

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

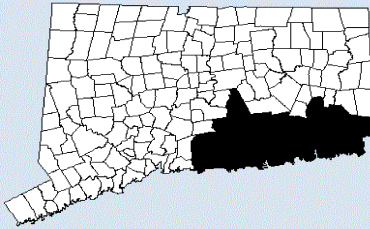


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Dr. Eileen Howley, Superintendent • 860-434-4800

District Information

| | |
|-------------------------------------|-------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 17 |
| Enrollment | 2,373 |
| Per Pupil Expenditures ¹ | N/A |
| Total Expenditures ¹ | N/A |

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,233 | 52.0 | 48.3 |
| Male | 1,140 | 48.0 | 51.6 |
| American Indian or Alaska Native | 8 | 0.3 | 0.2 |
| Asian | 60 | 2.5 | 4.9 |
| Black or African American | 335 | 14.1 | 12.8 |
| Hispanic or Latino | 837 | 35.3 | 23.0 |
| Pacific Islander | 7 | 0.3 | 0.0 |
| Two or More Races | 195 | 8.2 | 2.7 |
| White | 931 | 39.2 | 55.9 |
| English Learners | 173 | 7.3 | 6.4 |
| Eligible for Free or Reduced-Price Meals | 1,155 | 48.7 | 38.0 |
| Students with Disabilities ¹ | 351 | 14.8 | 13.7 |

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 | 106 | 11.5 | 58 | 4.8 |
| Male | 73 | 8.7 | 84 | 7.4 |
| Black or African American | 26 | 10.2 | 32 | 9.7 |
| Hispanic or Latino | 83 | 12.8 | 63 | 7.6 |
| White | 51 | 7.8 | 37 | 4.0 |
| English Learners | 18 | 10.5 | 10 | 4.8 |
| Eligible for Free or Reduced-Price Meals | 126 | 13.6 | 106 | 8.0 |
| Students with Disabilities | 42 | 15.8 | 33 | 8.5 |
| District | 179 | 10.2 | 142 | 6.0 |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 339

Number of school-based arrests: 7

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 | 153.8 |
| Paraprofessional Instructional Assistants | 68.2 |
| Special Education | |
| Teachers and Instructors | 39.8 |
| Paraprofessional Instructional Assistants | 75.6 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 6.0 |
| School Level | 12.2 |
| Library/Media | |
| Specialists (Certified) | 1.8 |
| Support Staff | 1.0 |
| Instructional Specialists Who Support Teachers | 25.3 |
| Counselors, Social Workers and School Psychologists | 13.1 |
| School Nurses | 11.7 |
| Other Staff Providing Non-Instructional Services/Support | 173.8 |

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 | 2 | 0.8 | 0.1 |
| Asian | 4 | 1.5 | 1.0 |
| Black or African American | 11 | 4.2 | 3.5 |
| Hispanic or Latino | 14 | 5.4 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 229 | 88.1 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 99.8 |
| District Poverty Quartile: High | |
| State High Poverty Quartile Schools | 97.6 |
| State Low Poverty Quartile Schools | 99.6 |

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

Classroom Teacher Attendance: 2014-15

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.3 | 9.4 |

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 | 6 | 23.1 | 9 | 36.0 |
| Hispanic or Latino | 13 | 19.7 | 24 | 45.3 |
| White | 44 | 50.0 | 75 | 75.8 |
| English Learners | 0 | 0.0 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 16 | 17.8 | 43 | 55.1 |
| Students with Disabilities | 7 | 26.9 | 8 | 36.4 |
| District | 71 | 36.0 | 124 | 63.6 |
| State | | 61.2 | | 73.9 |

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 | | 68.8 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 0 | 0.0 | 1.6 |
| Emotional Disturbance | 0 | 0.0 | 1.0 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 4.6 |
| Other Health Impairment | 0 | 0.0 | 2.8 |
| Other Disabilities | 0 | 0.0 | 1.0 |
| Speech/Language Impairment | 0 | 0.0 | 1.9 |
| All Disabilities | 0 | 0.0 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | 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 |
|-----------------------------------|-----|-----|-----|

