

**STRATEGIC SCHOOL PROFILE 2010-11****Learn**

VIRGINIA SECCOMBE, Superintendent

Telephone: (860) 434-4800

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  
 Town Population in 2000: N/A  
 1990-2000 Population Growth: N/A  
 Number of Public Schools: 4

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

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\*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, 2010      1,295  
 5-Year Enrollment Change      166.5%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	645	49.8	N/A	34.1
K-12 Students Who Are Not Fluent in English	122	12.6	N/A	5.6
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	160	12.4	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	246	92.8	N/A	80.2
Homeless	0	0.0	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	9	0.7
Asian American	67	5.2
Black	219	16.9
Hispanic	371	28.6
Pacific Islander	3	0.2
White	558	43.1
Two or more races	68	5.3
Total Minority	737	56.9

**Percent of Minority Professional Staff: 5.6%**

**Non-English Home Language:**

16.5% 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.

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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 and Development Departments work together to support efforts to reduce racial isolation by designing and implementing more than 30 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 2010-11 school year the interdistrict grants ranged from Amistad Friendship Societies to Writing encompassing 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 400 students and focused on increasing student achievement and promoting diversity through a technology based curriculum. LEARN has successfully administered the RMMS, a choice program in southeastern Connecticut since its inception in 1991. RMMS draws students from thirteen different communities ranging from East Haddam and East Lyme to Groton and New London. LEARN also administers The Friendship School, an early childhood learning 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 80, 6th – 8th grade students from six districts in 2010-11. LEARN began a collaboration with Goodwin College to assist in operating the CT River Academy Magnet School, a Hartford area Sheff Magnet School with more than 8 urban and suburban sending school 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, participating districts were Chester, Clinton, East Lyme, Groton, Ledyard, Montville, North Stonington, Old Saybrook, Region 4, Region 18, Stonington and Waterford. Currently there are 11 Choice students as the State eliminated the program in New London through attrition.

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## 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
Grade 3 Reading	58.5	58.4	31.9
Writing	58.0	61.1	28.6
Mathematics	57.3	63.0	22.4
Grade 4 Reading	60.7	62.5	30.1
Writing	69.4	65.5	41.5
Mathematics	64.7	67.0	27.4
Grade 5 Reading	60.8	61.4	30.1
Writing	51.2	66.8	11.7
Mathematics	62.0	72.5	19.6
Science	55.4	59.9	27.0
Grade 6 Reading	61.8	76.0	9.5
Writing	32.4	65.2	3.0
Mathematics	41.2	71.3	4.2
Grade 7 Reading	56.5	77.8	7.6
Writing	17.4	58.9	1.9
Mathematics	21.7	68.4	1.9
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 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
Reading Across the Disciplines	10.7	44.7	6.1
Writing Across the Disciplines	27.6	61.2	6.0
Mathematics	7.4	49.5	2.3
Science	10.0	47.0	2.3

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
	42.4	51.0	29.1

SAT® I: Reasoning Test Class of 2010		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® 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 2010	N/A	N/A	N/A
2009-10 Annual Dropout Rate for Grade 9 through 12	0.0	2.8	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	79.43
Paraprofessional Instructional Assistants	53.60
Special Education	
Teachers and Instructors	32.91
Paraprofessional Instructional Assistants	58.75
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	7.45
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	4.30
School Nurses	5.10
Other Staff Providing Non-Instructional Services and Support	150.20

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	79.5	N/A	79.0

Average Class Size	District	DRG	State
Grade K	17.7	N/A	18.4
Grade 2	19.4	N/A	19.9
Grade 5	21.0	N/A	21.2
Grade 7	24.0	N/A	20.6
High School	16.2	N/A	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	912	N/A	992
Middle School	1,012	N/A	1,017
High School	1,086	N/A	1,010

\*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*	4.0	N/A	3.1
Middle School	1.7	N/A	2.4
High School	0.7	N/A	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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
<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	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 four magnet schools, The Friendship School, Regional Multicultural Magnet School, Dual Language & Arts Academy, and CT River Academy 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. All schools have an active parent organization 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 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
<b>Total</b>	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 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

## 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	24.0	33.0	60.1	68.6
	Writing	16.1	19.3	52.0	63.7
	Mathematics	56.0	33.4	54.9	68.2
	Science	23.5	21.2	52.5	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	10.7	44.7
	Writing Across the Disciplines	N/A	N/A	27.6	61.2
	Mathematics	N/A	N/A	7.4	49.5
	Science	N/A	N/A	10.0	47.0

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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		5.7

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.

The Professional & Career Services department, 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, and new CSDE initiatives. In response to state-wide educational initiatives the Development Department was active in leading school change in 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 ActivClassrooms and Youth Internet Safety Awareness.

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