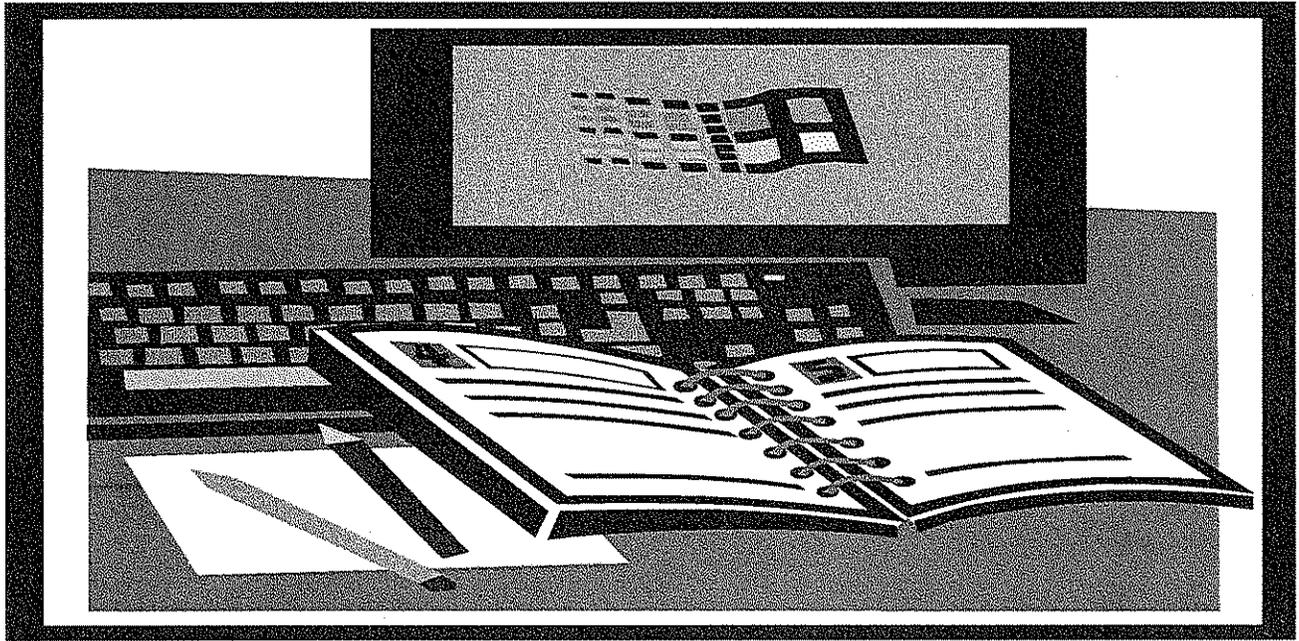




Magnet School

Annual Report



2012-2013

Connecticut River Academy

Name of School

195 Riverside Drive, East Hartford CT 06118

Address

860-913-2200

Phone

Ldadona@ctriveracademy.org

E-Mail

Linda Dadona

Director or Principal

Participating School Districts

None – parent choice applies

Mission Statement

MISSION

The mission of the Connecticut River Academy is to:

- prepare its diverse student body for further educational opportunities, including the possible pursuit of careers in environmental or other sciences;
- break down racial, ethnic, economic, gender, and other social and academic barriers; and
- help its students to become well rounded, scientifically literate, and responsible 21st century citizens.

ALIGNMENT WITH GOODWIN COLLEGE

Since the Connecticut River Academy is an integral partner of with Goodwin College and is located on its campus, the Academy's basic mission aligns with the college's Mission and Purposes. Note the references to critical thinking, the sciences, a changing society, celebration of diversity, collaboration, community, civics, and careers—all areas of emphasis for the Academy.

GOODWIN MISSION STATEMENT:

The mission of Goodwin College is to educate a culturally diverse student population in an environment that builds bridges between education, commerce, and community. Our degree and certificate programs prepare students for professional careers while encouraging lifelong learning and promoting civic responsibility. As a nurturing college community, we challenge students, administration, faculty, and staff to realize their academic, professional, and personal potential.



