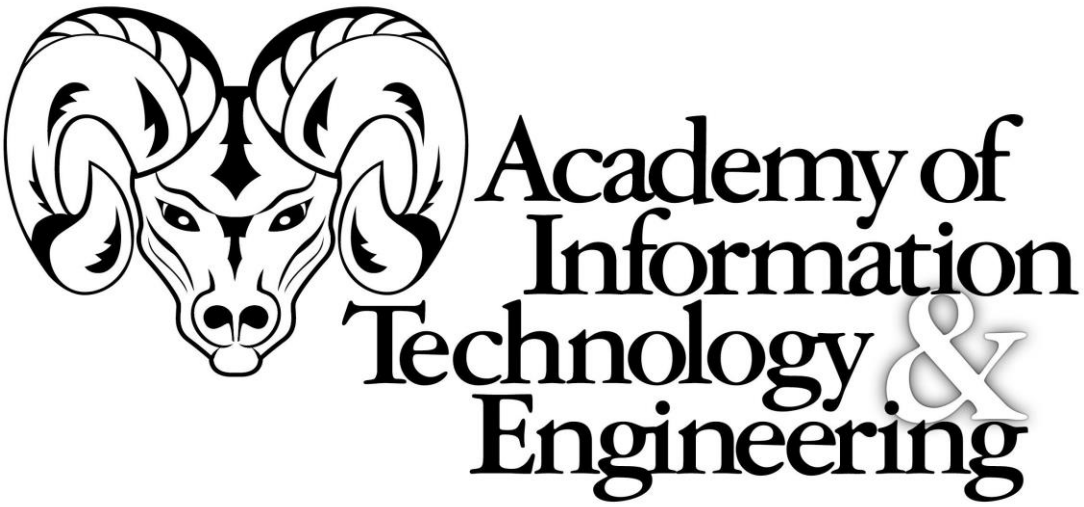
Interdistrict Magnet School
Annual Report 2013-2014



www.aitestamford.org

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Tina Rivera, Principal
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Academy of Information Technology & Engineering

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Participating School Districts
Darien
Greenwich
New Canaan
Norwalk
Ridgefield
Stamford

Students From Additional School Districts
Bridgeport
Easton
Fairfield
Redding
Weston
Westport
Wilton

Mission Statement

The Mission of the Academy of Information Technology & Engineering is to provide our students with a multitude of learning experiences to gain the skills and knowledge necessary to succeed in the challenges of the emerging global community through a dynamic, technology rich, college preparatory, small school environment.

Academic Expectations of Student Learning
• Read effectively
• Write effectively
• Utilize mathematics effectively
• Present effectively (one to many - product)
• Communicate effectively (interactive)
• Use technology effectively
• Solve problems using higher-order thinking skills
• Evaluate and synthesize information from multiple sources
• Select, design and execute a capstone project expectations, the district mission, and state and national standards

Social and Civic Expectations
• Demonstrate leadership skills
• Participate in a global community
• Demonstrate soft skills
• Demonstrate appropriate social behavior

Table of Contents

Tina Rivera, Principal

Academy of Information Technology & Engineering
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September 2, 2014

Stefan Pryor
Commissioner of Education
State of Connecticut

The Academy of Information Technology & Engineering, as an inter-district magnet high school, in addition to meeting state and district objectives, must provide for two critical themes:
1. Reducing Racial, Ethnic and Economic Isolation – through significant, meaningful, well-articulated programs and activities based on sound research; and,
2. High Academic Achievement of All Students in Reading, Writing, Mathematics and Science through academically sound STEM embedded and enrichment activities that are a significant component of the programs, leading to observable and measurable improvement in academic achievement.

All students are encouraged to meet and exceed the commencement requirements as established by the State of Connecticut and the Stamford Board of Education. These requirements have been enhanced and request that all AITE students successfully complete of a minimum of 100 credits to include: English – 4years; Social Studies – 4 years; Math – 4 years; Science – 4 years; World Language – 4 years; Physical Education – 2 semesters; Health – 1 year; Fine/Unified Arts – 1 year; and, Technology - a minimum of 2 semesters. In addition, all students are encouraged to complete 40 hours of community service prior to graduation, and grade 12 students complete and present a Senior Capstone Project as well. AITE operates as a college preparatory high school and offers students options to include College Preparatory, Honors, Advanced Placement, Early College Experience, and Virtual High School courses.

During the past year, the school's student population remained in the range of 700 students in accordance with our long range plan. The school's faculty remained constant in the academic content areas and supported student registration. Students were recruited from Fairfield County school districts with some students coming from far away locations to include Bridgeport, Westport and Wilton. Many of these students begin their journey to AITE at 5:45 am.

At the direction of the Stamford Board of Education, revisions to the lottery process were instituted for the entering class of 2013. While the process of conducting two lotteries, one for Stamford applicants and one for out-of-district applicants, remained as the basis, a portion of each group's applicant pool was reserved for students from economically disadvantaged families.

A number of major events in the 2013 – 2014 school year are worthy of note. The work of the school data team (SDT) was exceptional. The SDT met monthly to review existing data, and to discuss and recommend interventions for at risk-students. Surveys of teachers were conducted and student work was collected and reviewed. The SDT shared its evaluations and

recommendations with the entire faculty. The SDT also developed the School Improvement Plan (SIP) for the year.

The faculty instituted monthly focus-walks; these scheduled visits were composed of teams of teachers and administrators visiting classes for approximately 10 – 15 minutes with an agenda to observe "look-fors" in the lesson. The focus-walk teams pre-determined the "look-fors" and selected topics such as note taking, higher order questioning and feedback. The teams reported back to each other and then prepared a presentation to share with the entire faculty. Teachers' names, classes, and other identifying comments were withheld and the presentations were created to present observations of trends and suggestions for professional development.

Student academic performance continues to improve when considered through the lens of standardized testing. AITE was the only high school in the Stamford Public School System to achieve Tier 1 status on the state's School Performance Indices (SPI) and outperformed all other high schools in each of the four tested subject areas, for the fourth consecutive year. Most important in examining the school's CAPT scores for 2013, the results indicate that AITE student scores were higher than the previous year in all four areas of testing and, on average, higher than the five-year trend.

During the past year the faculty of AITE has continued to effectively integrate digital technology throughout all aspects of the school's curricular offerings. This process has allowed our students to gain crucial skills involving literacy, critical thinking, collaboration, and creative expression. The availability of one-to-one computing for our students has expanded the traditional interpretations of "digital literacy" beyond utilizing technology for traditional research and reporting to its use to expand concepts, communicate, create, and influence thinking and perceptions. The integration of content specific web-based software has expanded student opportunities for remediation, enrichment, and practice beyond those afforded students in other schools. The growth of our Virtual High School component is a direct outcome of the school's technology base. Through this on-line arena, the concepts computer ethics, responsibility, and time management have been reinforced. In addition the school's expectation that students take four years of courses in the core curricular areas our students are also developing the digital competencies necessary for the 21st century.

Course offerings remained constant with the expansion of the following courses: Aerospace and Engineering, a four-year "Project Lead the Way" Bio-Medical Concentration, and CAPT preparation/support classes for grade 11 students needing to retake the math, reading, or writing sections of CAPT. We continued to provide all students with access to the web-based Rosetta Stone program for 17 languages and our commitment to the four-year sequence in six world languages, and we signed a contract with DELL for the 2014-2015 school year to update our one-to-one computer program with a newer model of laptops for all students. Many students at AITE continued to enroll in Virtual High School Courses (VHS) courses which help to expand curricular offerings for our school. Finally, the teacher generated afterschool "Learning Center" program was expanded to allow a greater number of students, who were failing or in danger of failing classes, to regain credit by meeting with their content area teachers to participate in focused review sessions, retake failed tests, and complete and turn in late work.

One of our major challenges as an inter-district magnet high school is our ability to provide transportation support. Students from numerous out-of-district communities are hampered by the lack of adequate transportation support from their local districts to transport them to Stamford. While it is understandable that these districts would suffer an extraordinary expense in transporting one to five students to Stamford, this issue remains the sole obstacle to completely

achieving our school's primary goal. In spite of this challenge, however, 30 students from Bridgeport, 1 student from Westport, and 1 student from Milford consistently met the train by 6:00 am to arrive on time to AITE for the start of our school day at 7:25 am.

The 2013 – 2014 school year is considered to have been successful. The 2014 graduating class consisted of 164 students. Our applications for the 2014-2015 school year were slightly higher than the previous year. The significant upheavals in school funding did not adversely impact the school, although district allocations for personnel, supplies and materials were diminished again for the fourth consecutive year. AITE continues to be a highly effective school promoting and delivering a quality and focused positive learning environment.

Finally, the school experienced a change in its administrative team. Ms. Tina Rivera served as the Interim Principal for the 2013-2014 school year and became the school's Principal effective July 1, 2014. Claudia Obas-LeGare served as the Interim Assistant Principal Assistant for 2013-2014. Lawrence Keller was appointed Assistant Principal effective July 1, 2014.

Tina Rivera
Tina Rivera
Principal
AITE

Peggy Erlenkotter, Shelley Zelinski
Peggy Erlenkotter, Shelley Zelinski
Co-Presidents
PTSO

Summary of Key Accomplishments:

- Increase in CAPT scores in all four areas tested
- Sixth Annual Veteran's Day event honoring veterans of WWII, Korea, Vietnam, and West Asia
- Twenty-five AITE students received commendations on the National Latin Examination.
- Continuation of the RSPACEE Program which provided science learning experiences for elementary school students through weekly hands-on interactions conducted by AITE students.
- Student achievements and awards in: the Connecticut History Day Contest; Connecticut Stock Market Game; Junior Achievement; Debate Team; and Connecticut COLT Contest
- Five National Merit Scholarship Commended students
- The 2nd four-year-cohort of students completing the PLTW BioMedical Program and participating in the White Coat Ceremony.
- A week long Career Week Program brought in several presenters to discuss a variety of career opportunities.
- AITE conducted two American Red Cross blood drives.
- AITE's Real World Design Challenge (RWDC) team, comprised of 6 students, coached by our Aero Space teacher and mentored by Pratt & Whitney engineers, came in second place at the annual RWDC competition, held at the US Coast Guard Academy. They created a complete drone-based system for micro-agriculture which identifies, maps, and treats cornfields for destructive insects. Two AITE teachers presented a joint project integrating science, math and literacy at the National Convention of the National Science Teacher's Association (NSTA). They explored out-of-the-box sources of excellent science writing examples, and demonstrated rubrics for assigning and evaluating student writing projects in ELA and STEM coursework.
- Our Aero Space teacher gave two additional presentations at the NSTA National Convention. One was on building electric guitars with students to explore the math and physics of music theory and the musical tradition of American blues. The other was a joint presentation with a NASA consultant on the use of model rocketry to capture ground imagery for integration in GIS-like applications and community building with Google Earth.
- Net Generation of Youth (NGY) students at AITE participated in international conferences by virtual visit with Congresswoman Donna Edwards of the Science, Space and Technology Committee, Dr. Ernest McDuffie, NIST Computer Scientist and Lead for the National Initiative for Cybersecurity Education, Opera Singer/Cultural Ambassador Brenda Jackson, and Wesley Farrow of the RFK Center for Justice and Human Rights.
- AITE hosted a virtual visit with NASA Engineer Nicole Smith, Project Manager at NASA's Glenn Research Center. Smith is leading the development of the Orion Mutipurpose Crew Vehicle -- the manned spaceship that will go to the asteroids and to Mars.

- Two AITE students won NGY scholarships for the National Student Leadership Conference (NSLC) summer program in in Engineering at American University in Washington.
- Two AITE teachers were selected to represent Stamford in this year's Project CCSS/STEM to build science/math cooperative curriculum and projects.
- AITE Aerospace Engineering students flew full-size gliders as student pilots at the Valley Soaring Club. Aero-towed to 5,000 feet, students operated the controls to feel how the math and physics of flight come together in time and space. (NOTE: This was rained out last fall, and we're working to schedule it, with parent transportation, for May 30 or June 6.)
- Two AITE teachers presented in this year's STEMfest at Stamford's Mill River Park. AITE students in the Bio-Medical Program offered free health screenings. The Aero Space teacher offered a modified version of NASA's Great Boomerang Challenge.
- AITE is leading the way for Stamford, Connecticut and the nation in our active participation in the New England Secondary Schools Consortium/League of Innovative Schools (LIS) and efforts at implementing Competency-Based learning in our classrooms.
- An AITE junior was the winner of a competition sponsored by the School of Fashion Design in Boston, MA. She also also won a scholarship to their summer program for high school students and her sketches will be displayed at their 80th Anniversary Fashion Show on May 10, 2014 in Boston.
- AITE students placed 3rd at Yale University's highly prestigious Osterweis Parliamentary Debate Tournament. In addition, one AITE student was awarded the trophy for 3rd best speaker overall.
- AITE students presented along with Dr. Teresa Piliouras from our Best We Can Be program at the recent American Society for Engineering Education conference held in Bridgeport. AITE's paper was selected from over 430 submissions for the "Best Paper Award". Our topic was Engineering Education: Industry Involvement and Interdisciplinary Trends.
- AITE Interact Club won volunteer awards from the Volunteer Center for best new volunteer program.
- Laptop distribution program to all students and faculty.
- Continuation of early college experience courses with UCONN, NCC, and the University of New Haven.
- Significant increase in the number of students participating in Virtual High School courses.
- Increase in the number of teachers participating in the after-school "Learning Center" Program (a credit recovery program).
- Four-week Summer Academy for entering 9^{th} grade students.
- An AITE teacher nominated for "Teacher of the Year."
- Student travel abroad to Spain, France, and Italy.
- Professional development activities on CT Common Core, the new teacher evaluation system, Focus-Walk protocols, Instructional Data Teams (IDT) protocols, Naviance, and PowerTeacher data collection and reporting.

About Our School – School Program

Strategic School Profiles
The CT School Data Report for 2013 – 2014 is attached.
The Strategic School Profile for 2012 – 2013 is attached.

Description of Admission Process

AITE followed a blind lottery process. Applications were available by mail and on-line with a defined cut-off date for submission. Procedures and protocols were spelled out. The application period for the 2013 – 2014 school year lasted from October 1, 2013 until February 12, 2014. As applications were received by AITE, each one was numbered in order of receipt. At the close of the recruitment period, we significantly more applications than the number of available seats for the 2013-14 school year. Stamford Public Schools conducted a blind lottery (ones for Stamford advantaged and disadvantaged students and ones for advantaged and disadvantaged out-of-district students) and letters were mailed to all students who were selected in the lottery. *Siblings of current AITE students, who applied for admission, were automatically accepted in the lottery. Families had 4 weeks to reply to the offer of acceptance and all other students were placed on the wait list in the order generated by the lottery. When students who had been accepted chose not to attend, the next available student from the wait list was offered the place. Approximately, 185 students were admitted through this process.

Information for Statewide Policymakers

1. Recruitment Methods

AITE conducts an aggressive campaign to recruit and retain a diverse student body from within the Stamford Public School District and cooperating districts. Each year, prior to the start of the recruiting period, 8th grade counselors at each feeder middle school are invited for an "Information Breakfast" at AITE. This year's breakfast meeting was conducted on Friday, November 1, 2013. The meeting allows for the exchange of information, conversations with recently enrolled 9th grade students from the various feeder schools, and the opportunity to schedule presentations to these middle schools. We also provide detailed information regarding "AITE Visitation Days," when interested 8th grade students can spend a day "shadowing" current 9th grade students, and we distribute Open House fliers and applications for admissions.

Once the recruiting schedule is established AITE faculty, students, and parents, using school produced materials and visuals, visit middle schools to make presentations and meet with interested students.

Additionally as part of this recruitment campaign, we hold a series of Open House events at AITE on three Saturdays and one evening. The dates for these events were Saturday, November 16, 2013, Saturday, December 14, 2013, Saturday, January 11, 2014, and, Thursday, January 23, 2014. Prospective students and their parents receive school

produced materials and information and are able to ask questions after a presentation by the school's Principal. These students and their parents also receive a guided tour of the school from AITE's student ambassadors. In order to reach out to parents who might not be familiar with school choice programs, we also place a series of advertisements in local newspapers to inform parents about our Open Houses.

Our recruitment activities also included the development of an information package which includes handouts and brochures to be distributed by the feeder-school personnel to interested students to bring home to their families. We also put all of our recruitment forms on the AITE website, along with information about our program, to make it easy for parents and guidance counselors to follow the recruitment process. Students in AITE's Media Tech course also created a promotional video which is shown at Open House events and middle school presentations.

2. AITE's Professional Development Priorities for 2013-2014

- The spent a great deal of professional development on the new Stamford Public Schools Teacher Professional Growth, Development and Evaluation Program.
- We continued school-wide implementation of the Common Core State Standards across the disciplines.
- We had professional development around SBAC testing.
- AITE teachers continued their own professional development with Project Lead the Way, NASA, and other organizations that offer support and training in STEM education.

3. What Other Schools May Replicate that AITE Does Well

- Additional requirements for graduation to include 4-years of core content classes, community service requirement, and Senior Capstone Project.

4. Promotion of Our School's Best Practices

Members of our school participated in our district's High School Call to Action Committee whose mission was to look at high school reform and make recommendations to our Board of Education. During these meetings AITE was able to share many of its best practices which have been successful. Many of our teachers are invited to speak at local and national conferences about the school's best practices, and I participate in a Principals' Forum outside of the district where I have the opportunity to share our school's best practices.

5. Our Two Greatest Challenges/Obstacles to Meeting/Exceeding the School-wide Students Learning Goals

1. One of our major challenges as an inter-district magnet high school is our ability to provide transportation support. Students from numerous out-of-district communities are hampered by the lack of adequate transportation support from their local districts to transport them to Stamford. While it is understandable that these districts would suffer an extraordinary expense in transporting one to five students to Stamford, this issue remains the sole obstacle to completely achieving our school's primary goal.

2. One of our other major challenges is not

6. See attachment.

7. See attachment.

About our School – Staff Information

Administration	2
Guidance	4
Custodians	4
Security	2
School Nurse	1
Teen Talk Counselor (KIC)	1
ELL	.2
ELA	7
Social Studies	7
Mathematics	7
Science	7
World Language	8
Art	3
Music	2
Media Specialist	1
PE/Health	4
Business/Technology	8
Pupil Personnel	5.2
Para-Educators	5
Parent Liaison	1
OSS Staff	2

Race	Asian – 3	Gender	Male	39
	Black – 16		Female	42.4
	Hispanic – 5			
	White – 57.4			

Staff returning from prior year: 79

Operations Plan, Curriculum Design and Instructional Methods

AITE made few changes to its operations plan and curriculum design during the 2013-14 school year. We continue to emphasize a rigorous academic program for all students, encouraging every student to commit to taking 4 years of English, Social Studies, Math, Science and World Language. We continued our dual credit courses to include University of Connecticut English 101, English 111, Economics, Psychology and French 101, Spanish, Art, and Environmental Studies, allowing our students to gain academic college course credit at UCONN. Norwalk Community College also permits AITE students to take English and mathematics courses as well as technical courses for college credit. AITE is certified by the University of New Haven as a Project Lead the Way (PLTW) pre-engineering and architecture school allowing our students to receive dual credit for their four-year sequence of studies in this area. Five PLTW courses are offered in this content area. Additionally, AITE has expanded the PLTW offerings to include its four-course Bio-Medical Program. Course offerings were increased in the business/technology area. The funding for the Rosetta Stone software program for 17 languages was continued. Students at AITE were also able to take part in online learning with Virtual High School courses. This online learning continues to expand our curricular offerings and serves as a way to personalize student course options.

AITE and the District provided professional development to our faculty on new and continuing district and school initiatives, like the Common Core State Standards, the new Teacher Evaluation System, and the Smarter Balanced Assessments. Naviance, the guidance support program, was expanded for numerous guidance related and scheduling activities. The DYKnow software security program was renewed.

As a result of the NEASC two-year report, the faculty continued reviewing recommendations and designing changes. Common planning periods remains a functional staple of the school's academic schedule and are primarily used for content area Instructional Data Team (IDT) meetings.

One of the most significant achievements of the 2013 – 2014 school year was the continued improved academic performance of our students. Student performance on SAT, ACT, and PSAT examinations also continue to show modest growth. These advances are the result of numerous district and school wide initiatives to promote improved student learning and performance.

School Goals

I. Educational Progress of Students

Goal: All students will meet proficiency goals in reading, writing, mathematics, and science as measured by achievement of subject area performance tasks and Grade 10 performance on the CAPT exam.

Measurable Objective A. 1. Departments meet together to examine student work, share best practices, and explore opportunities to improve student learning. The School Improvement Plan reflects faculty input on steps to increase student learning.

Measurement Tool:

Records of department IDT meetings.
CAPT results as reported by the CSDE.
The SIP on file with the district.
School Data Team meetings and minutes.

Benchmarks:

Weekly scheduled IDT meetings and minutes demonstrate focus on identification of Performance Tasks and Rubrics and the evaluation of student work.
The district administration reviews the SIP on a regular basis.

Progress in meeting the goal:

This work continued during the 2013-14 school year and will continue in line with the IDT and School Data Team's initiatives. All faculty members participated in district and school-based professional development to support the introduction of new curriculum, common assessments, and alignment with the district and school improvement plans.

Measurable Objective A.2.

The state only required the science portion of the CAPT examination for 10^{th} grade students. Juniors took the new SBAC Field Test.

Measurement Tool:

CAPT Performance reports indicate that the school met AYP for the school year.

Student achievement in four CAPT testing areas indicated reflects a steady increase in the percent of students achieving both proficiency and goal.

Benchmarks:

Each subject area will develop text-dependent questions in their content area and require students to use textual support to support their written and oral responses.

Each subject area will develop benchmark assessments, where none exist, to measure ninth grade student achievement to identify students who will need additional academic supports.

Progress in meeting the goal:

All departments joined with district teams to discuss and create common assessments for use as pre and post testing of students to measure achievement. Throughout the year, in all disciplines, text-dependent questions are used for routine and end of semester examinations. Prior to the CAPT exams, students receive additional opportunities to participate in after school study groups. Student performance improved significantly over the previous year in all CAPT areas. Some progress has been made with regard to poor performance in various sub-groups historically ranked as under-achieving. The School Data Team actively engages in this discussion.

Five year reports show steady progress and challenges.

II. Accomplishment of Mission, & Purpose and Specialized Focus

Goal: The rigor and number of courses in magnet areas of IT, Digital Arts and Engineering will continue to expand each year and reflect changes in the state of the art.

Measureable Objective

Existing courses are evaluated for rigor and relevance and revised or eliminated each year to round out curriculum offerings in each of the elective areas.

Measurement Tool

New courses in elective areas include Data Base Design and AP Human Geography.

Benchmark:

Additional courses offered each year in each elective areas of IT, Digital Arts and Engineering or Architecture.

Members of the faculty are provided with professional development opportunities in the district and/or at other venues. Some courses require attendance at recertification workshops.

Progress in Meeting the Goal

New courses have been successful in attracting and retaining students.

III. Efforts to Increase Racial, Ethnic Diversity and Economically Disadvantaged Students

Goal: The addition of inter-district magnet students will improve the balance of the racial groups within the AITE to mirror that in the district and in the region.

Measureable Objective C.
The applicant pool of the AITE will have a minority and economically disadvantaged representation which will be lower than that of the existing school population.

Measurement Tool

Applicant statistics at of the close of the recruitment period.

Benchmark
Percentage of minority students in the applicant pool is less than that in the current district high school population.

Progress in Meeting the Goal
The applicant pool of 705 students for the 2013-14 school year was the largest ever and targeted to attract students from areas in which minority and economically disadvantages students might be found.

Financial Information

A. ED 114 2013-14 School Year – REVISED - see enclosure

B. Budget Narrative

Line 111B- No change.

Line 200- Employee benefits for additional staff members

Line 300- Paid for the services in support of field trips, parent activities, technology and student enrichment consultants for our recruitment campaign and curriculum development.

Line 500- Paid for pupil transportation for out of district students, all recruiting and advertising activities, and professional development and related travel.

Line 600- Provided additional books, materials and supplies to all departments.

Line 700- Purchased and/or leased technology equipment to support recruitment and class work.

Line 890- Paid for memberships in professional organizations and subscriptions to professional magazines.

C. Actual Expenditures – Year End

Governance

Dates of Board Meetings:

September 24, 2013

October 22, 2013

November 18, 2013

January 14, 2014

February 11, 2014

March 11, 2014

April 22, 2014

May 20, 2014

June 24, 2014

Major Policy Decisions:
Tina Rivera was appointed Interim Principal for the 2013-2014 school year. She was appointment Principal effective July 1, 2014.
Lawrence Keller was appointed Assistant Principal effective July 1, 2014.
No other governance policy changes were made.
Introduction and discussion of additional courses and analysis of course offerings for the 2013 – 2014 school year.

Attachments

2013-2014 CT School Data Report for 2013 – 2014
2012-2013 Strategic School Profile
Number of applications as of lottery
Number of students on wait list as of October 1, 2013
Budget Forms

ED165
REV. 9/13
C.G.S. 10-4p,
10-220 (c) as amended by
P.A. 11-136(17)

Connecticut School Data Report, 2013-14

INSTRUCTIONS

1. Read Directions for Completing the ED165 thoroughly.
2. Submit data only for those questions that pertain to your school.
3. Enter the data through the ED165 web based data entry system or submit them to your central office for entry (depending on district policy).
4. Final edited copies must be entered into the ED165 data entry system no later than **January 6, 2014**.
5. If you have questions, please email Raymond Martin at raymond.martin@ct.gov .

