

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



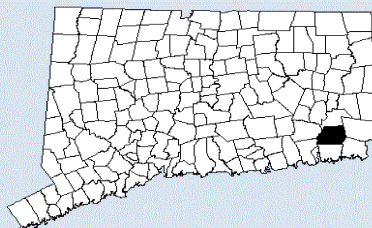
## Ledyard School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,540
Per Pupil Expenditures <sup>1</sup>	\$13,501
Total Expenditures <sup>1</sup>	\$36,155,552

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,255	49.4	48.3
Male	1,285	50.6	51.6
American Indian or Alaska Native	101	4.0	0.2
Asian	87	3.4	4.7
Black or African American	155	6.1	12.9
Hispanic or Latino	240	9.4	22.1
Pacific Islander	6	0.2	0.0
Two or More Races	103	4.1	2.5
White	1,848	72.8	57.2
English Language Learners	22	0.9	6.3
Eligible for Free or Reduced-Price Meals	537	21.1	37.6
Students with Disabilities <sup>1</sup>	392	15.4	13.3

<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	43	3.6	32	2.5
Male	44	3.6	109	8.5
Black or African American	6	3.9	14	8.8
Hispanic or Latino	7	3.0	15	6.1
White	66	3.7	94	5.1
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	34	7.3	58	9.9
Students with Disabilities	15	4.2	34	8.4
District	87	3.6	141	5.6
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 43**

<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 2014-15

## Ledyard School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	159.1
Paraprofessional Instructional Assistants	22.7
<b>Special Education</b>	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	40.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	12.7
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	13.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	101.8

<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	1.3	1.0
Black or African American	1	0.5	3.5
Hispanic or Latino	4	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	216	96.4	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.2

### 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	9	*	16	76.2
Hispanic or Latino	8	*	18	81.8
White	125	69.1	140	78.7
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	78.1	24	68.6
Students with Disabilities	23	52.3	19	41.3
District	157	67.7	193	78.5
State		58.4		73.8

<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	25	54.3
Emotional Disturbance	19	61.3
Intellectual Disability	*	*
Learning Disability	70	72.9
Other Health Impairment	60	73.2
Other Disabilities	*	*
Speech/Language Impairment	37	88.1
District	222	66.1
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Ledyard School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	49	2.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	96	4.0	4.4
Other Health Impairment	85	3.5	2.6
Other Disabilities	41	1.7	1.0
Speech/Language Impairment	47	2.0	1.9
All Disabilities	354	14.7	13.0

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	6.5	8.1
Private Schools or Other Settings	17	4.8	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,963,295	7,807	9,134
Instructional Supplies and Equipment	514,194	201	334
Improvement of Instruction and Educational Media Services	952,723	373	498
Student Support Services	2,178,548	852	1,001
Administration and Support Services	4,354,454	1,703	1,694
Plant Operation and Maintenance	2,894,074	1,132	1,572
Transportation	2,581,167	1,011	813
Costs of Students Tuitioned Out	2,298,052	N/A	N/A
Other	419,045	164	186
Total	36,155,552	13,501	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	725,057	284	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,311,572	44.0	35.1
Noncertified Personnel	956,034	9.8	14.2
Purchased Services	351,480	3.6	5.2
Tuition to Other Schools	2,007,560	20.5	22.0
Special Ed. Transportation	1,053,553	10.7	8.6
Other Expenditures	1,122,513	11.5	14.9
Total Expenditures	9,802,712	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.9	54.9
State	40.0	39.8
Federal	1.5	1.6
Tuition & Other	3.6	3.7

<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 2014-15

## 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	56	56.5	56	50.8	17	*
Asian	50	74.1	50	66.9	22	60.3
Black or African American	85	66.8	85	55.6	43	55.6
Hispanic or Latino	108	66.9	108	57.4	46	58.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	889	72.8	892	65.4	425	66.2
English Language Learners	20	52.7	21	47.1	7	*
Non-English Language Learners	1205	71.4	1210	63.6	554	64.0
Eligible for Free or Reduced-Price Meals	223	64.7	223	57.1	87	56.3
Not Eligible for Free or Reduced-Price Meals	1002	72.5	1008	64.7	474	65.2
Students with Disabilities	201	54.9	204	48.5	102	53.8
Students without Disabilities	1024	74.3	1027	66.3	459	66.1
High Needs	389	60.4	393	53.8	178	55.8
Non-High Needs	836	76.1	838	67.8	383	67.6
District	1225	71.1	1231	63.4	561	63.8

#### 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	84.0	76.0	92.0	86.5	647	85.0
Curl Up	85.9	78.8	90.8	76.0	647	83.0
Push Up	64.7	73.3	82.2	75.4	647	74.2
Mile Run/PACER	67.9	63.7	79.9	77.8	647	72.8
All Tests - District	41.7	43.8	66.1	50.3	647	51.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Ledyard School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	20	85.0	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	61	83.6	83.9	No	85.0
Students with Disabilities	43	65.1	76.2	No	78.2
District	247	90.7	90.8	No	91.1
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 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	65.4	109	44.3
Male	59.5	82	35.3
Black or African American	66.7	11	30.6
Hispanic or Latino	43.2	8	21.6
White	63.8	155	43.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	50.7	16	23.9
Students with Disabilities	21.9	*	*
District	62.6	191	40.0
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	81.9	90.8
Male	68.8	89.6
Black or African American	*	*
Hispanic or Latino	*	*
White	76.3	90.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	61.2	86.1
Students with Disabilities	63.2	*
District	75.6	90.2
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Ledyard School District