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A letter from the Principal and Governing Board Chairperson of the School

DIRECTIONS: Use up to two pages for the principal and governing board chairperson to provide the Commissioner of Education with a brief overview of the school’s successes, its progress toward achieving its mission and plans for the future. Report any changes or new program initiatives implemented this year. This section may also address challenges the school faces, if desired.

Dear Commissioner of Education:

The Connecticut River Academy opened its doors on August 28, 2010 with 146 students, 111 9th graders and 35 10th graders. This past year we drew students from 39 different towns across Connecticut and again achieved full compliance with the Sheff desegregation mandate (**69% minority and 31% white students**). The enrollment for 2012-13 grew to approximately 330 students in grades 9, 10, 11 and 12. We were proud to have our first class graduate on June 17, 2013.

Annually, prior to the year starting, our staff participates in 6 days of professional development and another four days throughout the year. Teachers were trained in using effective cooperative learning strategies, differentiated instruction, curriculum writing and evaluation, technology, interdisciplinary lesson writing particularly in environmental issues, advisory, diversity and cultural competence, team building, place-based education, and positive behavior intervention supports. Teachers used these professional learning opportunities to help shape the development of CTRA’s curriculum. We continue to provide teachers with 10 full professional development days in addition to ½ day PD opportunities.

The curriculum at CTRA was designed with the Connecticut high school reform model in mind. CTRA students require 25 credits to graduate. Our core curriculum consists of Environmental Science, Geometry, English, US History Through the Lens of the CT River, and Spanish and is enhanced by our electives such as Career and College Readiness, Advanced Field Studies of the Connecticut River, Climate and Society, Water Resources Stewardship, Marine Science, Art, Drawing, STEM, Engineering, Global Perspectives, Community Development in the Connecticut River Region, Digital Photo, Social Justice, Physical Education and Health. All classes are taught in heterogeneously mixed groups. Students participate in extensive field studies as part of the curriculum, ranging from the exploration of tributaries of the Connecticut River to scientific investigations with the CT Science Center.

Our two magnet themes naturally fit because of our location and connections. As our school sits on the Goodwin College campus on the banks of the Connecticut River, our staff and students naturally make connections to the our environmental studies and early college magnet themes.

Environmental science is the connecting web of all areas of study for our students. The environmental theme is supported by all staff through interdisciplinary units, but specifically by our science teachers in their environmental science classes. That curriculum weaves together biology, physics and chemistry and is based on the state standards and frameworks, as are all courses. All teachers seek to promote the values of respect and concern for both nature and

humans and we are encouraging students to become advocates for both. Our location, on the banks of the Connecticut River is perfect for our themes.

The Connecticut River Academy has developed numerous relationships that have enhanced the learning environment. In our collaboration with the Connecticut Science Center, we have had science center professionals come into our classroom and participated in a full school, day-long immersion program at the Science Center. The Connecticut Center for Advanced Technology (CCAT) has not only helped support our development of technology integration including the development of our wireless environment, our one to one MacBook Laptops, and interactive whiteboards, but also in the development of our environmental science curriculum and our web based curriculum delivery model on Moodle. We have also worked with the Connecticut Humanities Council, Mark Twain and Harriet Beecher Stowe Centers, U.S. Fish and Wildlife, Department of Energy and Environmental Protection, Connecticut Food Alliance, the Audubon Society, and Cabellas.

As a school that is owned and operated by Goodwin College we have developed a close working relationship with Goodwin and their many partners. We have multiple connections to Goodwin College. Goodwin College professors work hand in hand with CTRA teachers, Goodwin students serve as mentors and tutors for our students. The second cohort of CTRA students have successfully completed multiple Goodwin College courses and received college credit. The offerings will increase for Seniors who will be enrolled as second year Goodwin students. All CTRA students frequently visit and utilize Goodwin facilities, including the college library which helps them to develop college readiness in a sense for their academic futures as they make connections to their postgraduate life.