District Name: Stamford Public Schools	School Name: AITE	
Contact Person: Tina Rivera	Telephone: 203-977-4336	ext.
Contact person's email address: trivera@aitestamford.org		

Schedule 1. Selected Student Accounting

A. Readiness to Learn (Schools with Kindergarten) Prekindergarten Educational Experience. Record the number of Kindergarten students enrolled October 1, 2013, who regularly attended a Head Start program, nursery school, licensed day care center or public preschool program between September 1, 2012, and August 31, 2013.	Count
B. Truant: Report the number of students that were classified as truant during the **2012-13** school year. Include students who were truant before dropping or transferring out of your school.	Count 2

Schedule 2. 2013-14 School Calendar and Schedule (All Schools) Refer to instructions in Directions for Completing the ED165. Use the attached Schedule 3-Supplement: School Calendar Worksheet for computing instructional hours.

A. Number of Days of Instruction:					181
B. 1. Number of Hours of Instruction Per Year Grades 1-12 & Full-day K:					1002
2. Number of Hours of Instruction Per Year: Half/Extended-day K:					
C. Standard Full School Day Schedule – Answer the following questions for your school's standard full day:					
1. Report the number of full (non-shortened) school days for students in your calendar year.					Number: 173
2. School hours for students - use bell schedule for your standard full school day	Start Time:	7:25 am	End Time:	2:05 pm	
3. Lunch – Report the number of minutes per day each student is provided for lunch. If lunch periods are of different length, report the average length. High schools – please see the Directions for Completing the ED165 for directions on how to calculate study/lunch periods.					Minutes per day: 30
4. Recess: Indicate if a recess of at least 20 minutes per day is provided to your students during full school days. If a recess of at least 20 min. is available, indicate the highest grade at which it is provided.	Recess of at least 20 min. provided? Yes ___ No __x_				If yes, indicate the highest grade to which it is provided.

Schedule 4. School Resources (All Schools)

A. Computers Available for Instruction: Indicate the number of operative computers (including tablet computers) used as part of instruction by type and indicate how many of them are connected to the internet (Section b). Computers can be counted in both sections, but only once in each section. If computers are shared with another school, prorate the computers by enrollment. All computers should be counted in section a, but only those with internet capability should be counted in section b.

Note: The total of computers must be greater than or equal to that in section b (a ≥ b).

	a. Count	b. Count by Internet connection speed	
		Slower than 128 Kbps	**128 Kbps or faster**
All Instructional Computers	850	0	850

B. Technological Infrastructure: Report the number of classrooms, libraries and labs that meet the following criteria. Local area network (LAN) must connect multiple instructional areas (i.e., do not count rooms with single room LANs). Do not report the number of LANs. Do not report non-functional wiring.		Number of Rooms
I.	Total number of classrooms, libraries and labs in school: (Must be greater than/equal to rooms wired)	42
II.	Number of classrooms, libraries and labs reported above that have functional wiring for: (Cannot be greater than total reported in B.I. above) — Internet access	42
	Multi-room LAN access	42

III.	Wireless Computer Network (s): Does the school have at least one functional wireless computer access point available to students?	Check appropriate answer Yes _X__ No ___

C. Distance Learning: Check in the box provided if your school utilizes interactive distance learning for student instruction	Check if appropriate X

Schedule 4. School Resources

D. Library Materials: Record the number of library media center materials readily available to students in each category below as of October 1, 2013. If library is shared with another school, prorate the volumes by enrollment. Do not count library-type materials housed in classrooms. If school does not have a library, check the box to the right and proceed to the next schedule.		If no library is present in the school, check box at right ☐
		Enter count
I.	Printed volumes in the school's library media center	7763
II.	Estimated number of printed volumes acquired in the past three years — a. Purchased	160
	b. Otherwise Acquired	503
III.	Current hard copy (printed) periodicals subscriptions in the library media center	32
IV.	Number of dedicated internet connected computers available to students in the library (Note: this figure cannot be greater than the total number of computers and total number of internet connected computers reported on Schedule 4A. above)	22

V.	Non-print materials (videotapes, CD-ROMs, video disks, audiocassettes) on-site - Report these individually, e.g., one CD with 26 encyclopedia volumes on it as one.	VHS 116 DVD 586 CT 7 CD 29 Total - 738

Schedule 4. School Resources (continued)

E. Teacher Communication – Report the availability of school or district issued e-mail to your teachers and the presence of space on your school website (if you have one) devoted to homework pages or other communications for parents and students from individual teachers. (Check (✓) below the appropriate answer)

I.	Do some, all or none of your teachers have school or district issued e-mail addresses?	All	Some	None
		X		
II.	Does your school have a website with a portion of the site devoted to homework pages for individual teachers? If your school does not have website, check "N/A"	Yes	No	N/A
		X		

Schedule 5. Staff Attendance 2012-13 (All Schools)

Record to one decimal point the total number of days absent for classroom teachers and the number of classroom teachers in **2012-13.** Refer to the Directions for Completing the ED165 for definitions of classroom teachers and what absences to count. *Note*: Do not report average number of days absent.	Total FTE days absent	FTE classroom teacher count
Classroom Teachers	538	56

Schedule 6: Connecticut Physical Fitness Assessment (Grades 4, 6, 8 and 10)*** Formerly Schedule 12**

Transcribe from your physical education teacher's Summary Report Form, the results of the administration of the Connecticut Physical Fitness Assessment. ***Only report results for students who took all four assessments.***	Grade 4		Grade 6		Grade 8		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female
a) Number of students tested on all four items							76	50
b) Number of students medically exempt								
c) Number of students from line "a" meeting the aerobic endurance standard (One-Mile Run/Walk or PACER)							35	21
d) Number of students from line "a" meeting the flexibility standard (Back-Saver Sit-and-Reach)							45	33
e) Number of students from line "a" meeting the upper body strength and endurance standard (90º Push-Up)							47	32
f) Number of students from line "a" meeting the abdominal muscle strength and endurance standard (Curl-Up)							53	35

g) Number of students meeting the standards on all 4 test items							27	16

***** *Note*: Middle and High Schools that administer physical fitness tests in the spring (either wholly or in part) must submit these results by April 20, 2014. All fall results must be submitted with the balance of the ED165.