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

| | 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

2014-15

| | 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 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 | * | * | * | * | * | * |
| Asian | 19 | * | 19 | * | 9 | * |
| Black or African American | 76 | 52.4 | 76 | 43.2 | 46 | 40.7 |
| Hispanic or Latino | 225 | 57.0 | 225 | 48.1 | 111 | 44.1 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * |
| Two or More Races | 56 | 68.7 | 56 | 59.9 | 23 | 49.2 |
| White | 231 | 72.3 | 231 | 60.6 | 113 | 65.8 |
| English Learners | 75 | 53.8 | 75 | 46.6 | 31 | 40.9 |
| Non-English Learners | 536 | 65.2 | 536 | 55.1 | 276 | 54.4 |
| Eligible for Free or Reduced-Price Meals | 315 | 57.3 | 315 | 48.6 | 168 | 46.7 |
| Not Eligible for Free or Reduced-Price Meals | 296 | 70.7 | 296 | 59.8 | 139 | 60.7 |
| Students with Disabilities | 113 | 46.3 | 113 | 37.7 | 63 | 40.6 |
| Students without Disabilities | 498 | 67.8 | 498 | 57.8 | 244 | 56.2 |
| High Needs | 359 | 56.3 | 359 | 47.7 | 193 | 46.7 |
| Non-High Needs | 252 | 74.6 | 252 | 63.1 | 114 | 63.7 |
| District | 611 | 63.8 | 611 | 54.0 | 307 | 53.0 |

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 | 76.1 | 88.6 | 82.9 | 91.1 | 281 | 85.1 |
| Curl Up | 71.6 | 82.9 | 94.3 | 76.4 | 281 | 77.9 |
| Push Up | 77.3 | 82.9 | 88.6 | 69.1 | 281 | 75.8 |
| Mile Run/PACER | 50.0 | 88.6 | 88.6 | 74.8 | 281 | 70.5 |
| All Tests - District | 33.0 | 42.9 | 57.1 | 56.1 | 281 | 47.3 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

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

| | 2014-15 | | | | 2015-16 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | 37 | 86.5 | . | | . |
| Hispanic or Latino | 42 | 88.1 | . | | . |
| English Learners | * | 0 | . | | . |
| Eligible for Free or Reduced-Price Meals | 97 | 90.7 | . | | . |
| Students with Disabilities | 26 | 80.8 | . | | . |
| District | 176 | 89.2 | . | | . |
| State ⁴ | | 87.2 | | | |

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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 | 98.6 | 75 | 34.6 |
| Male | 97.1 | 75 | 42.9 |
| Black or African American | 98.0 | 8 | 15.7 |
| Hispanic or Latino | 99.2 | 23 | 19.3 |
| White | 97.3 | 97 | 51.9 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 98.8 | 34 | 20.2 |
| Students with Disabilities | * | * | * |
| District | 98.0 | 150 | 38.3 |
| State | 95.6 | | 40.7 |

⁵College 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

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 2015 | Class of 2014 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 69.3 | 78.6 |
| Male | 59.5 | 81.0 |
| Black or African American | 47.1 | 79.2 |
| Hispanic or Latino | 57.6 | 70.0 |
| White | 73.8 | 81.6 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 56.0 | 69.6 |
| Students with Disabilities | 52.2 | * |
| District | 64.8 | 79.6 |
| State | 71.9 | 88.3 |

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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|---|---------------------|---------------|--------|---------------|-------------|-------------|---------------|
| ELA Performance Index | All Students | 63.8 | 75 | 42.5 | 50 | 85.1 | 67.7 |
| | High Needs Students | 56.3 | 75 | 37.5 | 50 | 75.0 | 56.7 |
| Math Performance Index | All Students | 54.0 | 75 | 36.0 | 50 | 72.1 | 61.4 |
| | High Needs Students | 47.7 | 75 | 31.8 | 50 | 63.6 | 49.9 |
| Science Performance Index | All Students | 53.0 | 75 | 35.3 | 50 | 70.7 | 57.5 |
| | High Needs Students | 46.7 | 75 | 31.1 | 50 | 62.3 | 47.0 |
| ELA Academic Growth | All Students | 70.9% | 100% | 70.9 | 100 | 70.9 | 63.8% |
| | High Needs Students | 65.6% | 100% | 65.6 | 100 | 65.6 | 58.3% |
| Math Academic Growth | All Students | 65.4% | 100% | 65.4 | 100 | 65.4 | 65.0% |
| | High Needs Students | 62.4% | 100% | 62.4 | 100 | 62.4 | 57.4% |
| Chronic Absenteeism | All Students | 10.2% | <=5% | 39.7 | 50 | 79.4 | 9.6% |
| | High Needs Students | 13.6% | <=5% | 32.8 | 50 | 65.7 | 15.6% |
| Preparation for CCR | % Taking Courses | 49.7% | 75% | 33.2 | 50 | 66.3 | 67.6% |
| | % Passing Exams | 38.3% | 75% | 25.5 | 50 | 51.0 | 40.7% |
| On-track to High School Graduation | | 92.3% | 94% | 49.1 | 50 | 98.2 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | 89.2% | 94% | 94.9 | 100 | 94.9 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | 100.0% | 94% | 100.0 | 100 | 100.0 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | 64.8% | 75% | 86.4 | 100 | 86.4 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 76.6% 47.3% | 75% | 15.8 | 50 | 31.6 | 89.2% 50.5% |
| Arts Access | | 55.1% | 60% | 45.9 | 50 | 91.8 | 47.5% |
| Accountability Index | | | | 1002.0 | 1350 | 74.2 | |