We have also been fortunate to receive multiple grants to support our programming. The first is a 3 year, 1.2 million dollar Magnet School Assistance Program grant that has allowed us to hire our Early College Magnet Theme Coach and Environmental Studies Theme Coach as well as develop numerous professional development opportunities and student experiences. In addition, CTRA received a \$50,000 Balfour grant which is allowing 35 of our students to participate in our Bridge to Success after school program and a \$75,000 Nellie Mae grant which allowed 50 students to participate in our three week project-based summer enrichment program called the Connecticut River Extended Learning Institute (CRELI) which focuses on improving literacy and communication, problem solving, and character development.

Looking forward, we are moving into our new school building that is designed to enhance our environmental studies theme and we are looking to increase our connections with Goodwin College by establishing pathways for CTRA students to take additional college courses. We will build on our articulated curriculum between Goodwin and CTRA for students to earn dual credit for classes in which they are dual enrolled. To help increase classroom engagement, teachers continue to receive extensive professional development in Kagan cooperative learning strategies and in creating culturally responsive curriculum. To further develop the college readiness of our students, teachers will continue to learn how to integrate, measure and provide feedback to students regarding their successful use of the sixteen Habits of Mind that indicate college readiness.

The Connecticut River Academy has created multiple opportunities to support diverse learners of all abilities. To help us better do this the collection of nationally normed data is critical. CTRA is collects and analyzes data on the relative reading lexiles and math scores of each student through the use the Northwest Evaluation Association (NWEA) to provide data for targeting interventions and proper course placement. CAPT and CMT data is also used to inform our data

process. Our goal is to use data and create universal screenings for math and reading levels to develop tiered interventions and monitor student growth. We also added supports for our struggling learners and English Language Learners through reading labs, math labs and tutoring provided by peers, instructors and Goodwin College students.

At CTRA we are also committed to increasing the involvement of parents and community members. We survey parents in the beginning of each year to better learn about the needs they would like to see addressed. We have created a dynamic school website in an effort to increase our ability to effectively communicate with parents and the community, as well as to increase the number of parent information sessions of topics identified from the survey results.

Respectfully submitted,

Linda D. Dadona
Principal, CT River Academy

Plans for the future –

1. Increase Goodwin College Course offerings
2. Expand environmental programming utilizing the resources of our new building which will include a green roof and habitat room
3. Continue the articulation of course curricula between Goodwin and CTRA so that students may be dual enrolled at Goodwin and CTRA and simultaneously earn college and high school credits
4. Create more opportunities for internships and job shadowing
5. Continue Kagan Cooperative Learning Structures Professional Development
6. Continue to seek out opportunities to further increase our capacity to be culturally responsive to all.
7. Utilize data teams to promote data driven decision making
8. Provide support for struggling learning through math labs, strategic reading labs, learning labs and tutoring provided by peers, instructors and Goodwin College students.
9. Increase parental involvement
10. Continue to survey parent, students and staff regarding school climate and work to re-establish core values and beliefs



Information for Statewide Policymakers

2012-13 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.

In the table below we have listed all recruiting and outreach activities along with the number of parents impacted by the activity. The list is extensive and documents CTRA's extraordinary efforts to reach urban and suburban families throughout the greater Hartford area. All recruiting materials are printed in both Spanish and English. Each recruiting fair was staffed by at least one English speaking and one Spanish speaking teacher. We held two open houses for prospective students that included a presentation, a tour and a question and answer session. Administrators, teachers, school counselors, parents and students were represented and took part in each presentation. Administrators and faculty worked with our parent group, RAP, on a monthly basis to plan programs and provide parents with information about CTRA programming.

