

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



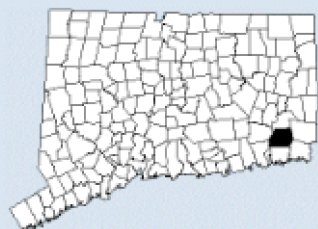
Ledyard School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,347
Per Pupil Expenditures	\$18,092
Total Expenditures	\$46,262,133

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,186	50.5	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	36	1.5	0.2
Asian	62	2.6	5.2
Black or African American	68	2.9	12.4
Hispanic or Latino of any race	342	14.6	32.1
Native Hawaiian or Other Pacific Islander	6	0.3	0.1
Two or More Races	229	9.8	4.8
White	1,604	68.3	45.1
English Learners/Multilingual Learners	39	1.7	11.3
Eligible for Free or Reduced-Price Meals	670	28.5	44.8
Students with Disabilities	474	20.2	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	155	14.0	37	3.1
Male	*	*	92	7.5
Non-Binary	*	*	0	*
Black or African American	12	20.3	*	*
Hispanic or Latino of any race	55	16.9	27	7.5
White	173	11.3	70	4.3
English Learners/Multilingual Learners	7	16.7	*	*
Eligible for Free or Reduced-Price Meals	144	21.8	64	8.7
Students with Disabilities	99	23.3	52	9.8
All Students - District	305	13.6	129	5.3
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 334
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	163.7
General Education Paraprofessionals	21.4
Special Education Teachers and Instructors	35.0
Special Education Paraprofessionals	36.2
District Central Office Administrators	4.0
School Level Administrators	14.2
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	3.2
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	16.8
School Nurses	7.1
Other Staff Providing Non-Instructional Services/Support	141.8

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.2	1.4
Black or African American	1	0.4	4.9
Hispanic or Latino of any race	4	1.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	241	96.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	32	13	6.8
Teachers	26	13.3	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	19	79.2	19	90.5
White	118	93.7	129	95.6
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	42	82.4	54	90.0
Students with Disabilities	26	86.7	38	86.4
All Students - District	163	91.1	182	93.8
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	36	44.4
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	67	58.8
Other Health Impairment	59	56.7
Other Disabilities	*	*
Speech/Language Impairment	46	88.5
All Disabilities - District	218	54.0
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	84	3.7	2.9
Emotional Disability	22	1.0	1.1
Intellectual Disability	11	0.5	0.6
Learning Disability	114	5.1	6.5
Other Health Impairment	106	4.7	3.6
Other Disabilities	39	1.7	1.1
Speech/Language Impairment	63	2.8	2.0
All Disabilities	439	19.5	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	18	4.1	8.2
Private Schools or Other Settings	19	4.3	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$26,845,350	\$10,499	\$13,471
Support services - students	\$5,116,589	\$2,106	\$1,826
Support services - instruction	\$1,465,381	\$603	\$972
Support services - general administration	\$1,635,725	\$673	\$568
Support services - school based administration	\$2,710,460	\$1,115	\$1,274
Central and other support services	\$1,677,498	\$690	\$761
Operation and maintenance of plant	\$3,249,450	\$1,337	\$2,125
Student transportation services	\$3,140,330	\$1,160	\$1,695
Food services	.	.	\$10
Enterprise operations	\$421,350	\$173	\$219
Total	\$46,262,133	\$18,092	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$4,495,047	34.7	26.4
Instructional Aide Salaries	\$1,133,268	8.7	10.1
Other Salaries	\$1,046,603	8.1	10.5
Employee Benefits	\$1,029,740	7.9	13.3
Purchased Services Other Than Transportation	\$1,109,464	8.6	6.8
Special Education Tuition	\$2,558,875	19.7	22.8
Supplies	\$96,239	0.7	0.6
Property Services	\$19,690	0.2	0.4
Purchased Services For Transportation	\$1,472,299	11.4	8.7
Equipment	\$6,454	0.0	0.2
All Other Expenditures	\$2,005	0.0	0.1
Total	\$12,969,682	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	28.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	63.6
State	30.2
Federal	4.1
Tuition & Other	2.2

