

**STRATEGIC SCHOOL PROFILE 2010-11**

Middle and Junior High School Edition

**Ledyard Middle School****Ledyard School District**

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Location: 1860 Route 12  
 Gales Ferry,  
 Connecticut

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 7 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 435  
 5-Year Enrollment Change: -9.8%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	48	11.0	11.0	29.2
Students Who Are Not Fluent in English	6	1.4	1.4	3.5
Students with Disabilities	63	14.5	14.5	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	205	92.3	92.3	93.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,006	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	18.7	18.7	20.6	Mathematics	42.8	42.8	34.4
				World Language	32.0	32.0	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	21	36
Computer Education	0	20
English Language Arts	167	242
Family and Consumer Science	0	10
Health	21	23
Library Media Skills	0	14
Mathematics	167	158
Music *	21	32
Physical Education	84	55
Science	167	145
Social Studies	167	143
Technology Education	21	24
World Languages	84	83

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.8% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

\* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	1.4	3.4
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.8	77.8	77.7

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.5	1.5	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	32.9	32.9	21.3
# of Print Periodical Subscriptions	14	14	21

\*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.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	7.45
Library/Media Specialists and/or Assistants	1.66
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.16
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.18

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.9	12.0	14.2
% with Master's Degree or Above	62.1	62.1	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.3	9.3	10.1
% Assigned to Same School the Previous Year	93.1	93.1	87.7

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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

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

Ledyard Middle School is committed to building a strong home to school connection in support of our students' academic and social development and achievement. Our Student Support Data Team (SSDT) involves parents in the development of gap analysis plans which provide important information for our Tier one, Tier two and Tier three interventions. These interventions are in support of students who need academic and behavioral supports in accordance with SRBI. The LMS PTC is an integral part of our school, not only providing financial support but encouraging parent volunteers in many facets of our school community. We are very grateful for our PTC here at Ledyard Middle School. The LMS Guidance department has worked diligently to establish e-mailing as a preferred and effective means of timely, ongoing communication with parents. Our web based server, PowerSchool, allows our parents password protected access to their child's grades 24/7. Newsletters are posted on our website for easy access and availability of all activities and learning. Middle Years articles are also posted online giving parents tips, how-to's and advice in supporting their child's learning at home.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	27	6.2
Asian American	19	4.4
Black	30	6.9
Hispanic	22	5.1
Pacific Islander	0	0.0
White	336	77.2
Two or more races	1	0.2
Total Minority	99	22.8

**Percent of Minority Professional Staff:** 2.6%

**Non-English Home Language:**

1.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

### 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 Middle School provides a variety of educational opportunities for its students to interact with and learn about others from diverse racial, ethnic and economic backgrounds. Our school includes students from the town of Ledyard and the Mashantucket Pequot Tribal Nation. Members from the MPTN Education Department work daily with our students in promoting positive relationships and understanding by providing mentoring and tutorial support at LMS. Throughout the year, students and staff explore the concept of race, where it came from, and how it impacts our lives in subtle and overt ways. Additionally, our guidance department plays a very active role in educating students as to appropriate behaviors when dealing with situations of student isolation. As part of student life at Ledyard Middle School, students are highly involved in clubs which address causes of student isolation. These clubs promote an appreciation for the cultural diversity in our school by stressing the importance of acceptance and tolerance of difference within our learning community. In addition, our Amistad club focuses on multi-cultural education and stresses tolerance for all students both within our school community; club members are also teamed up with other local districts. Our anti-bullying program is designed to promote awareness of and appreciation for differences. This program addresses issues with both the victim and the person committing the bullying. The goal is to promote the acquisition of positive interpersonal communication skills and improved conflict resolution. Our guidance counselors visit classrooms monthly to teach strategies that are proactive rather than reactive when it comes to these school climate expectations.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	56.3	56.3	50.8	63.0

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

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	84.1	84.1	77.8	60.6
Writing	63.8	63.8	58.9	61.7
Mathematics	80.3	80.3	68.4	70.4
Grade 8 Reading	80.2	80.2	74.7	57.3
Writing	72.9	72.9	64.8	60.3
Mathematics	79.3	79.3	66.6	68.9
Science	72.4	72.4	63.1	61.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	96.1	96.1	95.6

### 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 2009-10 school year, 31 students were responsible for these incidents. These students represent 6.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

### Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	6	3
Personally Threatening Behavior	2	0
Theft	1	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	20	4
Property Damage	0	1
Weapons	3	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	5	1
Total	37	10

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The focus of the Ledyard Middle School Improvement Plan is to improve student performance in reading, writing, math and science skills. We will measure our success through classroom achievement, our curriculum benchmark assessments and CMT performance. Also, we will begin work around our transition to aligning ourselves to the Common Core State Standards. Moreover, we will continue the development and implementation of an effective SRBI program. Lastly, we are continuing our work around providing direct reading instruction for students at their individual level. These improvements will be accomplished through the work of all teachers in the building, not only our core teachers. Our related arts teachers work hard to create and implement content-based reader response and vocabulary activities within their lessons. We offer a range of support for our students such as our academic support period, reading class, math and reading tutoring, and smaller more individualized classes where needed.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Our academic support classes have been restructured to accommodate our new reading and math tutors. We have certified tutors for both reading and math that will work with students during their academic support time to avoid students missing instruction in their core classes. Our tutors will use data to develop an informed plan to work with students. Through this individualized and differentiated approach, all students benefit at their individual levels. In addition, our special education program will provide daily, direct reading and math instruction at students' independent levels. We will also train our special education teachers to implement a new reading program and social skills curriculum.

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