### Next Generation Accountability Results

These statistics are the first 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	71.1	75	94.8	100	94.8	67.9
	High Needs Students	60.4	75	80.5	100	80.5	56.7
Math Performance Index	All Students	63.4	75	84.5	100	84.5	59.3
	High Needs Students	53.8	75	71.7	100	71.7	47.8
Science Performance Index	All Students	63.8	75	85.1	100	85.1	56.5
	High Needs Students	55.8	75	74.3	100	74.3	45.9
Chronic Absenteeism	All Students	3.6%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	6.1%	<=5%	47.7	50	95.4	17.3%
Preparation for CCR	% Taking Courses	73.2%	75%	48.8	50	97.6	66.1%
	% Passing Exams	40.0%	75%	26.6	50	53.3	37.3%
On-track to High School Graduation		92.7%	94%	49.3	50	98.7	85.6%
4-year Graduation All Students (2014 Cohort)		90.7%	94%	96.5	100	96.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		87.0%	94%	92.6	100	92.6	77.6%
Postsecondary Entrance (Class of 2014)		75.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		89.1%   51.0%	75%	17.0	50	34.0	87.6%   51.0%
Arts Access		55.0%	60%	45.8	50	91.6	45.7%
<b>Accountability Index</b>				<b>1065.3</b>	<b>1250</b>	<b>85.2</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	75.0	60.4	14.6	17.3	
Math Performance Index Gap	67.8	53.8	14.1	19.6	
Science Performance Index Gap	67.6	55.8	11.9	17.2	
Graduation Rate Gap	94.0%	87.0%	7.0%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.7
	High Needs Students	95.7
Math	All Students	98.1
	High Needs Students	96.4
Science	All Students	99.8
	High Needs Students	99.5

### 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: 54.1**

**State: 50.1**

#### 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 2014-15

## Ledyard School District

### Narratives

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

The Ledyard Board of Education reinvented their vision and mission at the beginning of the school year. School improvement plans and activities align to the new vision and the 4 strategic plan goals that support it. The leadership goal is supported by: 1) Comprehensive school walk-throughs by the entire administrative team with a focus on 21st century teaching and learning aligned to school goals and needs; 2) expanded opportunities for teacher leadership via formal and informal processes; and 3) increasing independence for teachers to identify, plan, and lead professional learning. The communication goal is supported through 1) on-going use of the new district website; and 2) development of teacher web pages. 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. This access has been extended to grade 6 students and parents this spring. A district committee is developing a vision, mission, and goals for the implementation and integration of technology into all classrooms and curricula in order to support the goal to improve technology infrastructure and to implement innovative teaching practices. 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 use of rigorous performance tasks to assess student learning. Student progress is also monitored using the interim Measures of Academic Progress (MAP) and many staff are using MAP data to set student and teacher SMART Goals. Endeavors to enhance our STEM program include the implementation of a middle school Digital Literacy curriculum and a Design and Engineering course at Ledyard Middle; the generous support of the Ledyard Educational Advancement Foundation will support the addition of Automation and Robotics next year. The district has a strong early intervention model including a full day Kindergarten program and the fully grant-funded STARS School Readiness Pre-school. 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 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 the Town initiates renovations to 2 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. The goal for the 2014-2015 school year was improved communication with stakeholders. Spring surveys evidence that 88% of stakeholders felt well-informed about the educational opportunities for students. New goals for 2015-2016 focus on peer inclusion. 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. 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 221 students, including 161 students who come from neighboring urban, suburban, and rural towns. Ledyard Public Schools offers participation in a number of charter and magnet schools in Southeastern Connecticut to help reduce racial, ethnic, and economic isolation. Seventy-two students in grades K through 12 are enrolled in choice programs in Groton, New London, Norwich, Waterford, and Willimantic.

# District Profile and Performance Report for School Year 2014-15

## 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 mission, vision, and strategic plan. Consideration is given to enrollment, curriculum initiatives, special education, contractual obligations, and mandates. Principals meet with staff to identify necessities of departments and grade levels. Those requests are prioritized and used to develop the school budget. School budget requests are brought to the administrative team and reviewed, prioritized, and aggregated to form the Superintendent's budget. This budget is presented to the Board of Education. The Board hosts public forums allowing input from the community. The forums make certain that the public understands the varied financial needs of the school district, while providing a participatory process. The feedback from the forums is considered by the Board prior the submission of their budget to the Ledyard Town Council. This sequential budget review ensures per pupil expenditures at each school are reviewed and adjusted to confirm equitable share of resources.