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	36	64.3	36	65.4	18	*
Black or African American	29	58.8	29	56.2	12	*
Hispanic or Latino of any race	181	61.5	181	58.9	77	67.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	121	59.2	121	52.2	46	61.0
White	824	68.6	824	64.0	351	70.6
English Learners/Multilingual Learners	37	59.1	37	61.3	17	*
Non-English Learners/Non-Multilingual Learners	1,175	66.2	1,175	61.5	498	68.8
Eligible for Free or Reduced-Price Meals	317	58.6	317	53.4	132	59.9
Not Eligible for Free or Reduced-Price Meals	895	68.5	895	64.4	383	71.8
Students with Disabilities	221	48.8	221	42.5	85	48.7
Students without Disabilities	991	69.8	991	65.8	430	72.7
High Needs	482	56.4	482	51.4	196	57.9
Non-High Needs	730	72.2	730	68.2	319	75.5
All Students - District	1,212	65.9	1,212	61.5	515	68.8

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	93.8	87.1	81.1	81.0	629	85.9
Curl Up	89.4	85.3	81.1	63.9	640	80.0
Push Up	82.5	79.1	65.4	59.7	641	71.8
Mile Run/PACER	80.6	79.8	66.9	47.1	638	68.8
All Tests - District	62.5	63.8	54.7	35.2	627	54.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	22	95.5
White	137	94.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	77	90.9
Students with Disabilities	43	76.7
All Students - District	193	94.3
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	81	44.8
Male	64	33.7
Non-Binary	0	*
Black or African American	8	*
Hispanic or Latino of any race	8	17.8
White	115	44.1
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	28	25.2
Students with Disabilities	*	*
All Students - District	145	38.9
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	71.8	85.5
Male	58.0	75.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	66.7	*
White	65.4	85.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	52.8	79.4
Students with Disabilities	44.4	*
All Students - District	65.8	81.4
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.9	75	44.0	50	87.9	64.7
ELA Performance Index	High Needs Students	56.4	75	37.6	50	75.2	54.9
Math Performance Index	All Students	61.5	75	41.0	50	82.1	61.1
Math Performance Index	High Needs Students	51.4	75	34.3	50	68.5	50.6
Science Performance Index	All Students	68.8	75	45.8	50	91.7	62.6
Science Performance Index	High Needs Students	57.9	75	38.6	50	77.2	52.1
ELA Academic Growth	All Students	59.2%	100%	59.2	100	59.2	60.6%
ELA Academic Growth	High Needs Students	52.3%	100%	52.3	100	52.3	55.7%
Math Academic Growth	All Students	56.0%	100%	56.0	100	56.0	62.3%
Math Academic Growth	High Needs Students	52.6%	100%	52.6	100	52.6	55.9%
Progress Toward English Proficiency	Literacy	65.1%	100%	32.5	50	65.1	58.7%
Progress Toward English Proficiency	Oral	62.9%	100%	31.4	50	62.9	55.7%
Chronic Absenteeism	All Students	13.6%	<=5%	32.9	50	65.7	17.2%
Chronic Absenteeism	High Needs Students	21.1%	<=5%	17.7	50	35.4	24.8%
% Taking CCR Courses	All Students	92.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	38.9%	75%	25.9	50	51.8	47.2%
On-track to High School Graduation	All Students	95.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.3%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.8%	75%	87.7	100	87.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	54.5%	75%	36.4	50	72.7	49.0%
Arts Access	All Students	62.4%	60%	50.0	50	100.0	55.1%
Accountability Index				1075.9	1450	74.2	

Physical Fitness Estimated Participation Rate - District: 91.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	72.2	56.4	15.8	16.9	N
Math Performance Index Gap	68.2	51.4	16.8	18.4	N
Science Performance Index Gap	75.0	57.9	17.1	18.2	N
Graduation Rate Gap	94.0%	94.0%	0.0%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.0
ELA	High Needs Students	98.0
Math	All Students	99.0
Math	High Needs Students	98.0
Science	All Students	97.6
Science	High Needs Students	95.7

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: 55.8

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Improvement plans and professional development activities are aligned to the Board of Education's vision and strategic plan. Ledyard has committed to continuous improvement of special education programming and a focus on developing strong connections and positive relationships. A PK-22 continuum of services has been created and refined to effectively address the individual needs of all students with disabilities.