Type of Activity/Description	# Parents
Hartford Recruiting Fair	250 students and parents
Two Rivers Magnet School, Recruiting Visit	200
Mary Hooker School Recruiting Visit, Hartford	25
Community Outreach Breakfast –	12
Radio Interviews – Clear Chanel Radio	
Radio Interviews – WTIC	
Hartford Welcome Center – staff meeting	
Pathways High School Recruiting Fair	180
Naylor School Recruiting Visit, Hartford	120
Windsor Locks High School Recruiting Fair	200
Newspaper Interview - Identidad Latina	
HMMS Recruiting Fair	300
Breakthrough Magnet School Recruiting Visit, Hartford	125
Mary Hooker School Recruiting Visit, Hartford	30
Annie Fisher School Recruiting Visit, Hartford	100
Noah Webster School Recruiting Visit, Hartford	100
Kennelly School Recruiting Visit, Hartford	120
Batchelder School Recruiting Visit, Hartford	80
Regional School Choice Office – Coordination Meeting	
Radio Interviews – Clear Chanel Radio	
Regional School Choice Office – Coordination Meeting	
Meeting with individual parents and students	4
Meeting with individual parents and students	3
Meeting with individual parents and students	4
New Student Orientation – Goodwin College	400
New Student and Parent Orientation – Goodwin College	300
Meeting with individual parents and students	3
Newspaper Interview – East Hartford Journal Inquirer	
Two Rivers Magnet School – Guidance Meeting	
Planning Meeting on Grand Opening – Goodwin College	
Newspaper Interview – Hartford Courant	
Regional School Choice Office – School Fair Planning Meeting	
Tours of Connecticut River Academy building to prospective parents and students	
Tours of Connecticut River Academy building to prospective parents and students	
Parent Open House – Goodwin College	200
Half Moon Departure ceremony for Connecticut River Academy parents and students	40

Type of Activity/Description	# Parents
Half Moon Arrival ceremony for Connecticut River Academy parents and students	30
Tours of Half Moon and Connecticut River Academy	50
Two Rivers Magnet School Recruiting Fair	300
A.I. Prince technical high school Recruiting Fair	300
Avon high school Recruiting Fair	45
Marketing Meeting – Goodwin College	
Mary Hooker School Recruiting Fair, Hartford	350
RHAM Middle School Recruiting Fair	250
University of Hartford Magnet School Recruiting Fair	250
Hartford Magnet Middle School Recruiting Visit	175
Granby High School Recruiting Fair	200
Connecticut River Academy Open House	400
Cromwell High School Recruiting Fair	200
Newspaper Interview – Hartford Courant	
Newspaper Interview – Identidad Latina	
Connecticut River Academy Open House	300
Mary Hooker School Recruiting Visit, Hartford	30
Ceremony to welcome students back from the Half Moon five-day voyage. Representatives from local, state and federal government spoke to students, parents and citizens. Press coverage.	2
Planning meeting for recruitment activity schedule for 2012-13 to include opportunities for new students to visit CTRA and shadow present students	2
Coordinate new student visits throughout the spring	6
Ongoing Activities	
Design printing and mailing of Connecticut River Academy Brochure English and Spanish	3,000
Printing and mailing of targeted mailing	400
Newspaper ads for Hartford Courant, East Hartford Journal Inquirer, Identidad Latina, etc.	
Recording of radio spots for WTIC, CBS Radio and Clear Chanel radio	
Developing a new school website. Using Image Works, a website development company. Began process in June and expect new site to be posted by September. Tim Kessler will be the web master throughout the year.	50
Design of Billboard for intersection of Route 84 and Route 91	

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

The CTRA professional development priorities for 2013-14 include:

- Differentiation of Instruction
- (EC and ES) Creation of Interdisciplinary Units
- Cooperative learning strategies using Kagan Structures
- Common Formative Assessments
- (EC) Habits of mind instructional activities to promote college readiness for students.
- (EC) Early college theme coach collaborates with Goodwin College faculty for curriculum articulation and supporting CTRA students taking courses at the college.
- Standards Based Grading
- Data-driven decision making skills with standardized testing and universal assessment tools.

