

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



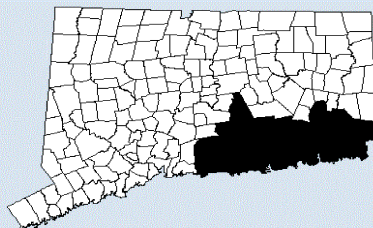
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860-434-4800

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	2,421
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.ct.gov.

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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,246	51.5	48.4
Male	1,175	48.5	51.6
American Indian or Alaska Native	6	0.2	0.3
Asian	68	2.8	5.1
Black or African American	356	14.7	12.9
Hispanic or Latino	862	35.6	24.0
Pacific Islander	10	0.4	0.1
Two or More Races	207	8.6	2.9
White	912	37.7	54.8
English Learners	202	8.3	6.8
Eligible for Free or Reduced-Price Meals	1,227	50.7	35.9
Students with Disabilities ¹	357	14.7	14.3

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	166	17.4	82	6.7
Male	134	15.1	112	9.7
Black or African American	66	23.2	52	14.8
Hispanic or Latino	154	22.5	98	11.4
White	52	8.1	29	3.3
English Learners	34	16.8	22	9.2
Eligible for Free or Reduced-Price Meals	219	23.0	151	11.8
Students with Disabilities	72	25.1	43	10.6
District	300	16.3	194	8.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 277

Number of school-based arrests: 6

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	150.0
Paraprofessional Instructional Assistants	65.5
Special Education	
Teachers and Instructors	34.6
Paraprofessional Instructional Assistants	85.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.4
Library/Media	
Specialists (Certified)	1.8
Support Staff	2.0
Instructional Specialists Who Support Teachers	24.7
Counselors, Social Workers and School Psychologists	16.4
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	178.8

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 (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	1	0.4	1.0
Black or African American	9	3.6	3.6
Hispanic or Latino	14	5.6	3.6
Pacific Islander	1	0.4	0.0
Two or More Races	0	0.0	0.1
White	226	89.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	9	25.7	12	48.0
Hispanic or Latino	24	35.8	30	50.8
White	60	78.9	75	86.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	27.0	46	53.5
Students with Disabilities	*	*	6	22.2
District	106	54.1	132	69.8
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	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: 2015-16

	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

Expenditures by Revenue Source:⁴

2015-16

	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).

District Profile and Performance Report for School Year 2016-17

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	17	*	17	*	8	*
Black or African American	103	51.3	103	42.5	46	36.7
Hispanic or Latino	267	56.9	266	48.6	118	42.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	65	60.5	64	57.2	28	50.4
White	225	70.3	225	62.9	124	67.4
English Learners	123	54.9	123	48.7	34	41.2
Non-English Learners	560	62.8	558	54.9	291	53.1
Eligible for Free or Reduced-Price Meals	361	55.8	360	47.8	148	43.2
Not Eligible for Free or Reduced-Price Meals	322	67.5	321	60.5	177	59.0
Students with Disabilities	109	41.4	107	34.3	55	36.6
Students without Disabilities	574	65.1	574	57.5	270	54.9
High Needs	421	55.3	419	47.4	175	43.0
Non-High Needs	262	71.0	262	64.0	150	62.1
District	683	61.3	681	53.8	325	51.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	66.7	77.6	46.0	96.0	297	74.7
Curl Up	72.7	81.6	68.0	100.0	297	82.5
Push Up	70.7	57.1	60.0	90.9	297	73.4
Mile Run/PACER	55.6	77.6	46.0	91.9	297	69.7
All Tests - District	35.4	42.9	28.0	87.9	297	52.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	24	87.5
Hispanic or Latino	55	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	101	90.1
Students with Disabilities	25	88.0
District	193	94.3
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	83	36.1
Male	96.1	62	40.0
Black or African American	98.3	*	*
Hispanic or Latino	98.4	25	19.8
White	97.5	94	57.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.4	33	17.7
Students with Disabilities	85.7	*	*
District	97.9	145	37.7
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.5	80.6
Male	71.6	84.1
Black or African American	87.0	*
Hispanic or Latino	86.3	73.9
White	69.5	80.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	77.7	79.2
Students with Disabilities	60.9	*
District	77.3	82.1
State	72.0	88.5

⁵College 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.

