

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**Ledyard High School
Ledyard School District**

LOUIS J. GABORDI, Principal
 WILLIAM WINTERS, Asst. Principal
 WILLIAM T. TURNER, Asst. Principal
 Telephone: (860) 464-9600

Location: 24 Gallup Hill Road
 Ledyard,
 Connecticut

Website: ledyardschools.org/LHS/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional with Reg. Agricultu
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 977
 5-Year Enrollment Change: -6.4%

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	89	9.1	10.5	26.0
Students Who Are Not Fluent in English	9	0.9	1.0	3.3
Students Identified as Gifted and/or Talented	0	0.0	6.6	4.7
Students with Disabilities	115	11.8	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	61	20.7	22.8	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	16.4	18.9	18.7
Biology I	18.3	20.0	19.3
English, Grade 10	19.3	20.1	19.1
American History	19.6	20.7	19.9

Language Instruction: Instruction was offered in the following language(s): French, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	183	182
Total Hours per Year	981	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 31 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	31.0	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	26.0	22.9	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.9	94.1
Chemistry	97.1	73.6
4 or More Credits in Mathematics	86.7	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	37.3	55.4
Credit for Level 3 or Higher in a World Language	63.1	60.6
2 or More Credits in Vocational Education	63.9	59.2
2 or More Credits in the Arts	61.4	41.6

Class of 2008

This school required more than the state minimum number of credits for graduation in health, science, the arts and/or vocational education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	1.0	3.3
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	79.1	72.9	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.3	3.0	2.4
% of Computers with Internet Access	100.0	99.8	99.2
% of Computers that are High or Moderate Power	100.0	99.9	98.8
# of Print Volumes Per Student*	16.4	16.6	16.0
# of Print Periodical Subscriptions	170	58	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	68.99
Paraprofessional Instructional Assistants	4.51
Special Education: Teachers and Instructors	7.80
Paraprofessional Instructional Assistants	4.25
Library/Media Specialists and/or Assistants	3.54
Administrators, Coordinators, and Department Chairs	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.48
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	26.24

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	15.2	13.9	13.8
% with Master's Degree or Above	90.0	73.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.5	8.5	8.4
% Assigned to Same School the Previous Year	91.3	88.1	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Ledyard High School recognizes the essential role parents/guardians have in the education of their children. At the beginning of every course, a syllabus is given to students, and they are encouraged to share the document with their parents/guardians. The syllabus includes such information as the course's student learning objectives, when the teacher is available for help, and the best ways of communicating with the teacher. All teachers have laptops with internet access and voice mailboxes.

Two Open House Nights are held every year. These nights are scheduled for the beginning of each semester and reinforce the information given to the students. Attendance at these nights is always strong.

Every six weeks a newsletter is mailed to all parents/guardians. The newsletter articulates news from the various academic departments as well as extra-curricular areas. A calendar of events is always included to encourage the attendance at the various school events. The newsletter is also posted on the school's website.

Our award winning student magazine, The Colonel, is distributed to students and left in prominent places in the community. It is a student written reflection of student opinions and accounts of student activities.

Also on the website is a copy of the daily "morning meeting" notice. This notice is read to the students each day communicating upcoming events and important information.

Our Parent Advisory Council meets monthly with school administrators and counselors to discuss ways to improve all aspects of the LHS experience.

LHS now has a "data wall" posted in our hallways and shown of flat screen monitors in our cafeteria. Visitors can see reports on attendance, discipline data, standardized test score results, and other relevant data of interest to our students and community.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	39	4.0
Asian American	53	5.4
Black	53	5.4
Hispanic	63	6.4
White	769	78.7
Total Minority	208	21.3

Percent of Minority Professional Staff: 3.1

Non-English Home Language: 1.0% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 7.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Ledyard High School partnered with the Mashantucket Tribal Nation and New London High School to form a youth leadership coalition called "More Than Words". Student leaders from all three partners have now been trained to respect diversity and carry the positive message back to their respective groups. The group has also made presentations on respect to students, staff, and our board of education.

The Amnesty Club continues to provide students with the opportunity to participate in activities that support the goals of Amnesty International which are to "focus on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights." Ledyard High School has a Gay/Straight Alliance Club that sponsors many activities during the year such as The Day of Silence which encourage students to think about diversity and celebrate differences.

Ledyard High School students participate in many state-wide activities that bring them in contact with a diverse peer group. State world language poetry contests, regional and state math team competitions, and regional, state and national FFA conventions are a few examples.

Ledyard High School is known for its award-winning music program. Almost half of the student body is enrolled in the choral and/or instrumental classes. Concerts and daily instruction support a focus on works composed to celebrate diversity.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	53.8	39.9	87.9

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	11	10.0
% of Grade 12 Students Tested	13.4	21.2
% of Exams Scored 3 or More*	78.9	72.8

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	50.2	47.4	59.7
Writing Across the Disciplines	63.9	55.0	64.5
Mathematics	54.5	47.8	62.3
Science	50.2	42.8	64.3

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	523	507	75.1
Critical Reading	510	503	64.1
Writing	509	506	59.1
% of Graduates Tested	77.2	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	95.3	92.1	55.2
Cumulative Four-Year Dropout Rate for Class of 2008	4.1	6.6	53.2
2007-08 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	73.7

Activities of Graduates	School	State
% Pursuing Higher Education	85.9	84.1
% Employed, Civilian and Military	14.1	11.0

Student Attendance	School	State High Schools
% Present on October 1	96.5	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 131 students were responsible for these incidents. These students represent 12.3% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	22	0
Theft	4	0
Physical/Verbal Confrontation	28	0
Fighting/Battery	14	0
Property Damage	4	0
Weapons	1	0
Drugs/Alcohol/Tobacco	9	0
School Policy Violations	160	0
Total	245	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Ledyard High School has been focused on using available data to inform our instruction and develop more prescriptive plans for individual students.

The board of education approved an extension of professional development days for LHS teachers. We now spend all or part of fourteen days each year working collaboratively to improve instruction and analyze student work.

Ledyard High School, one of the few schools in Connecticut to offer courses in pre-engineering, added a fourth course to our Project Lead the Way program.

The NEASC six-month report was submitted in the spring of 2009 and received a very positive response from the organization. Preparations for the one-year report, due in November, is nearly complete.

Students take selected courses online to regain credits toward graduation which they had previously failed in an after- school program offered three days per week. Students needing to complete one or two credits to satisfy graduation requirements could remain after regular school hours with a certified teacher and complete coursework in a virtual setting for the needed credit.

The special education department began a new program that matched case managers with their students for resource and morning meeting by grade. Expanded use of electronic communications has significantly improved parental engagement in the school.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Close to 1,000 students attend Ledyard High School in grades 9-12. The commitment of the staff, community and students to high standards is evidenced in the following:

A wide variety of challenging courses and extra-curricular activities are offered to students.

Our Career Center offers a strong component to our school counseling/guidance department

After-school review classes for CAPT and AP exam preparation are offered to students

Extra-curricular eligibility has higher standards than the state requirement

High standards for attendance are monitored by a strict loss of credit procedure

After-school tutoring is offered three afternoons a week in the Learning Center.

A late bus is offered to support after-school activities three days a week

A School Development Team works on site-based decision making and improving communication with the school and community.