Schedule 11: Hours of Instruction (Schools with Grades 2, 5 and/or 8)

A. Regular Instructional Program. For each of the subjects below, estimate the hours of instruction per year. Grades 2 and 5 should sum to approx. the same number of hours reported in Schedule 3. Only count instruction provided within the standard school day. See Directions for Completing the ED165 for assistance in estimating hours of instruction.

Integrated/Interdisciplinary: For all three grades, place an "X" in the Integrated/Interdisciplinary column if instruction in a particular subject is integrated with another subject. Note: If a subject is coded as integrated, some time must be attributed to that subject. Do not put the number of hours in the Integrated/Interdisciplinary column.

Regular Program Instruction	Grade 2		Grade 5		Grade 8		
	Hours per Year	Integrated/ Inter-disciplinary*	Hours per Year	Integrated/ Inter-disciplinary*	Required Hours per Year	Elective Hours per Year	Integrated/ Inter-disciplinary*
Art							
Computer Education							
English Language Arts (incl. reading)							
World Languages							
Health							
Family & Consumer Science							
Library Media Skills							
Mathematics							
Music						(see Schedule 11b below)	
Physical Education							
Science							
Social Studies							
Technology Education							
Nongraded Activity Period							
Advisor-Advisee Period							

* Note: If a subject is integrated with another subject, some time must be reported for that subject. The label of integrated only refers to how the subject is taught and does not effect the requirement to report the amount of instructional hours devoted to the subject.

Schedule 11 (continued)

B. Grade 8 Music Instruction (Schools with Grade 8): Enter the number of Grade 8 students enrolled in each course on Oct. 1 and the hours of instruction per year that the course is offered.	Enrollment	Hours per Year
General Classroom		
Orchestral String Instruction		
Band Instrumental		
Vocal Music		

C. Elementary/Middle School World Language Instruction: Report the language(s) and start grade in which ongoing and systematic world language instruction of at least one hour per week is provided (35 hours per year). Indicate the start grade next to the language. If language is not taught or if instruction does not meet criteria, leave blank.

If world language is not taught or if instruction does not meet the criteria above, check here ____

Language	Start Grade	Language	Start Grade	Language	Start Grade	Language	Start Grade	Language	Start Grade
Chinese:	____	French:	____	German	_____	Italian	_____	Japanese	_____
Latin::	____	Spanish	____	Other:	_____	(Indicate):	_____		

Schedule 14. Student Employment: Grades 11 and 12 (High Schools)

Record the number of Grades 11 and 12 students who were employed during a "typical" seven-day week this fall. Do NOT include volunteer work. Count those hours of school-related employment that occur outside of the school day. See the Directions for Completing the ED165 for suggestions on collecting these data.	Number of students
Not employed this fall	241
Worked less than 8 hours per week	34
Worked 8 or more but less than 16 hours per week	37
Worked 16 or more hours per week	36

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

The Academy of Information Technology

Stamford School District

Paul L. Gross, Principal
Maria C. Rivera, Asst. Principal
Telephone: 203-977-4336

Location: 411 High Ridge Road
Stamford,
Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Interdistrict Magnet School
School Grade Range: 9 - 12
Instructional Focus: Technology and Engineering

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 684
5-Year Enrollment Change: 42.8%

District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	185	27.0	48.8	31.8
Students Who Are Not Fluent in English	4	0.6	8.7	3.8
Students Identified as Gifted and/or Talented	0	0.0	2.9	5.0
Students with Disabilities	47	6.9	11.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	32	9.8	13.6	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	17.3	19.6	17.6
Biology I	23.1	20.0	18.6
English, Grade 10	20.2	21.4	19.0
American History	20.7	21.8	19.8

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,002	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	39.2	36.2

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	20.0	21.4	27.0

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	92.0
Chemistry	92.6	73.8
4 or More Credits in Mathematics	60.5	67.0
3 or More Credits in Science	85.8	88.3
4 or More Credits in Social Studies	63.6	58.3
Credit for Level 3 or Higher in a World Language	98.8	61.1
2 or More Credits in Vocational Education	99.4	57.1
2 or More Credits in the Arts	55.6	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.6	8.4	3.6
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	80.9	68.6	72.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	0.7	2.4	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	10.4	11.5	16.0
# of Print Periodical Subscriptions	48	21	34

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	53.00
	Paraprofessional Instructional Assistants	3.00
Special Education:	Teachers and Instructors	3.00
	Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		12.50

In 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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.3	13.8	13.9
% with Master's Degree or Above	87.5	77.0	76.8
Teacher Attendance,2011-12: Average # of Days Absent Due to Illness or Personal Time	6.3	8.3	8.6
% Assigned to Same School the Previous Year	92.9	89.5	87.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

The Academy of Information Technology & Engineering utilizes a number of communication strategies tomaintain effective home -school communication. In addition to traditional phone and mail contacts, AITEuses Parentlink, an automated phone system, to provide parents with information regarding attendance, special events and/or meetings, ceremonies, and general news on a daily basis. AITE employs the Internet for communication and provides parents, free of charge, with an email account to enter into the school's interactive web page, eChalk, to communicate directly with faculty, review class assignments, and review calendar and school information. AITE also employs a Bilingual parent facilitator to assist families in which English is not the primary language. A highly functional Parent-Teacher-Student Organization (PTSO) meets monthly, maintains an active Internet communication and information program, and conducts frequent school-based activities involving students, faculty, staff, parents, and community members.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	0	0.0
Asian American	76	11.1
Black	117	17.1
Hispanic	166	24.3
Pacific Islander	0	0.0
White	318	46.5
Two or more races	7	1.0
Total Minority	366	53.5

Percent of Minority Professional Staff :23.9

Non-English Home Language:
27.3 % of this school's students come from homes where English is not the primary language.The number of non-English home languages is 29

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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.

The Academy of Information Technology and Engineering is an inter-district, regional magnet high school. The school has been highly successful in recruiting students from neighboring districts as well as from Stamford. The school's educational program, integration of 21-century learning and teaching strategies, and focus on globalization, along with its aggressive recruiting program, have resulted in attracting a diverse student population with regard to race/ethnicity, language, and socio-economic background. AITE practices an inclusive model with heterogeneous grouped classes. Approximately 30% of AITE students reside out of the Stamford district. The AITE student population comes from the greater Fairfield County to include diverse larger urban districts, like Norwalk and Bridgeport as well as those communities which are traditionally less diverse, like New Canaan and Darien.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	**School**	**State**	**% of Schools in State with Equal or Lower Percent Reaching Standard**
Grade 10	34.9	51.4	26.5

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2011-12	**School**	**State High Schools**
Number of Courses for which Students were Tested	18	11.1
% of Grade 12 Students Tested	28.4	28.6
% of Exams Scored 3 or More*	55.6	71.1

*A score of three or higher is generally required for earning college credit.