The Ledyard Transition Academy provides instruction and vocational experiences related to post-school outcomes as recommended by the PPT process. Additionally, Ledyard has fully implemented Positive Behavioral Interventions and Supports (PBIS) district-wide.

Creating a climate and culture where students want to attend school and feel a true sense of belonging is at the heart of addressing chronic absenteeism. Each school monitors attendance rates, striving to build positive relationships with students and families to ensure resources are available to promote and support regular attendance.

Ledyard Public Schools seeks to engage parents and students in planning and improvement of school programs. Stakeholder feedback groups, along with a Strategic Plan Steering Committee created the district's Strategic Plan and a powerful vision to anchor our continued work. Annual climate surveys provide feedback from parents, students, and staff to help inform ongoing improvements. Each school has an active Parent Teacher Organization or Parent Advisory Committee that works closely with administration. Student Council and various student-led organizations and clubs also provide valuable feedback. There are student representatives from the middle and high schools on the Board of Education.

Ledyard Public Schools is a 1:1 device district 7-12 (take home); all 1-6 students are 1:1 in school. MyLedyardSchools app supports communications with students and parents.

In grades 6-12, parents can access student grades online as they are posted by the teachers in PowerSchool. K-12 parents can access student work and teacher feedback on the school district app or by using Google Classroom. An automated phone-email system is used to communicate various school and student issues, including absenteeism and truancy. Parent-Teacher conferences are scheduled twice a year. The Board of Education continues to seek additional avenues to partner with parents.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Ledyard Public Schools is dedicated in its efforts to reduce racial, ethnic, and economic isolation through its curricula and extra-curricular programming. Annually, each School Climate Team updates its plan of action based on data analysis from school climate surveys. Work to provide frequent and varied communication with stakeholders and strategies to include peers in play and social groups is ongoing. In-school and out-of-school experiences in science, history, music, visual arts, and performing arts are supported at the elementary and middle school levels with collaboration from parent organizations. Our high school music, fine arts, and drama programs routinely celebrate diversity through multicultural expression. Ledyard, Robert E. Fitch, and New London High Schools conduct a youth leadership program entitled, "More Than Words." Students trained as youth leaders educate their peers on conflict resolution and positive communication strategies for students. High school students bring these skills to our elementary classrooms. As the second-largest military-connected student population in Connecticut, LPS coordinates with the School Liaison Officer for Naval Submarine Base New London to support military-connected students. Each school in Ledyard has a Military Family Life Counselor provided by the DOD. Ledyard students participate in a number of charter and magnet schools in Southeastern Connecticut; 100 students in grades K through 12 are enrolled in 11 choice programs in Groton, New London, Willimantic, and Norwich.

Ledyard Public Schools is committed to recruiting a team of talented professionals, teachers, administrators, and staff who share similar backgrounds and experiences with our students.

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Equitable Allocation of Resources among District Schools

It is the policy of Ledyard Public Schools that each school receives an allocation of resources within the district's financial parameters that meets the needs of students. The administrative team works to develop a budget reflective of the vision and goals of the Board of Education. In developing the budget, primary consideration is given to student academic needs but also factors in enrollment, curriculum initiatives, special education, contractual obligations, and mandates. In this process, principals meet with staff to identify department and grade-level needs. Budgets for instruction, personnel, technology, special education, and maintenance are developed by directors and 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 and ensure public understanding of the varied financial needs of the district. The feedback received at the forums is considered by the Board prior to the submission of its budget to the Town Council.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	4.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	7	28.0	32.0
Retired	2	8.0	23.7
Teach/Admin in Other CT Dist	13	52.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	4.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	4.0	2.3
TOTAL	25		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.