- (EC and ES) Collaborative planning for departments with content specialists and theme coaches to develop assessments and integrate magnet themes.
- Curriculum development workshops to build skills in writing curriculum units.
- Literacy strategies to build teachers' skills in teaching reading across the content areas.
- Effective teaching strategies for English Language Learners.
- (EC) Technology workshops in using the Texas Instrument graphing calculators so students are prepared to be successful in college math classes.
- (ES) River studies experience with the Connecticut Science Center staff to build teacher skills on integrating the river into the curriculum and student learning experiences.
- Understanding cultural diversity in our learning environment through a social-centric approach to teaching.
- (ES) Developing an environmental science unit for a forensics course in collaboration with the Connecticut Science Center staff.
- (EC and ES) Implement our magnet standards and methods for measuring our students' progress with them.
- (EC) Implement revised advisory program and the capstone project

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.

At CTRA, we are unique in many ways.

- We work in concert with Goodwin College faculty and staff. This allows us to make multiple connections to the college on a day to day basis. Due to our co-location with Goodwin, we communicate frequently and are able to plan together and work actively to integrate our programs. We are adapting the high school curricula so that our students are well prepared for college curricula. We do this by articulating curricula for college "developmental" classes into our 9th and 10th grade classes so that students are able to succeed in College level core curricula classes in their junior year. We work closely with Goodwin College's Concurrent Enrollment Coordinator.
- We believe in heterogeneity and do not have leveled classes. Instead students who struggle in grade level, core curricula classes are placed in reading, writing and math 'labs' which in effect double students up on the curriculum for that class rather than placing them in a remedial class.
- We focus on students becoming college ready from the moment they walk through the doors of CTRA in grade 9. Each ninth grader is enrolled in a College Readiness class which is taught by their school counselor.
- We offer many unique learning opportunities to our students through our relationships with Goodwin College Science Departments, CT Science Center, CCAT(Connecticut Center for the Advancement of Technology), Fish and Wildlife and others. Our location allows students to readily access and study the CT River, its floodplain and tributaries.

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

- Networking through the LEARN organization
- Presenting at Conferences
- Participation in YES (Young Educators Society). This program brings students and teachers from other schools into our school and allows us to showcase our programs.

- Collaborations with our sister schools: Marine Science Academy and Pathways Academy of Technology and Design and Three Rivers Middle College Magnet High School.
 - Seven Magnet Theme Days which are promoted via local news media
- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the annual report's school goals section in 2013-14. 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.
- Creating high quality curriculum that is rigorous, relevant and culturally responsive so that the needs of students are met.
 - Young and inexperienced staff with the average years of experience being less than 5 years experience.
 - Professional development focusing on best practices around curriculum design, lesson development, making interdisciplinary connections, differentiation and classroom management.

- Collaboration with Goodwin Staff
- Inquiry based lesson development strategies
- Connecticut Coalition on Environmental Justice - Presented on environmental concerns
- Three CTRA students had poetry published in the Beacon, a Goodwin College publication
- Teacher and student volunteers at the Helen Cooper Food Pantry in Hartford
- Rebuilding Together – Free repair service to elderly in Manchester
- Hands on Hartford Walk Against Hunger – Donated to Foodshare
- Harriet Beecher Stowe Center – Global Youth Services Day
- Not for Sale Campaign – Increasing awareness of modern day human trafficking
- Town of Windsor – Senior Services Department
- Gallery 46 – organizing events for local artists
- Bridge to Success After School Program – Balfour Grant
- Connecticut River Extended Learning Institute Summer Program – Nellie Mae Grant
- Development of a parental advisory groups called the River Academy Parent Group



About Our School...

DIRECTIONS: Please provide information as requested in the following:

Attach your updated 2011-2012 Strategic School Profile.

