

STRATEGIC SCHOOL PROFILE 2009-10

High School Edition

Ledyard High School**Ledyard School District**

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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. Agricultural
 Science & Tech. Ctr.
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 926
 5-Year Enrollment Change: -12.6%

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	136	14.7	11.9	27.9
Students Who Are Not Fluent in English	8	0.9	1.0	3.6
Students Identified as Gifted and/or Talented	0	0.0	6.9	5.1
Students with Disabilities	114	12.3	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	64	17.2	15.5	13.6

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	17.8	18.7	18.9
Biology I	18.0	19.7	19.6
English, Grade 10	18.4	19.4	19.7
American History	17.9	20.4	20.1

Language Instruction:

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

Agricultural Science and Technology:

A regional agricultural science and technology education center is located in this school.

Instructional Time	School	State High Schools
Total Days per Year	183	181
Total Hours per Year	958	1,006

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 30 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 2008-09 School Year	24.9	31.9

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 2009	26.0	23.0	23.6

% of Class of 2009 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	77.5	91.5
Chemistry	100.0	72.9
4 or More Credits in Mathematics	76.2	65.2
3 or More Credits in Science	100.0	89.5
4 or More Credits in Social Studies	44.7	53.2
Credit for Level 3 or Higher in a World Language	40.6	60.9
2 or More Credits in Vocational Education	81.6	56.4
2 or More Credits in the Arts	54.9	40.5

Class of 2009

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

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	3.4
% 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:	75.4	75.2	73.5

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	2.5	2.8	2.3
% of Computers with Internet Access	100.0	99.7	98.5
% of Computers that are High or Moderate Power	97.6	98.6	97.1
# of Print Volumes Per Student*	16.4	16.6	16.6
# of Print Periodical Subscriptions	82	50	39

*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 does not utilize 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, 32% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	67.29
	Paraprofessional Instructional Assistants	4.00
Special Education:	Teachers and Instructors	7.00
	Paraprofessional Instructional Assistants	5.15
Library/Media Specialists and/or Assistants		3.18
Administrators, Coordinators, and Department Chairs		5.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.96
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		23.62

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	16.2	14.3	14.0
% with Master's Degree or Above	86.1	74.8	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	8.4	8.2	8.1
% Assigned to Same School the Previous Year	92.4	92.8	89.6

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. Through a "parent portal", parents may check their students' grades and attendance on line as often as they like. 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 on 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	33	3.6
Asian American	43	4.6
Black	44	4.8
Hispanic	67	7.2
White	739	79.8
Total Minority	187	20.2

Percent of Minority Professional Staff :5.3

Non-English Home Language:

1.2 % 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 partners 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 are 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	58.4	50.4	71.9

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

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	9	9.5
% of Grade 12 Students Tested	14.3	22.3
% of Exams Scored 3 or More*	87.2	71.3

*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	50.3	45.9	64.7
Writing Across the Disciplines	65.3	59.6	60.7
Mathematics	58.1	48.7	66.8
Science	56.3	45.3	70.0

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 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	508	508	59.0
Critical Reading	518	503	66.9
Writing	505	506	55.6
% of Graduates Tested	68.9	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	95.3	91.3	55.7
2008-09 Annual Dropout Rate for Grade 9 through 12	0.9	2.5	53.2

Activities of Graduates	School	State
% Pursuing Higher Education	88.1	84.5
% Employed, Civilian and Military	11.9	10.4

Student Attendance	School	State High Schools
% Present on October 1	94.5	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 2008-09 school year, 89 students were responsible for these incidents. These students represent 9% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	17	0
Theft	2	0
Physical/Verbal Confrontation	10	0
Fighting/Battery	10	0
Property Damage	2	0
Weapons	1	0
Drugs/Alcohol/Tobacco	10	0
School Policy Violations	123	0
Total	177	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 fifth course to our Project Lead the Way program. The NEASC one-year report was submitted in the fall of 2009 and received a very positive response from the organization. Preparations for the two-year report, due in October, are 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 further developed 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.