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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	48.8	48.5	54.1
Writing Across the Disciplines	68.9	62.1	54.1
Mathematics	64.6	52.4	70.4
Science	50.0	48.8	54.8

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2012		School	State	% of Schools in State with Equal or Lower Scores
Average Score:	Mathematics	518	503	70.0
	Critical Reading	521	499	74.2
	Writing	523	504	72.1
% of Graduates Tested		87.7	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	98.2	84.8	93.7
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	School	State
% Pursuing Higher Education	84.6	82.6
% Employed, Civilian and Military	3.1	9.8

Student Attendance	School	State High Schools
% Present on October 1	95.0	94.3

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 4 students were responsible for these incidents. These students represent 0.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused adsences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	4	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The Academy of Information Technology & Engineering continuously engages in educational reform activities to improve student learning and teacher practices. A School Improvement Plan team exists and was a collaborative effort that included all staff and administration. The plan is updated each year based upon student performance data, and school and district initiatives. A School Data Team meets monthly to review pertinent school data in order to support improvements in student learning. AITE received NEASC accreditation in 2010 and complies with necessary reporting requirements. AITE pursues an aggressive Professional Learning Community environment with all departments having scheduled common planning periods as well as frequent school wide meetings. Various other committees exist to include 9th grade transition, and student recognition. Curriculum review teams meet annually to review and revise the school's rigorous Program of Studies. AITE students have met or exceeded CAPT and NCLB goals for the past five years.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

AITE is an inter-district magnet high school serving approximately 700 students from Stamford and towns inwestern Fairfield County. AITE is housed in a modernistic, climate controlled building on the Rippowam Campus. AITE provides a a college preparatory program enriched by information technology resources, science, engineering and mathematics. The technology focus, built around a core elective program of information technology and pre-engineering courses, is not just for students with particular interests in these fields. More broadly, the emphasis on technology represents a strategy for preparing our students to be life-long learners. All students and faculty possess laptop computers that are used to integrate technology into content areas. We are proud of our 21st Century skills in communication, problem-solving, digital proficiency, teaming, globalization, and numeracy are enhanced by the school's technology environment. As a smaller learning community, teachers apply cutting edge "best practices" in classes, such as project-based learning, collaborative learning, student-centered learning, and the integration of technology into every subject area. All academic content courses are taught at the college preparatory, honors, or advanced placement levels. Courses are taught in an alternate day block schedule of four, 88-minute periods each day. AITE students are eligible to take credit-earning courses in conjunction with Norwalk Community College, the University of New Haven, UCONN, and through the Virtual High School program. All students are scheduled for and encouraged to complete four-year sequences in English, Social Studies, Mathematics, Science and World Languages. Spanish, French, Russian, Latin, Mandarin Chinese, and Arabic are offered. AITE is associated with Project Lead the Way (PLTW) and offers elective courses in pre-engineering and bio-medical sciences. These courses are college credit bearing courses. All students are encouraged to complete community service hours each year, and seniors are encouraged to complete a Senior Capstone Project.

2013-2014 Applicant Summary

attending	Town	Gender	Ethnicity	# applied	# accepted	# on wait list	# declined to attend
5	**Bridgeport**	Female	B	5	2	3	
		Female	B/H	1	1	0	1
		Female	H	4	0	3	1
		Female	unknown	1	1	0	1
		Male	A	1	1	0	1
		Male	B	10	3	7	
		Male	H	5	2	2	1
		Male	H/W	1	1	0	1
		Male	W	3	3	0	3
		Male	unknown	1	0	1	
				32	***14***	***16***	***9***
0	**Darien**	Male	W	1	1	0	1
				1	***1***	***0***	***1***
1	**Fairfield**	Male	W	1	1	0	
				1	***1***	***0***	***0***
4	**Greenwich**	Female	W	5	5	0	3
		Male	W	5	3	1	1
				10	***8***	***1***	***4***
1	**New Canaan**	Female	H	1	1	0	
		Male	W	2	2	0	2
				3	***3***	***0***	***2***
36	**Norwalk**	Female	B	11	7	3	1
		Female	B/W	1	0	1	
		Female	H	6	3	3	
		Female	H/W	2	1	1	
		Female	W	5	0	5	
		Female	unknown	2	0	2	
		Male	A	8	4	4	
		Male	A/H	1	0	1	
		Male	A/W	1	0	1	
		Male	B	5	3	2	
		Male	H	13	7	6	
		Male	H/W	3	3	0	
		Male	W	20	9	11	
		Male	unknown	2	0	2	
				80	***37***	***42***	***1***
1	**Ridgefield**	Male	B	1	1	0	1
		Male	W	1	1	0	
		Male	unknown	1	1	0	1
				3	***3***	***0***	***2***

2013-2014 Applicant Summary

attending	Town	Gender	Ethnicity	# applied	# accepted	# on wait list	# declined to attend
		Female	A	20	5	15	
		Female	A/W	1	0	1	
		Female	B	19	8	10	1
		Female	B/W	1	0	1	
		Female	H	35	19	14	2
		Female	H/W	3	0	3	
		Female	I	1	0	1	
		Female	W	67	22	43	2
129	**Stamford**	Male	A	25	9	16	
		Male	A/H/W	1	0	1	
		Male	A/W	1	0	1	
		Male	B	23	14	9	
		Male	B/W	1	0	1	
		Male	H	45	22	22	1
		Male	H/W	7	3	4	
		Male	W	94	35	57	2
		Male	unknown	1	0	1	
				345	***137***	***200***	***8***
21	**unknown**	unknown	unknown	21	0	21	
				21	***0***	***21***	
198				*496*	*204*	*280*	*27*
total attending				total applied	total accepted	total on wait	total declined to attend

Enrollment Summary: **Academy of Information Technology and Engineering Federal**

Ethnicity and Race Report as of 10/01/2013 (B)

10/01/2013

(MM/DD/YYYY)

Grade Level	Total in Grade	(I) American Indian or Alaska Native	(A) Asian	(B) Black or African American	(P) Native Hawaiian / Other Pac Islander	(W) White	Hispanic/Latino	Two or More Race Categories	Unspecified
9	187	0	17	35	0	73	57	5	0
	115 / 72	0 / 0	12 / 5	19 / 16	0 / 0	50 / 23	31 / 26	3 / 2	0 / 0
10	183	0	16	32	0	87	47	1	0
	108 / 75	0 / 0	9 / 7	20 / 12	0 / 0	54 / 33	25 / 22	0 / 1	0 / 0
11	161	0	15	16	0	75	54	1	0
	92 / 69	0 / 0	7 / 8	7 / 9	0 / 0	46 / 29	32 / 22	0 / 1	0 / 0
12	164	0	25	36	0	68	31	4	0
	94 / 70	0 / 0	13 / 12	15 / 21	0 / 0	45 / 23	19 / 12	2 / 2	0 / 0
Total	695	0	73	119	0	303	189	11	0
	409 / 286	0 / 0	41 / 32	61 / 58	0 / 0	195 / 108	107 / 82	5 / 6	0 / 0

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

ED114 FISCAL YEAR 2014 **BUDGET FORM** **FUNDING STATUS**

GRANTEE NAME: **TOWN CODE:**

GRANT TITLE: MAGNET SCHOOL OPERATING
PROJECT TITLE:
CORE-CT CLASSIFICATION: FUND: 11000 SPID: 17057 YEAR: 2014 PROGRAM: 82062
CF1: 170031 CF2: SDE_____

GRANT PERIOD: 7 / 1 / 13 - 6/ 30 / 14 **AUTHORIZED AMOUNT:$**

AUTHORIZED AMOUNT by SOURCE:
LOCAL BALANCE:$** **CARRY-OVER DUE:$ **CURRENT DUE:$**

CODES	DESCRIPTIONS	BUDGET AMOUNT
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	1,831,000
112A	EDUCATION AIDES	82,133
112B	CLERICAL	
119	OTHERS	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	345,097
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	75,000
324	FIELD TRIPS	4,000
325	PARENT ACTIVITIES	4,000
330	OTHER PROFESSIONAL TECHNICAL SERVICES	27,000
510	PUPIL TRANSPORTATION	11,000
530	COMMUNICATIONS	
560	TUITION	10,000
580	TRAVEL	8,000
590	OTHER PURCHASED SERVICES	50,000
611	INSTRUCTIONAL SUPPLIES	50,000
612	ADMINISTRATIVE SUPPLIES	35,000
690	OTHER SUPPLIES	36,000
700	PROPERTY	530,000
890	OTHER OBJECTS	4,000
940	INDIRECT COSTS	
	TOTAL	3,102,230

_____ **ORIGINAL REQUEST DATE:**

_____ **REVISED REQUEST DATE:**

STATE DEPARTMENT OF EDUCATION PROGRAM MANAGER AUTHORIZATION **DATE OF APPROVAL**

Connecticut State Department of Education
Bureau of Choice Programs
Interdistrict Magnet School Funds

CODE	OBJECT	AMOUNT
111A	**PERSONAL SERVICES-SALARIES:** Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.	
111B	**TEACHERS:** Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category.	1,831,000
112A	**EDUCATION AIDES:** Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.	82,133
112B	**CLERICAL:** Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.	
119	**OTHER:** Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel.	
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS:** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and while not paid directly to employees, nevertheless are parts of the cost of personal services.	345,097
321	**TUTORS:** Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.	
322	**INSERVICE:** Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., who are not on the grantee payroll.	
323	**PUPIL SERVICES:** Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.	75,000

Connecticut State Department of Education
Bureau of Choice Programs
Interdistrict Magnet School Funds

CODE	OBJECT	AMOUNT
324	**FIELD TRIPS:** Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.	4,000
325	**PARENT ACTIVITIES:** Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.	4,000
330	**OTHER PROFESSIONAL/TECHNICAL SERVICES:** Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	27,000
510	**PUPIL TRANSPORATION:** Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.	11,000
530	**COMMUNICATIONS:** Payments for services provided by persons or business to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.	
560	**TUITION:** Expenditures to reimburse other educational agencies for instructional services to pupils.	10,000
580	**TRAVEL:** Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.	8,000
590	**OTHER PURCHASED SERVICES:** All other payments for services rendered by organizations or personnel not on the grantee payroll not detailed in 510, 530, 560, 580 or 590. These include: Insurance Costs (other than employee benefits) – payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding – publication costs, and Advertisement – any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property.	50,000
611	**INSTRUCTIONAL SUPPLIES:** Expenditures for consumable items purchased for instructional use.	50,000
612	**ADMINISTRATIVE SUPPLIES:** Expenditures for consumable items directly related to program administrative (non-instructional) activities.	35,000

Connecticut State Department of Education
Bureau of Choice Programs
Interdistrict Magnet School Funds

CODE	OBJECT	AMOUNT
690	**OTHER SUPPLIES:** Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation.	36,000
700	**PROPERTY:** Expenditures for acquiring fixed assets, including land or existing building, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. Definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over $1,000 and the useful life of more than one year.	530,000
890	**OTHER OBJECTS:** Expenditures for goods or services not properly classified in one of the above objects included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.	4,000
940	**INDIRECT COSTS:** Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim.	
	TOTAL AMOUNT	3,102,230

Magnet School Name: Academy of Information Technology & Engineering **District/School Code**82062

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object

Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education.

			OBJECT**						
LINE	CODE	FUNCTION (Program Area)**	Total * (Col. 1)	Salaries (Col. 2)	Employee Benefits (Col. 3)	Purchased Services (Col. 4)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)
1202	1000	Program Expenditures	5,834,278	4,748,205	284,758	64,134	137,098	592,083	8,000
1203	2100	Support Services – Students	488,223	460,600	27,623				
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration	451,745	395,996	23,749		32,000		
1207	2600	Operation and Maintenance of Plant Svc.	549,551	238,196	14,285		297,070		
1208	2700	Student Transportation Services	108,979			108,979			
1209	2500 2900	Support Services	176,480	166,495	9,985				
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead							
213		TOTAL	7,609,256	6,009,492	360,400	173,113	466,168	592,083	8,000

*Do not include transportation costs associated with home to school and back home or the excess cost of special education services.
**Definitions of objects and functions are to be consistent with those on expenditure report ED001.

Magnet School Name: AITE Dist/Sch. Code: 82062

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx Other State Grants	
	State Inter-district Magnet Grant	3,102,230
	Summer Academy	53,123
221	xxxx Other Federal Grants	
	IDEA 611	131,329
222	1920 Contributions	
226	xxxx Other Sources of Revenue	
	Operating Budget	4,956,235
299	Total	8,242,917

Please indicate the expected per-pupil tuition rate for 2013-14: Tuition is not charged
Note: any changes to this tuition rate must be reported to the state interdistrict magnet school Program Manager by October 31, 2013.