School Program

- description of admissions process including deadlines

Admission to CTRA, as with all other magnet schools in the Sheff region, is through the Regional School Office (RSCO). Deadlines and procedures are set by the RSCO, but applications generally open in November with deadlines for on-time applications in January. A random lottery is held in March with notifications to parents of placement in April. Students who accept offered placements are enrolled immediately with others filled through a waitlist process through October 1.

- recruitment methods

A wide range of recruitment methods are used, including: recruitment fairs, open houses, school visits, personal recruiting efforts, parent visits, direct mail, radio spots, newspaper ads, Google Ad Word listings, Facebook listings, personal calls from the Goodwin College Call Center, newspaper interviews, advertorials and newspaper ads, magazine interviews, etc. Wherever possible, written and broadcast materials are in both Spanish and English.

- Transportation

Transportation is provided through the CSDE as with all magnet schools in the Sheff region.

Student Information

- number of applications received by grade and residence; as of date of lottery
- number of students on wait list/pool by grade, race and residence; as of October 1, 2012, (see note)

There were approximately 30 suburban first choice applicants on the waitlist as of October 1, 2012. Most were late applicants who could not be accommodated due to the significant number of remaining on-time 2nd and 3rd choice placements remaining on the waitlist. All Hartford resident first-choice on-time applicants were offered placement in the school.

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 2012-13 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.

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Connecticut River Academy**Learn**LINDA D. DADONA, Principal
Telephone: (860) 913-2032Location: One Riverside Drive
East Hartford,
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 SCHOOLSchool Type: Interdistrict Magnet School
School Grade Range: 9 - 12
Instructional Focus: Environmental Studies**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 146
5-Year Enrollment Change: N/A*
*Between 2003 and 2008, (re)opened

District Reference Group (DRG): N/A

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	90	61.6	N/A	29.4
Students Who Are Not Fluent in English	0	0.0	N/A	3.6
Students Identified as Gifted and/or Talented	0	0.0	N/A	5.2
Students with Disabilities	14	9.6	N/A	10.7
Juniors and Seniors Working 16 or More Hours Per Week	0	0.0	N/A	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	16.2	N/A	18.8
Biology I	16.2	N/A	19.0
English, Grade 10	N/A	N/A	N/A
American History	16.2	N/A	20.1

Language Instruction:Instruction was offered in the following language(s):
Spanish

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

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,086	1,010

Lunch

An average of 23 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 2009-10 School Year	N/A	N/A

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 2010	N/A	N/A	N/A

% of Class of 2010 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	N/A	N/A
Chemistry	N/A	N/A
4 or More Credits in Mathematics	N/A	N/A
3 or More Credits in Science	N/A	N/A
4 or More Credits in Social Studies	N/A	N/A
Credit for Level 3 or Higher in a World Language	N/A	N/A
2 or More Credits in Vocational Education	N/A	N/A
2 or More Credits in the Arts	N/A	N/A

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	N/A	3.5
% 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:	92.9	N/A	74.8

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	N/A	2.2
% of Computers with Internet Access	100.0	N/A	99.5
% of Computers that are High or Moderate Power	100.0	N/A	98.2
# of Print Volumes Per Student*	N/A	N/A	16.5
# of Print Periodical Subscriptions	N/A	N/A	37

*This school does not have its own library.

Interactive Distance Learning:

This school does not 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, 34.2% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	11.00	
	Paraprofessional Instructional Assistants	0.00	
Special Education:	Teachers and Instructors	0.00	
	Paraprofessional Instructional Assistants	0.00	
Library/Media Specialists and/or Assistants		0.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		3.00	

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	3.4	N/A	14.1
% with Master's Degree or Above	72.7	N/A	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	N/A	N/A	N/A
% Assigned to Same School the Previous Year	N/A	N/A	N/A

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.

N/A

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.7
Asian American	0	0.0
Black	57	39.0
Hispanic	48	32.9
Pacific Islander	0	0.0
White	39	26.7
Two or more races	1	0.7
Total Minority	107	73.3

Percent of Minority Professional Staff :0.0

Non-English Home Language:

6.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 3

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.

