

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

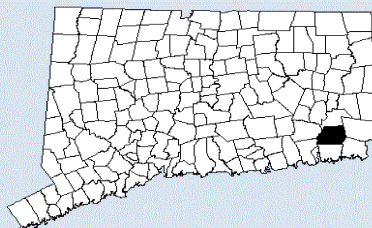


## Ledyard School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,431
Per Pupil Expenditures <sup>1</sup>	\$14,556
Total Expenditures <sup>1</sup>	\$37,569,946

<sup>1</sup>Expenditure data reflect the 2017-18 school year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,167	48.0	48.4
Male	1,264	52.0	51.6
American Indian or Alaska Native	75	3.1	0.3
Asian	85	3.5	5.2
Black or African American	125	5.1	12.8
Hispanic or Latino of any race	257	10.6	25.8
Native Hawaiian or Other Pacific Islander	10	0.4	0.1
Two or More Races	131	5.4	3.6
White	1,748	71.9	52.4
English Learners	32	1.3	7.6
Eligible for Free or Reduced-Price Meals	682	28.1	42.1
Students with Disabilities <sup>3</sup>	481	19.8	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	18	1.6	29	2.4
Male	27	2.2	107	8.2
Black or African American	*	*	9	6.9
Hispanic or Latino of any race	*	*	19	6.9
White	25	1.5	82	4.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	1.8	55	7.9
Students with Disabilities	15	3.2	49	8.8
District	45	1.9	136	5.4
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 104**

**Number of school-based arrests: 8**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Ledyard School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	143.6
Paraprofessional Instructional Assistants	21.3
<b>Special Education</b>	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	54.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	11.5
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	9.5
Counselors, Social Workers and School Psychologists	13.3
School Nurses	6.1
Other Staff Providing Non-Instructional Services/Support	98.9

<sup>1</sup>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

	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	2	0.9	3.8
Hispanic or Latino of any race	3	1.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	205	96.2	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	9	*	9	*
Hispanic or Latino of any race	16	76.2	12	*
White	105	77.8	131	85.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	75.0	46	82.1
Students with Disabilities	27	67.5	30	73.2
District	143	76.5	168	82.8
State		74.5		85.2

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	41	54.7
Emotional Disturbance	17	51.5
Intellectual Disability	0	0
Learning Disability	83	68.6
Other Health Impairment	88	76.5
Other Disabilities	10	41.7
Speech/Language Impairment	39	84.8
District	278	66.3
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Ledyard School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	77	3.3	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	121	5.2	5.5
Other Health Impairment	116	4.9	3.2
Other Disabilities	34	1.4	1.1
Speech/Language Impairment	56	2.4	1.8
All Disabilities	442	18.8	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	3.8	8.2
Private Schools or Other Settings	11	2.5	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$20,784,863	\$8,053	\$10,545
Support services - students	\$2,202,341	\$911	\$1,373
Support services - instruction	\$965,387	\$399	\$644
Support services - general administration	\$1,247,755	\$516	\$462
Support services - school based administration	\$1,939,242	\$802	\$1,007
Central and other support services	\$5,263,762	\$2,177	\$671
Operation and maintenance of plant	\$2,576,332	\$1,065	\$1,629
Student transportation services	\$2,296,279	\$876	\$1,231
Food services	.	.	\$13
Enterprise operations	\$293,985	\$122	\$157
Minor school construction	.	.	\$65
Total	\$37,569,946	\$14,556	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,050,573	41.1	29.7
Instructional Aide Salaries	\$738,282	7.5	9.6
Other Salaries	\$251,600	2.6	10.4
Employee Benefits	\$628,756	6.4	13.0
Purchased Services Other Than Transportation	\$649,925	6.6	5.5
Special Education Tuition	\$2,574,314	26.1	22.6
Supplies	\$59,285	0.6	0.6
Property Services	\$2,369	0.0	0.4
Purchased Services For Transportation	\$902,071	9.1	8.0
Equipment	\$8,086	0.1	0.2
All Other Expenditures	\$845	0.0	0.1
Total	\$9,866,106	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.3	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	62.3
State	32.3
Federal	2.3
Tuition & Other	3.2

