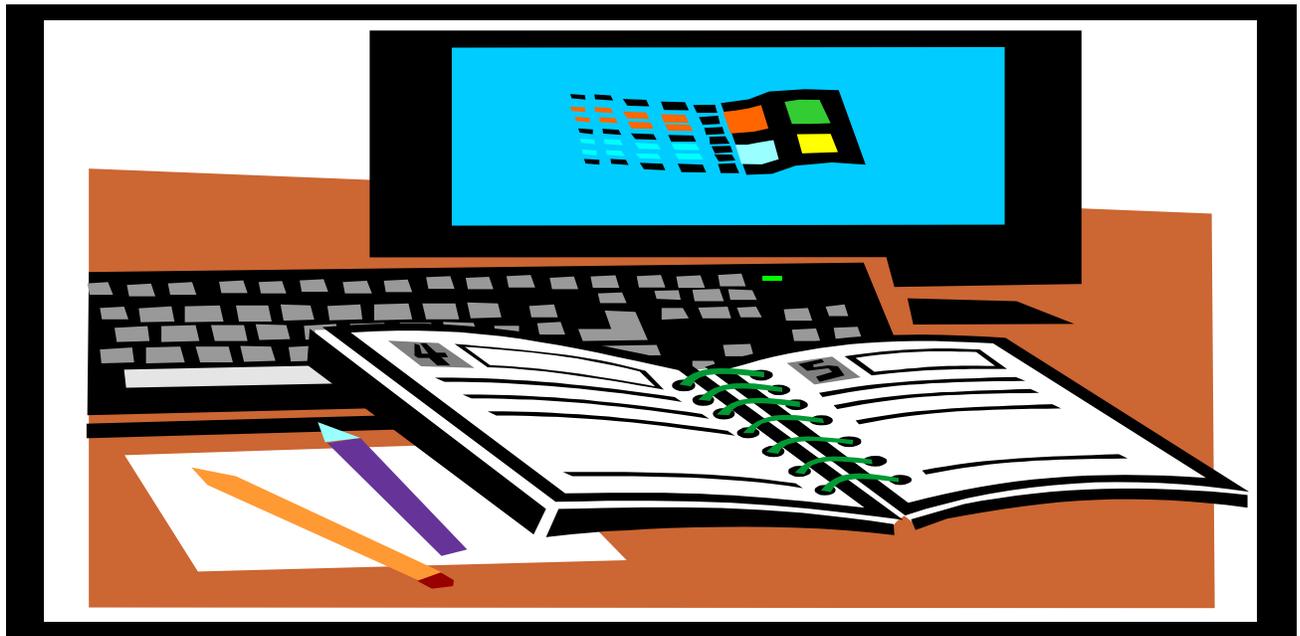




Magnet School Annual Report



2013-2014

Connecticut IB Academy

Name of School

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Caryn Stedman

Director or Principal

Participating (formally) School Districts

East Hartford Public Schools

Hartford Public Schools

Manchester Public Schools

Vernon

Somers

RSD #8

Coventry

Tolland

Ellington



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Information for Statewide Policymakers

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program’s long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)

While I am a new principal at Connecticut IB Academy and was not directly involved in the recruitment of the student body, I know that at least three in-school information sessions were held to introduce prospective students and families to the school. Information was sent to families in East Hartford and our partner districts to inform them of these events. In addition, my predecessor spoke at area middle schools, attended school-based fairs, and was present at RSCO fairs. A recruiting film was made and aired on local access TV. My predecessor sent press releases about each open house at the school. Additionally, positive press that the school has received as a result of being consistently ranked among the top schools in the state and the region has generated interest in the way of numerous phone calls and emails. This has permitted us to inform interested parents of the range of school choice programs, not just CIBA.

- 2) Describe your school’s professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.

The Connecticut IB Academy is an International Baccalaureate World School[®]. As such, teachers are required to be trained by the International Baccalaureate Organization and to attend regular retraining. The Professional Development priorities for 2013-2014 were, as always, aligned with these requirements. The

previous principal communicated updates and changes in IB policy, practices and procedures to all staff. In addition, teachers in the school attended special district-based literacy intervention training in order to be better prepared to assist students who come to CIBA through the lottery be successful in the rigorous IB Diploma Programme.

- 3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

The International Baccalaureate Diploma Programme is an extremely rigorous academic program upon which much of the Common Core was based. CIBA students are successful in this rigorous program in spite of the lack of screening to enter the school. CIBA is a living example that a rigorous, engaging, concept-based curriculum can prepare students well for college and career. Even if schools do not adopt the full IB Diploma Programme, they can implement the level of rigor and the concept-based, interdisciplinary focus of the International Baccalaureate. Moreover, International Mindedness is one of the key outcomes of an IB education. Schools can work toward increasing the global perspectives in all of their classes to help students realize the real-life applications of the concepts and skills the students are learning.

- 4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

CIBA has been very involved in Magnet Schools of America and in the Guild of IB Schools. Most of the Magnet schools are not IB schools and most of the IB schools are not magnet schools, so there is sharing both ways. For the future, we plan to encourage our staff to do presentations at local, regional and national conferences and meetings to help regular public schools incorporate some of the best practices of an IB and globally-focused school.

- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

CIBA did not meet serious obstacles in meeting or exceeding its school-wide learning goals. CIBA student scores on all standardized measures – STAR, CAPT science, and IB are above goal.

6) Provide the number of applications received by grade and town of residence; as of date of lottery.

As of the date of the lottery for the 2013-14 academic year, the following number of applications were received from each town for 52 seats:

Avon	1
Bloomfield	4
Bolton	2
East Hartford	31
Ellington	2
Farmington	1
Hartford	19
Manchester	8
Middlebury	1
New Britain	1
Newington	1
RSD#8	6
South Windsor	2
Tolland	4
Vernon	4
West Hartford	1
Wethersfield	1
Windsor	4

TOTAL	93
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7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

Waitlist pool as of October 2013:

Town	White	Black/African American	Asian	Hispanic/Latino(a)
East Hartford	4	10	5	6
Vernon			1	
Tolland	2			

RSD#8	3			
Windsor		1		1
Bloomfield		1		
Newington	1			
Avon				

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



Financial Information

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.

See attached schedules form East Hartford Public Schools Central Business Office



Basic Checklist for Title IX and 504/ADA Compliance

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

§ 106.8 Designation of responsible employee and adoption of grievance procedures.

- 1. X At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
- 2. X At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
- 3. X All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4. X Grievance procedures for students have been adopted and published.
- 5. X Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 106.9 Dissemination of policy.

- 6. The following been notified of a policy of nondiscrimination.
 - X applicants for admission and employment
 - X students and parents of students
 - X employees
 - X sources of referral of applicants
 - X unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
 - X local newspapers
 - X school newspapers and magazines
 - X memoranda's or other written communications distributed annually to each student and employee
 - X announcements, bulletins, catalogs, student and faculty handbooks
 - X application forms
- 8. X The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9. X Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]

Magnet School Name: CIBA

District/School Code: 043

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 *	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures	1,605,642	1,296,870	185,728	27,723	95,321		
1203	2100	Support Services – Students							
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration							
1207	2600	Operation and Maintenance of Plant Svc.							
1208	2700	Student Transportation Services							
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead							
213		TOTAL	1,605,642	1,296,870	185,728	27,723	95,321		

*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: CIBA

District/School Code: 043

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Magnet Operating Grant	1,605,642.00
	xxxx Other State Grants (please list below)	
221	xxxx Other Federal Grants	
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
299	Total	1,605,642.00