| 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 | 74.6 | 56.3 | 18.3 | 16.5 | |
| Math Performance Index Gap | 63.1 | 47.7 | 15.4 | 18.9 | |
| Science Performance Index Gap | 63.7 | 46.7 | 17.0 | 17.2 | |
| Graduation Rate Gap | . | 100.0% | . | 15.3% | 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 | 97.6 |
| | High Needs Students | 96.1 |
| Math | All Students | 97.6 |
| | High Needs Students | 96.1 |
| Science | All Students | 97.2 |
| | High Needs Students | 96.1 |

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: 52.3

State: 51.4

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

The LEARN magnet schools design and implement annual School Development Plans which are aligned with the District Development Plan. In each of our 7 magnet schools, the SDP is designed through a collaborative process which includes administration, faculty, school governance councils, and parents. Each development plan aligns to the key goals of the LEARN Magnet schools, which are: 1. To advance academic achievement for all students in LEARN schools and programs and ensure students' continuous educational growth; 2. To nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations; 3. To attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments; and 4. To develop, implement and maintain systems that contribute to an environment conducive to student and adult learning and to develop structures that support the school and district mission.

Each magnet school has both a governance council and a parent organization which work with the administration and faculty to ensure high quality learning experiences for all students. Schools partner with both sending districts and the LEARN Special Services department to ensure high quality differentiated instructional practices, and members of the Special Education staff at each magnet school attend weekly case management and professional development sessions facilitated by LEARN's Special Services leadership team. Additionally, students with profound disabilities are included in the regular educational program through integrated settings such as the ASD program at Marine Science Magnet High School.

School based data teams regularly review student attendance and engagement in school programs. Additionally, a district level data team also regularly reviews attendance data and supports schools in truancy prevention programs. Both the magnet schools and the district utilize Attendance Works resources to support a systemic intervention plan for chronically absent students.

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 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. Additionally, parent programs which enhance the abilities of parents to support the learning of their children are regularly held at each school, including parenting workshops, college planning sessions, and other related community support activities.

Efforts to Reduce Racial, Ethnic and Economic Isolation

LEARN, on behalf of districts across the region, has successfully served students from preschool through 12th grade from 73 districts through interdistrict magnet school program. LEARN magnet schools include: the Regional Multicultural Magnet School, a K-5 program serving 540 students; The Friendship School an early childhood program for PK & K serving 520 students; Dual Language & Arts Magnet Middle School, grades 6-8 serving 140 students; Connecticut River Academy, a high school program with 407 students; Marine Science Magnet High School of Southeastern Connecticut, a high school program with 275 students; Three Rivers Middle College, serving 60 11th and 12th grade students; and Goodwin College Early Childhood Magnet School, serving 300 PK through 2nd grade students. These magnet schools enroll approximately 2,500 students and fulfill their mission of increasing student achievement while promoting diversity.

Each magnet school is charged with developing school goals that promote equity. For example, a key school goal at RMMS is that "All students will respect cultural diversity, become empowered as learners and develop as compassionate individuals who take responsibility for making positive changes in society." School programs, professional learning, and data sets are gathered to support this goal, and the school administration, faculty, and staff is accountable for engaging in this key development initiative. Similar goals and systems of improvement are in place at each magnet school.

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 culturally relevant practices and pedagogy. Additionally, LEARN schools have invested deeply in developing faculty skills in culturally relevant pedagogical practices to support the learning of our students, particularly in our Dual Language and Arts Academy and our Regional Multicultural Magnet School.

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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 local and national private foundations for program support and grant dollars to supplement additional educational components. Each school develops a budget to meet the needs of all learners. Each budget is developed by the school administration and must be reviewed by each school's governing board. Each school budget is also reviewed by LEARN's Board of Directors, comprised of representative members of the Boards of Education of LEARN's member districts.

Each interdistrict magnet school is funded on a per pupil basis and supplemented with grants such as Title I, the 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. Additionally, students with special needs are supported through resources that are developed and allocated by LEARN and the home district of the student.