Agri-Science Boosters, and through volunteerism in the district. Additionally, the middle school and high school have an on-line grade book that parents can access from home. Parents attended informational sessions regarding the CCSS and how the curriculum is different at individual grade levels; a parent website was created with useful information. Parents particularly appreciate this effort as it provides timely feedback regarding their children's progress in school. The district has implemented an automated phone system to communicate with parents regarding a variety of school/student issues, 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.
