

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



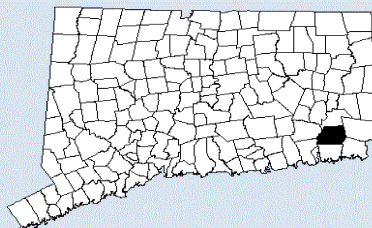
## Ledyard School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,395
Per Pupil Expenditures <sup>1</sup>	\$15,183
Total Expenditures <sup>1</sup>	\$38,535,144

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,185	49.5	48.4
Male	1,210	50.5	51.6
American Indian or Alaska Native	84	3.5	0.3
Asian	85	3.5	5.1
Black or African American	129	5.4	12.9
Hispanic or Latino	245	10.2	24.0
Pacific Islander	7	0.3	0.1
Two or More Races	125	5.2	2.9
White	1,720	71.8	54.8
English Learners	19	0.8	6.8
Eligible for Free or Reduced-Price Meals	537	22.4	35.9
Students with Disabilities <sup>1</sup>	416	17.4	14.3

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	54	4.7	29	2.4
Male	76	6.4	119	9.7
Black or African American	14	10.6	15	11.3
Hispanic or Latino	12	5.0	17	6.7
White	79	4.7	89	5.1
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	41	8.2	61	10.2
Students with Disabilities	27	6.3	47	9.8
District	130	5.5	148	6.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 123

Number of school-based arrests: Fewer than 6

<sup>2</sup>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.

<sup>3</sup>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 2016-17

## 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	20.3
<b>Special Education</b>	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	45.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	11.5
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	3.8
Instructional Specialists Who Support Teachers	10.5
Counselors, Social Workers and School Psychologists	12.8
School Nurses	6.9
Other Staff Providing Non-Instructional Services/Support	107.2

<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	1.0
Black or African American	1	0.5	3.6
Hispanic or Latino	2	0.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	206	97.2	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	11	*
Hispanic or Latino	*	*	13	56.5
White	66	45.5	112	66.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	15	35.7	35	68.6
Students with Disabilities	7	21.9	24	43.6
District	86	44.3	143	64.7
State		63.6		77.5

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	27	55.1
Emotional Disturbance	25	64.1
Intellectual Disability	*	*
Learning Disability	86	75.4
Other Health Impairment	88	80.7
Other Disabilities	*	*
Speech/Language Impairment	22	95.7
District	263	70.5
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Ledyard School District

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

	District	State
	Count	Rate (%)
Autism	51	2.2
Emotional Disturbance	39	1.7
Intellectual Disability	6	0.3
Learning Disability	114	5.0
Other Health Impairment	109	4.7
Other Disabilities	39	1.7
Speech/Language Impairment	33	1.4
All Disabilities	391	17.0

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,948,878	8,664	9,663
Instructional Supplies and Equipment	643,540	266	321
Improvement of Instruction and Educational Media Services	1,390,234	575	578
Student Support Services	2,307,942	954	1,103
Administration and Support Services	4,973,538	2,057	1,861
Plant Operation and Maintenance	2,830,369	1,171	1,637
Transportation	2,411,820	995	877
Costs of Students Tuitioned Out	2,685,024	N/A	N/A
Other	343,799	142	201
Total	38,535,144	15,183	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	651,564	269	1,749
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<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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,089,533	38.8
Noncertified Personnel	1,053,057	10.0
Purchased Services	424,319	4.0
Tuition to Other Schools	2,419,680	23.0
Special Ed. Transportation	972,221	9.2
Other Expenditures	1,576,922	15.0
Total Expenditures	10,535,732	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.4	56.9
State	36.9	37.4
Federal	2.3	2.3
Tuition & Other	3.4	3.4

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2016-17

## 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	47	52.5	46	50.7	28	45.8
Asian	47	72.9	47	72.3	16	*
Black or African American	67	62.4	67	54.9	32	53.8
Hispanic or Latino	120	65.5	119	59.3	54	54.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	66	61.0	65	55.7	25	49.4
White	835	68.9	832	64.7	373	61.8
English Learners	20	64.3	20	60.2	12	*
Non-English Learners	1164	67.3	1158	62.9	518	59.3
Eligible for Free or Reduced-Price Meals	260	60.9	256	57.3	118	54.4
Not Eligible for Free or Reduced-Price Meals	924	69.1	922	64.4	412	60.3
Students with Disabilities	208	51.8	208	46.9	91	48.7
Students without Disabilities	976	70.6	970	66.2	439	61.1
High Needs	422	58.0	418	53.6	190	51.9
Non-High Needs	762	72.4	760	67.9	340	62.9
District	1184	67.3	1178	62.8	530	59.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	62.1	74.4	81.5	97.0	649	78.9
Curl Up	80.1	90.4	85.7	84.8	649	85.2
Push Up	62.1	66.0	73.8	78.7	649	70.3
Mile Run/PACER	53.4	70.5	75.6	62.8	649	65.6
All Tests - District	32.3	43.6	63.1	57.3	649	49.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>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.

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

# District Profile and Performance Report for School Year 2016-17

## Ledyard School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52	82.7
Students with Disabilities	39	69.2
District	232	90.5
State		87.4

<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 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	99	45.2
Male	94.9	79	40.3
Black or African American	100.0	6	18.8
Hispanic or Latino	100.0	13	31.0
White	96.2	147	46.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.8	19	20.4
Students with Disabilities	85.1	7	8.0
District	96.6	178	42.9
State	96.1		43.5

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	71.1	89.8
Male	60.9	75.0
Black or African American	*	*
Hispanic or Latino	*	*
White	69.0	80.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46.5	82.9
Students with Disabilities	44.4	*
District	66.7	83.1
State	72.0	88.5

<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 2016-17

## 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	67.3	75	44.8	50	89.7	67.1
	High Needs Students	58.0	75	38.6	50	77.3	55.9
Math Performance Index	All Students	62.8	75	41.9	50	83.8	62.2
	High Needs Students	53.6	75	35.7	50	71.4	50.5
Science Performance	All Students	59.0	75	39.3	50	78.6	55.3
	High Needs Students	51.9	75	34.6	50	69.2	45.2
ELA Academic Growth	All Students	50.2%	100%	50.2	100	50.2	55.4%
	High Needs Students	44.2%	100%	44.2	100	44.2	49.8%
Math Academic Growth	All Students	56.5%	100%	56.5	100	56.5	61.7%
	High Needs Students	49.9%	100%	49.9	100	49.9	53.7%
Chronic Absenteeism	All Students	5.5%	<=5%	48.9	50	97.8	9.9%
	High Needs Students	6.5%	<=5%	47.0	50	93.9	15.8%
Preparation for CCR	% Taking Courses	55.2%	75%	36.8	50	73.6	70.7%
	% Passing Exams	42.9%	75%	28.6	50	57.2	43.5%
On-track to High School Graduation		91.4%	94%	48.6	50	97.3	87.8%
4-year Graduation All Students (2016 Cohort)		90.5%	94%	96.3	100	96.3	87.4%
6-year Graduation - High Needs Students (2014)		94.7%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		66.7%	75%	88.9	100	88.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		91.7%   49.3%	75%	32.9	50	65.7	92.0%   51.6%
Arts Access		54.3%	60%	45.3	50	90.5	50.5%
<b>Accountability Index</b>				<b>1009.1</b>	<b>1350</b>	<b>74.7</b>	

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?					N
ELA Performance Index Gap	72.4	58.0	14.5	16.7	
Math Performance Index Gap	67.9	53.6	14.3	18.7	
Science Performance Index Gap	62.9	51.9	10.9	16.6	
Graduation Rate Gap	94.0%	94.7%	-0.7%	12.0%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.4
	High Needs Students	99.3
Math	All Students	99.1
	High Needs Students	98.9
Science	All Students	98.9
	High Needs Students	98.0

<sup>3</sup>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: 60.8**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Ledyard School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Ledyard Public Schools (LPS) has fully revised our Vision and Theories of Action – with school improvement plans and professional development activities aligned to the new goals. 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 and the establishment of an in-district clinical program to support high school students. Additionally, Ledyard is in the first year of a district-wide implementation of Positive Behavioral Supports and Interventions (PBIS) at the elementary and middle schools. LPS is further supporting 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. A medically fragile program for our most health-impacted students PK-12 was added this year. Ledyard continues to support 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 is developing protocols to support grade level and content area teacher leaders with data team processes. Ledyard continues to focus on foundational reading and mathematics skills and has revisited the training and implementation of Foundations in grades K-2. Student growth and progress is assessed in part 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 continue. High school additions to Advanced Placement options include Statistics. With support of the Ledyard Educational Advancement Foundation, LPS has added a second year of engineering classes at the middle school – Automation and Robotics. Efforts to transition to a 1:1 device district continue, with 5 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 child'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 renovates two schools, and is beginning plans to realign grade levels and attendance areas to the redesigned buildings. 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 strong early intervention model including 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. Several school-based goals in 2016-2017 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. Schools also increased focus on recognizing positive behaviors demonstrated by students. 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 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. Parent organizations partner with schools to bring facilitators to the district to support students in anti-bullying efforts and cultural awareness and respect. 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 children participate in a number of charter and magnet schools in Southeastern Connecticut; 187 students in grades K through 12 are enrolled in 14 choice programs in Groton, New London, Norwich, Waterford, and Willimantic.

# District Profile and Performance Report for School Year 2016-17

## Ledyard School District

### **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 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 equitable share of resources.