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## Ledyard School District

### 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	*	*	*	*	*	*
Asian	40	67.9	40	69.0	24	73.2
Black or African American	60	61.7	60	59.1	27	54.5
Hispanic or Latino of any race	138	62.3	138	58.0	70	61.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	75	56.4	75	54.3	32	56.2
White	884	67.9	882	65.1	382	67.7
English Learners	36	54.9	36	53.9	15	*
Non-English Learners	1,205	66.0	1,203	63.1	536	65.6
Eligible for Free or Reduced-Price Meals	375	57.7	374	54.3	156	56.8
Not Eligible for Free or Reduced-Price Meals	866	69.1	865	66.6	395	68.8
Students with Disabilities	245	49.7	245	45.2	116	53.1
Students without Disabilities	996	69.6	994	67.2	435	68.7
High Needs	538	56.6	537	52.9	235	56.9
Non-High Needs	703	72.6	702	70.5	316	71.7
District	1,241	65.7	1,239	62.9	551	65.4

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.7	77.5	78.3	61.6	701	76.2
Curl Up	88.9	83.1	87.3	57.0	701	79.2
Push Up	78.4	74.2	77.2	53.5	701	70.9
Mile Run/PACER	82.7	72.5	72.0	47.7	701	68.6
All Tests - District	62.3	50.6	54.5	38.4	701	51.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Ledyard School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	13	*
Hispanic or Latino of any race	18	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57	87.7
Students with Disabilities	33	81.8
District	195	93.3
State		88.3

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	97	50.8
Male	93.5	78	39.2
Black or African American	100.0	6	27.3
Hispanic or Latino of any race	97.5	12	30.0
White	94.8	147	50.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.4	27	24.1
Students with Disabilities	80.2	6	7.4
District	94.9	175	44.9
State	95.9		42.6

<sup>3</sup>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

<sup>4</sup>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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	71.6	93.8
Male	63.3	90.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	72.0	92.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.1	89.7
Students with Disabilities	39.4	*
District	67.7	92.6
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## Ledyard School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.7	75	43.8	50	87.6	67.7
	High Needs Students	56.6	75	37.7	50	75.5	58.1
Math Performance Index	All Students	62.9	75	41.9	50	83.8	63.1
	High Needs Students	52.9	75	35.3	50	70.6	52.7
Science Performance Index	All Students	65.4	75	43.6	50	87.2	63.8
	High Needs Students	56.9	75	37.9	50	75.8	54.2
ELA Academic Growth	All Students	53.2%	100%	53.2	100	53.2	59.9%
	High Needs Students	48.6%	100%	48.6	100	48.6	55.1%
Math Academic Growth	All Students	60.4%	100%	60.4	100	60.4	62.5%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.2%
Progress Toward English Proficiency	Literacy	56.8%	100%	28.4	50	56.8	60.0%
	Oral	54.1%	100%	27.0	50	54.1	52.1%
Chronic Absenteeism	All Students	1.9%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	2.4%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	79.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	44.9%	75%	29.9	50	59.8	42.6%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.3%	94%	99.3	100	99.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		85.7%	94%	91.2	100	91.2	83.3%
Postsecondary Entrance (Class of 2018)		67.7%	75%	90.3	100	90.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.0%   51.4%	75%	34.2	50	68.5	96.4%   52.9%
Arts Access		51.5%	60%	42.9	50	85.8	51.9%
<b>Accountability Index</b>				<b>1103.7</b>	<b>1450</b>	<b>76.1</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	72.6	56.6	16.0	15.4	
Math Performance Index Gap	70.5	52.9	17.6	17.6	
Science Performance Index Gap	71.7	56.9	14.8	16.1	
Graduation Rate Gap	94.0%	85.7%	8.3%	11.1%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	98.9
Math	All Students	99.0
	High Needs Students	98.9
Science	All Students	98.4
	High Needs Students	97.5

<sup>3</sup>Minimum participation standard is 95%.

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

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: 48.5      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## 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 implementation of district-wide 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 continued refinement of an intervention/enrichment period in all grades K-5. 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 have been completed. 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 completes renovations at 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 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. 2018-2019 saw a district-wide commitment to PBIS with all elementary schools and the middle school first year of implementation. Ledyard High School will continue 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. Work for the 2019-2020 elementary school consolidation and middle school reconfiguration are complete; this transition is a major focus for the district.

# District Profile and Performance Report for School Year 2018-19

## Ledyard School District

### **Equitable Allocation of Resources among District Schools**

It is the policy of Ledyard Public Schools that each school receives equitable allocation of 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 equity.