Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Laurel Ledge School
Regional School District 16

203-729-5355 • http://www.region16ct.org

School Information

Grade Range	PK-5
Enrollment	380

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

Contents

Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

| | School | | District |
	Count	Percent of Total (%)	Percent of Total (%)
Female	177	46.6	50.1
Male	203	53.4	49.9
American Indian or Alaska Native	*	*	*
Asian	7	1.8	1.5
Black or African American	12	3.2	2.6
Hispanic or Latino	30	7.9	5.2
Pacific Islander	*	*	*
Two or More Races	*	*	0.6
White	323	85.0	89.9
English Language Learners	*	*	1.0
Eligible for Free or Reduced-Price Meals	65	17.1	14.8
Students with Disabilities[1]	60	15.8	14.7

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism[2] | | Suspension/ Expulsion[3] | |
	Count	Rate (%)	Count	Rate (%)
Female	16	9.5	0	0.0
Male	25	12.8	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	33	10.5	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	22	34.4	0	0.0
Students with Disabilities	12	22.6	0	0.0
School	41	11.3	*	*
District		7.2		4.5

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	5.6
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	9.4
Administrators, Coordinators and Department Chairs	
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.8

[1]In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.5
Black or African American	0	0.0	0.0
Hispanic or Latino	2	5.9	1.4
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	32	94.1	98.1

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.3	10.7

Instruction and Resources

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1078
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	08:45 AM
End Time	03:15 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	9	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	21	91.3
School	35	79.5
District		74.5

[3]Ages 6-21

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino	13	*	13	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	164	76.9	164	74.4	51	70.9
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	68.5	27	65.3	9	*
Not Eligible for Free or Reduced-Price Meals	162	78.1	162	75.1	54	70.8
Students with Disabilities	37	64.1	37	61.3	13	*
Students without Disabilities	152	79.8	152	76.7	50	72.3
High Needs	58	66.6	58	63.8	23	61.5
Non-High Needs	131	81.2	131	78.1	40	74.2
School	189	76.8	189	73.7	63	69.6

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

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

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.3	N/A	N/A	N/A	64	81.3
Curl Up	96.9	N/A	N/A	N/A	64	96.9
Push Up	90.6	N/A	N/A	N/A	64	90.6
Mile Run/PACER	95.3	N/A	N/A	N/A	64	95.3
All Tests - School	75.0	N/A	N/A	N/A	64	75.0
All Tests - District	75.2	52.1	44.9	41.6		53.1

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.8	75	50.0	50	100.0	67.7
	High Needs Students	66.6	75	44.4	50	88.8	56.7
Math Performance Index	All Students	73.7	75	49.1	50	98.2	61.4
	High Needs Students	63.8	75	42.5	50	85.0	49.9
Science Performance Index	All Students	69.6	75	46.4	50	92.7	57.5
	High Needs Students	61.5	75	41.0	50	82.0	47.0
ELA Academic Growth	All Students	73.4%	100%	73.4	100	73.4	63.8%
	High Needs Students	73.2%	100%	73.2	100	73.2	58.3%
Math Academic Growth	All Students	79.0%	100%	79.0	100	79.0	65.0%
	High Needs Students	78.4%	100%	78.4	100	78.4	57.4%
Chronic Absenteeism	All Students	11.3%	<=5%	37.5	50	74.9	9.6%
	High Needs Students	24.8%	<=5%	10.5	50	20.9	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% | 75.0%	75%	50.0	50	100.0	89.2% | 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				**675.3**	**850**	**79.4**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.6	8.4	16.6	
Math Performance Index Gap	75.0	63.8	11.2	19.1	
Science Performance Index Gap	74.2	61.5	12.6	17.3	
Graduation Rate Gap	.	.	.	.	

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	97.5
	High Needs Students	95.3
Math	All Students	97.5
	High Needs Students	95.3
Science	All Students	98.4
	High Needs Students	100.0

[3]Minimum participation standard is 95%.

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports