

STRATEGIC SCHOOL PROFILE 2012-13**Learn**

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Location: 44 Hachetts Hill Road
Old Lyme,
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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 6

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2012 1,728
 5-Year Enrollment Change 60.3%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	772	44.7	N/A	36.7
K-12 Students Who Are Not Fluent in English	110	8.0	N/A	5.8
Students Identified as Gifted and/or Talented	0	0.0	N/A	3.8
PK-12 Students Receiving Special Education Services in District	235	13.6	N/A	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	247	92.2	N/A	79.3
Homeless	2	0.1	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.6
Asian American	58	3.4
Black	254	14.7
Hispanic	503	29.1
Pacific Islander	4	0.2
White	759	43.9
Two or more races	140	8.1
Total Minority	969	56.1

Percent of Minority Professional Staff: 9.2%

Non-English Home Language:

13.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 16.

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.

LEARN has provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. LEARN's Professional Development Department and its Development Department work together to support efforts to reduce racial isolation by designing and implementing more than 25 interdistrict programs to LEARN's 24 districts, two regional technical high schools, two charter schools, the Regional Multicultural Magnet School (RMMS) and The Friendship School (TFS). During the 2012-13 school year the interdistrict grants encompassed serving students from kindergarten through 12th grade. These programs were also expanded to schools in the Hartford and Middletown areas. Teachers plan with other teachers from an urban setting to provide opportunities for students from different cultures to interact with one another. Students from various school districts go on field trips together, visit each other's schools, and develop pen pal relationships. These programs served more than 4,000 students and focused on increasing student achievement and promoting diversity through a technology based curriculum. LEARN has successfully administered the Regional Multicultural Magnet School, a choice program in southeastern Connecticut since its inception in 1991. RMMS draws 545 students from 13 different communities ranging from East Haddam and East Lyme to Groton and New London. LEARN also administers The Friendship School, an early childhood center for New London and Waterford residents educating 520 kindergarten and pre-kindergarten age students. Enrollment at the school is approximately 50% non-minority students and 50% minority students. In 2009 the Dual Language & Arts Academy became a part of LEARN, expanding to more than 100, 6th – 8th grade students from 11 districts. LEARN continued a collaboration with Goodwin College to assist in operating the CT River Academy Magnet School, a Hartford area Sheff Magnet School with more than 25 urban and suburban sending school districts. The Marine Science Magnet High School expanded another grade hosting more than 175 students from 18 surrounding districts. In 2012-2013 the Three Rivers Middle College Magnet High School opened with 30 junior and senior high school students from more than 13 area districts. LEARN was instrumental with the Open Choice program when it first began in 2000 placing approximately 70 students from New London to suburban school districts. The following year the number increased from 70 to 118 students. Due to a state phasing out of the Choice program in southeastern CT there are currently less than 5 Choice students.

STUDENT PERFORMANCE

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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	55.4	56.9	31.3	
Writing	43.0	60.0	6.8	
Mathematics	58.8	61.4	29.8	
Grade 4 Reading	66.2	62.6	41.8	
Writing	51.8	63.0	16.5	
Mathematics	58.0	65.1	23.4	
Grade 5 Reading	71.8	66.9	42.9	
Writing	70.7	65.6	47.2	
Mathematics	72.6	69.2	39.8	
Science	68.4	62.3	41.0	
Grade 6 Reading	59.1	73.3	10.8	
Writing	45.5	65.1	8.2	
Mathematics	34.1	67	3.0	
Grade 7 Reading	60.0	78.9	8.2	
Writing	40.0	64.9	7.6	
Mathematics	28.0	65.4	2.5	
Grade 8 Reading	75.8	76.2	26.6	
Writing	53.1	67.2	11.9	
Mathematics	27.3	65.0	3.8	
Science	36.4	60.4	8.2	

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 scorable 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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	45.1	48.5	34.1	
Writing Across the Disciplines	60.2	62.1	29.5	
Mathematics	49.4	52.4	31.8	
Science	47.2	48.8	36.8	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	53.6	51.1	49.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	384	503	2.3
	Critical Reading	446	499	10.5
	Writing	403	504	4.5

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	N/A	N/A	N/A
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	113.10
Paraprofessional Instructional Assistants	55.20
Special Education	
Teachers and Instructors	32.00
Paraprofessional Instructional Assistants	65.80
Library/Media Specialists and/or Assistants	1.77
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	9.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.90
Counselors, Social Workers, and School Psychologists	8.70
School Nurses	6.91
Other Staff Providing Non-Instructional Services and Support	163.25

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	9.0	N/A	13.9
% with Master's Degree or Above	76.0	N/A	79.8

Average Class Size	District	DRG	State
Grade K	19.1	N/A	18.9
Grade 2	19.2	N/A	19.8
Grade 5	19.0	N/A	21.3
Grade 7	12.5	N/A	20.2
High School	15.9	N/A	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	935	N/A	999
Middle School	1,064	N/A	1,029
High School	1,071	N/A	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.8	N/A	2.7
Middle School	1.2	N/A	2.1
High School	0.7	N/A	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The six magnet schools, The Friendship School, Regional Multicultural Magnet School, Dual Language & Arts Academy, CT River Academy, Marine Science Magnet High School, and Three Rivers Middle College Magnet High School receive funding from the State Department of Education on a per pupil basis. Each participating district also contributes tuition fees. In addition the schools also solicit to local and national private foundations and a variety of funding sources for program support and grant dollars to supplement additional educational components. All schools have an active parent organization who also contributes through fundraising activities to benefit school projects not covered under the operating budget. The schools also share equally in the Title dollars afforded LEARN. In consultation with each school's governing board, LEARN is the fiscal agent and the Local Educational Agency. As such, LEARN is responsible for fiscal management of the school, adoption of budgets and tuition costs, supervision of the school, supervision of the staff, recruitment and enrollment of families, local and state reporting, and policy implementation. The LEARN Board of Directors, again in conjunction with the governing board of each school and the Executive Director of LEARN will develop any new policies that may be required to meet the unique needs of the school.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible N/A

Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	N/A	N/A
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	28.6	34.5	64.3	69.2
	Writing	22.2	19.9	52.2	64.4
	Mathematics	23.1	29.0	53.1	65.5
	Science	42.9	21.3	58.7	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	45.1	48.5
	Writing Across the Disciplines	33.3	16.7	60.2	62.1
	Mathematics	N/A	N/A	49.4	52.4
	Science	20.0	14.6	47.2	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	6.3
	% With Accommodations	93.8
% Assessed Using Skills Checklist		1.6

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Professional & Career Services, as part of its mission, provided both regional and customized in-district professional development in the following content: CMT – related language arts and math strands, literacy, research-based language arts strategies, technology education, career guidance, science, assessment, curriculum, effective teaching strategies, classroom walk-throughs, leadership, strategies for English language learners, positive behavior supports, sexual harassment, in-district coaching in language arts strategies, bullying, and new CSDE initiatives. In response to state-wide educational initiatives the Development Department was active in leading school change in the areas such as Scientific Research-Based Intervention, In-School Suspension programming, safe and positive school cultures, Positive Behavior Supports, Student Information System trainings, Instructional Coaching sessions, Literacy across the Math Curriculum, Certified Learning Academies for Active Classrooms and Youth Internet Safety Awareness. During the 2012-2013 LEARN continued to assist and facilitated a regional professional development program that was successfully received and will continue to support various strands building internal district capacity and trainings. Each school, with its teachers and governing council, has a school improvement plan and a school culture/climate action plan as required by state regulation. Also, schools participated in the new technology plan for LEARN.
