

**STRATEGIC SCHOOL PROFILE 2007-08****Learn**

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Location: 44 Hatchetts Hill Road  
Old Lyme,  
Connecticut

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

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**COMMUNITY DATA**

County: New London	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: N/A

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): N/A

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	1,078
5-Year Enrollment Change	106.1%

**DISTRICT GRADE RANGE**

Grade Range	PK- 5
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	437	40.5	N/A	28.7
K-12 Students Who Are Not Fluent in English	94	12.5	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	156	14.5	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	266	94.3	N/A	79.2
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	0	N/A	N/A	N/A

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	29	2.7
Asian American	49	4.5
Black	172	16.0
Hispanic	285	26.4
White	543	50.4
Total Minority	535	49.6

**Percent of Minority Professional Staff:** 7.2%

**Non-English Home Language:** 15.3% 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 12.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 in partnership with the IT Department work together to support efforts to reduce racial isolation by designing and implementing interdistrict programs to LEARN's 24 districts, two vocational schools, two charter schools and two magnet schools. The twenty one interdistrict programs provided during the 2007-08 school year ranged from Authors and Amigos to We Make Mouse Calls encompassing kindergarten through 12th grade. Teachers plan with other teachers from an urban setting to provide opportunities for students from different cultures to interact with one another. Students from two school districts go on field trips together, visit each other's schools, and develop pen pan relationships.

LEARN has successfully administered the Regional Multicultural Magnet School, a choice program in southeastern Connecticut since it's inception in 1991. The Regional Multicultural Magnet School draws students from thirteen different communities East Haddam, East Lyme, Groton, Ledyard, Lyme, Montville, New London, North Stonington, Old Lyme, Preston, Salem, Stonington and Waterford. In 2005 the doors of The Friendship School opened to welcome 520 kindergarten and pre-kindergarten age students. The Friendship School, an early childhood center for New London and Waterford residents is administered by LEARN. Enrollment at the school is approximately 49% non-minority students and 51% minority students. 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, participating districts were Chester, Clinton, East Lyme, Groton, Ledyard, Montville, North Stonington, Old Saybrook, Region 4, Region 18, Stonington and Waterford. Currently there are 21 Choice students as the State eliminated the program in New London through attrition.

LEARN was a key member in the RESC Alliance effort to design a statewide program and secure funding to increase the number of minority educators in Connecticut. LEARN is leading the efforts in mentoring students, beginning in high school, as they are encouraged to enter into teaching careers.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	51.8	52.0	36.8
Writing	54.2	63.4	15.3
Mathematics	50.6	60.0	15.3
Grade 4 Reading	48.1	55.9	21.5
Writing	49.4	62.9	10.1
Mathematics	37.7	60.3	8.8
Grade 5 Reading	59.5	62.2	25.3
Writing	48.8	64.5	13.0
Mathematics	56.0	65.9	17.9
Science	51.2	54.9	25.9
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

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.”

**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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT 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.”

**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
	30.1	36.1	27.3

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> 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, Class of 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	0.0	6.2	100.0
2006-07 Annual Dropout Rate for Grade 9 through 12	0.0	1.7	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 District Staff	
General Education	
Teachers and Instructors	66.39
Paraprofessional Instructional Assistants	58.70
Special Education	
Teachers and Instructors	29.89
Paraprofessional Instructional Assistants	64.10
Library/Media Specialists and Assistants	2.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.80
Counselors, Social Workers, and School Psychologists	5.50
School Nurses	3.50
Other Staff Providing Non-Instructional Services and Support	140.50

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	8.1	N/A	13.6
% with Master's Degree or Above	68.0	N/A	75.6

Average Class Size	District	DRG	State
Grade K	18.5	N/A	18.1
Grade 2	21.0	N/A	19.3
Grade 5	17.0	N/A	20.9
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	913	N/A	987
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*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*	3.4	N/A	3.4
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	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
<b>Total</b>	N/A	N/A	N/A	N/A	N/A
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

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

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

Both the Regional Multicultural Magnet School and The Friendship School receives 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. Both schools have an active parent organizations who also contributes through fundraising activities to benefit school projects not covered under the operating budget. In consultation with each school's governing board, LEARN is the fiscal agent and the LEA. 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.

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### 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

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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 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

## 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	36.0	20.4	53.3	62.1
	Writing	12.0	19.3	50.8	63.0
	Mathematics	12.0	22.6	48.4	62.7
	Science	N/A	N/A	51.2	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	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

For more detailed CMT or CAPT 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.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	100.0
	% With Accommodations	0.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		9.1

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

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

LEARN's Professional and Career Services provides support, professional development, and technical assistance in teaching, learning and leadership to LEARN's 21 districts, two vocational schools, two charter schools, and its two magnet schools. During the 2007-08 school year, Professional and Career Services provided both regional and customized interdistrict professional development for schools in the following content: CMT related language arts and math strands, literacy, research based language arts strategies, career guidance, science, assessment, curriculum, effective teaching techniques, crisis planning, leadership, sexual harassment and new CSDE initiatives.

In addition, LEARN also provides school improvement training and planning. LEARN staff has supported districts in increasing student achievement through facilitating the development of school improvement plans. Nationally certified staff delivered local and statewide training in Data Based Decision Making, Data Teams, Making Standards Work and Effective Teaching Strategies.

Seeing that each magnet school administered by LEARN has its own unique mission the same approach method cannot be the same for both. At the Regional Multicultural Magnet School the newly revised Investigations math program and progress monitoring of student progress on each of the math strands was implemented. In addition an early reading intervention plan was developed with a component to establish a strong home-school connection, especially with the parents and caregivers of students who are most at risk. At The Friendship School, natural inclusion of children with identified special needs occurs in each classroom. In order to support students with identified special needs, there are two building wide special education teachers. Their availability results in better support services for children with IEPs and provides for improved consultative services for the teaching staff. A Response to Intervention (R t I) training for a team of teachers and administrators resulted in the formation of a TFS Student Teacher Assistance Team (STAT) which helps teachers find resources for children in their classrooms who are having difficulty. This step can sometimes make a referral to special education unnecessary or it may be the first step in the identification of a child with special needs. In addition, the building Related Services Team meets regularly to plan for children who already have IEPs. This team identified a need to provide services for children with behavior difficulties and for those with autism. As a result, an autism support program and a social intervention program for students who have behavior issues have been added to support children in an inclusive environment while giving them the strategies and skills to be successful.

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