⁶College 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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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.3	75	40.9	50	81.8	67.1
	High Needs Students	55.3	75	36.9	50	73.8	55.9
Math Performance Index	All Students	53.8	75	35.9	50	71.7	62.2
	High Needs Students	47.4	75	31.6	50	63.2	50.5
Science Performance	All Students	51.8	75	34.6	50	69.1	55.3
	High Needs Students	43.0	75	28.7	50	57.4	45.2
ELA Academic Growth	All Students	52.9%	100%	52.9	100	52.9	55.4%
	High Needs Students	48.8%	100%	48.8	100	48.8	49.8%
Math Academic Growth	All Students	59.3%	100%	59.3	100	59.3	61.7%
	High Needs Students	54.1%	100%	54.1	100	54.1	53.7%
Chronic Absenteeism	All Students	16.3%	<=5%	27.4	50	54.9	9.9%
	High Needs Students	22.4%	<=5%	15.2	50	30.3	15.8%
Preparation for CCR	% Taking Courses	61.8%	75%	41.2	50	82.4	70.7%
	% Passing Exams	37.7%	75%	25.1	50	50.2	43.5%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.3%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.3%	94%	97.1	100	97.1	82.0%
Postsecondary Entrance (Class of 2016)		77.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		73.7% 52.9%	75%	17.6	50	35.2	92.0% 51.6%
Arts Access		56.4%	60%	47.0	50	94.0	50.5%
Accountability Index				944.4	1350	70.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	71.0	55.3	15.6	16.7	
Math Performance Index Gap	64.0	47.4	16.6	18.7	
Science Performance Index Gap	62.1	43.0	19.1	16.6	
Graduation Rate Gap	94.0%	91.3%	2.7%	12.0%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.4
Math	All Students	98.4
	High Needs Students	97.9
Science	All Students	97.3
	High Needs Students	96.2

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 42.9

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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. All parents are encouraged to participate in a school level advisory committee or a governing board to support planning and improvement of school based programs, including instruction, culture and climate, and budget development.

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 2016-2017 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 a number of students in 2016-2017 and focused on increasing student achievement while promoting diversity.

LEARN, on behalf of districts across the region, has successfully served students from preschool through 12th grade from 78 districts through its successful magnet schools, which are: Regional Multicultural Magnet School, a K-5 program serving 535 students; The Friendship School, an early childhood program for grades PK & K, serving 505 students; Dual Language & Arts Magnet Middle School, with grades 6-8, serving 147 students; Connecticut River Academy, a high school program with grades 9-12, serving 407 students; Marine Science Magnet High School of Southeastern Connecticut, a high school program with grades 9-12, and serving 275 students; Three Rivers Middle College, with grades 11 and 12 and serving 67 students; and Riverside Magnet School at Goodwin College, a PK- 3rd grade program, serving 394 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 receive funding from the SDE on a per pupil basis. Each participating district contributes tuition fees. The schools also solicit funds from foundations and grant dollars to supplement educational components. Each school budget is developed by the school administration. LEARN recently established the Regional Magnet Advisory Council, including key leaders from key sending towns, to provide input, oversight and to recommend actions to LEARN's Board of Directors. Each school budget is reviewed and approved by LEARN's Board of Directors, comprised of representative members of the Boards of Education of LEARN's member districts, to ensure that each school receives an equitable share.

.Each interdistrict magnet school is funded on a per pupil basis and supplemented with grants such as Title I. The participating schools have the autonomy and authority to allocate resources where they are most needed. Each school is required to consider student learning needs in Mathematics and English/Language Arts as key funding priorities, and to develop support and intervention systems to ensure all students learn at high levels.