

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

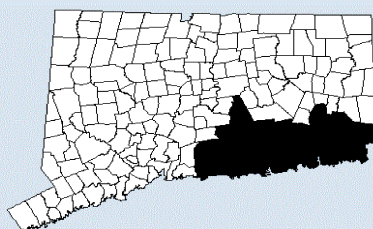


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Dr. Eileen Howley, Superintendent • 860-434-4800

District Information

Grade Range	PK-12
Number of Schools	16
Enrollment	2,137
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2012-13 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,091	51.1	48.3
Male	1,046	48.9	51.6
American Indian	12	0.6	0.2
Asian	69	3.2	4.6
Black or African American	295	13.8	12.9
Hispanic or Latino	682	31.9	21.2
Pacific Islander	7	0.3	0.0
White	892	41.7	58.4
Two or More Races	180	8.4	2.3
English Language Learners	120	5.6	5.7
Eligible for Free or Reduced-Price Meals	840	39.3	37.3
Students with Disabilities ¹	277	13.0	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	152	19.0	40	3.7
Male	98	13.2	67	6.5
Black or African American	53	24.8	33	11.9
Hispanic or Latino	106	21.7	31	4.6
White	75	11.6	33	3.7
English Language Learners	13	11.2	*	*
Eligible for Free or Reduced-Price Meals	142	19.9	65	7.1
Students with Disabilities	41	18.8	26	8.4
District	250	16.2	107	5.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 57

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	140.6
Paraprofessional Instructional Assistants	66.5
Special Education	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	32.8
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	13.0
Library/Media	
Specialists (Certified)	0.8
Support Staff	1.0
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	12.1
School Nurses	5.1
Other Staff Providing Non-Instructional Services/Support	137.5

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	4	1.8	1.0
Black or African American	3	1.3	3.5
Hispanic	11	4.9	3.6
Native American	2	0.9	0.1
White	206	91.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0
Hispanic or Latino	0	0	*	*
White	*	*	8	11.8
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	8	4.7	10	6.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

PK-12 Expenditures Used for Special Education	N/A	N/A
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

⁴Revenue 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 Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	67.4	66.2	67.7	64.5	.	.	.	.
Hispanic or Latino	62.4	68.1	67.5	68.2	.	.	.	.
English Language Learners	49.3	54.4	57.3	52.3	.	.	.	.
Eligible for Free or Reduced-Price Meals	63.8	66.8	67.4	65.4	.	.	.	.
Students with Disabilities	59.2	61.1	59.7	52.2	.	.	.	.
High Needs	63.5	66.0	68.3	65.7	.	.	.	.
District	74.4	76.0	79.2	75.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	59.8	59.9	.	.	.	.
Hispanic or Latino	.	.	57.7	63.4	.	.	.	.
English Language Learners	
Eligible for Free or Reduced-Price Meals	.	50.7	56.6	65.3	.	.	.	.
Students with Disabilities	
High Needs	.	51.3	57.1	65.1	.	.	.	.
District	.	53.4	69.3	75.0	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.1	86.2	85.2	84.0	252	84.1
Curl Up	75.3	96.6	96.3	82.4	252	83.3
Push Up	79.2	93.1	74.1	74.8	252	78.2
Mile Run/PACER	64.9	100.0	81.5	63.9	252	70.2
All Tests - District	46.8	31.0	44.4	41.2	252	42.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	43	81.4	.		.
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	69.7	40	22.9
Male	62.0	31	21.8
Black or African American	56.0	7	9.3
Hispanic or Latino	58.1	6	8.1
White	73.3	50	34.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	57.8	16	10.9
Students with Disabilities	*	*	*
District	66.2	71	22.4
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	N/A	N/A
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

LEARN has an ongoing commitment to enhance and strengthen home-school communication and to provide avenues for parental involvement. Each LEARN school provides different avenues of communication for families, including family/student handbooks, newsletters, goal setting conferences prior to the start of the school year, visitation days, back to school nights, parent/teacher conferences, message posts on blackboard (a technology education software), PowerSchool Parent Portal, and School Messenger for phone/text/email communications. In order to meet the needs of our diverse schools population all communications are sent home both in English and Spanish.

All parents of children with special needs have access to a full related service team through LEARN's Student Support Services Department. The Friendship School continues to be the Special Education Program serving its partner districts, New London and Waterford.

Parents are encouraged to participate in a school level advisory committee or a governing board to support planning and improvement of school based programs such as homework guidelines; health initiatives, communications with legislators to promote continued support of magnet schools as well as to review activities and policies and recommend improvements.

Each school has a school improvement plan and a school culture/climate action plan that is developed by the principal in consultation with the school governance council, teachers, and parents. All LEARN school development plans are aligned to the district goals, including goals in literacy, mathematics, and character development and citizenship.

Efforts to Reduce Racial, Ethnic and Economic Isolation

LEARN's Department of Educator Development has provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and access to personal experiences that connect cultures. Working together with districts in our region and beyond, we support efforts to reduce racial isolation by designing and implementing more than 25 inter-district program. During the 2013-2014 school year the inter-district grants served students from kindergarten through 12th grade. Under the direction of a grant coordinator, suburban teachers plan with teachers from urban settings to provide opportunities for students from different cultures to interact positively. Students from various school districts go on field trips together, visit each other's schools, and even develop pen pal relationships. These programs served more than 4,000 students in 2013-2014 and focused on increasing student achievement while promoting diversity.

In addition to the opportunities above, during the 2013-14 school year, LEARN a Regional Educational Service Center, on behalf of districts across the region has successfully served students from preschool through 12th grade from 73 districts through its successful magnet schools, which are as follows: the Regional Multicultural Magnet School a K-5 program serving 500 students; The Friendship School an early childhood program for PK & K serving 500 students; Dual Language & Arts Magnet Middle School, 6-8 grade serving 138 students; Connecticut River Academy a 9-12 program with 407 students; Marine Science Magnet High School of Southeastern Connecticut a 9-12 grade with 275 students; Three Rivers Middle College only for 11 and 12 grade students; and Goodwin College Early Childhood Magnet serving PK through 1st grade students. These magnet schools served approximately 2,500 students, increased student achievement while promoting diversity.

The Department of Educator Development also contributes to the work of the Minority Teacher Recruiting Alliance. Through the recruitment of a diverse teaching staff, schools benefit from a richer and more culturally aware team of adult leaders. This has a direct impact on LEARN's goals associated with gained awareness and sensitivity.

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Equitable Allocation of Resources among District Schools

LEARN's seven magnet schools, The Friendship School, Multicultural Magnet School, Dual Language & Arts, CT River Academy, Marine Science, Three Rivers Middle College and the Early Childhood Magnet, receive funding from the SDE on a per pupil basis. Each participating district contributes tuition fees. The schools also solicit to local and national private foundations for program support and grant dollars to supplement additional educational components. All schools have active parent organizations which contribute 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 Local Educational Agency. As such, LEARN is responsible for fiscal management of the school, adoption of budgets & 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.