N/A

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	N/A	N/A	N/A

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

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	0	10.6
% of Grade 12 Students Tested	0.0	24.2
% of Exams Scored 3 or More*	N/A	N/A

*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	10.7	44.7	13.1
Writing Across the Disciplines	27.6	61.2	13.5
Mathematics	7.4	49.5	8.9
Science	10.0	47.0	10.9

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 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	N/A	N/A	N/A
Critical Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
% of Graduates Tested	N/A	N/A	N/A

Graduation and Dropout Rates	School	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	N/A	N/A	N/A

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	N/A	N/A	% Present on October 1	99.3	93.7
% Employed, Civilian and Military	N/A	N/A			

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.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

N/A

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A



Operations Plan, Curriculum Design and Instructional Methods Including Modifications

Brief Summary

DIRECTIONS: In one paragraph, briefly describe modifications to the school's operations plan, curriculum design and instructional methods, as approved by the Governing Board or the responsible governing agency.

The only recent change to the Operations Plan was to clarify the role of LEARN in managing the day-to-day operations of the Academy. The revised language states (page 19):

BOARD OF TRUSTEES

The Connecticut River Academy operates under the authority of the Goodwin College Board of Trustees. The LEARN Regional Education Service Center will manage the day-to-day operations of the Academy, in collaboration with Goodwin College and other stakeholders. Contracts between the Board of Trustees and LEARN will articulate operational management agreements between these parties. The Goodwin College Board of Trustees shall establish policies for persons it employs. LEARN shall establish policies for persons it employs in accordance with the overall policies set by the Goodwin College Board of Trustees. Goodwin College will set the annual budget for school operations through its Board of Trustees. It will serve as the Academy's fiscal agent and may delegate this authority per agreement with the operational manager of the Academy.



School Goals:

In the areas of:

- I. Educational Progress of Students
- II. Accomplishment of Mission, Purpose and Specialized Focus
- III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

DIRECTIONS: For the three areas listed below, indicate the goals you set for the 2012-13 school year, and identify supporting objectives, along with appropriate measurement instruments and established benchmarks. Briefly describe the progress you have made, improvements that still need to be made, and proposed changes in goals/objectives for 2013-14 to insure continuous school improvement. Please limit goals to a maximum of five for each section. Each goal may have multiple measurable objectives. The format for providing this information is as follows:

I. Educational Progress of Students

Goal A: Engage each CTRA student in a challenging, rigorous and relevant curriculum so that student performance will improve.

Measurable Objective A.1: CTRA students will be proficient in the four core academic areas: reading, writing, math and science.

Measurement Tool: CAPT

Benchmark(s): 80% of CTRA students will meet proficiency in all areas of CAPT: reading, writing, math and science.

Progress in meeting the goal % meeting Proficiency in:

- Math - 64%
- Science – 72%
- Reading – 68%
- Writing – 91%

Improvements needed - We need to increase the number of students scoring at the proficient level on all CAPT tests.

Modifications in goal/objectives for 2013-2014 school year

- **Focus Area One:** To advance academic achievement for all students in LEARN schools and programs and ensure students’ continuous educational growth
 - o CTRA will use data to support educator and scholar growth
 - § Close reading strategies – study in data teams

- **Focus Area Two:** To nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.
 - CTRA will design and implement an advisory program that fosters relationships while teaching and evaluating the Magnet Theme Standards.
 - Advisory implementation – developmental plan – starting w/ HoM and culminating in Capstone.
- **Focus Area Three:** To attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.
 - CTRA will collaborate to enhance the rigor, relevance and scholar-centered focus of our curricula
 - Development of differentiated curricula based on scholar need and preference.



II. Accomplishment of Mission, Purpose and Specialized Focus

Goal A: CTRA will create a school climate that values and encourages positive student behavior.

Measurable Objective A.1: Reduce the number of behavior referrals throughout the course of the school year.

Measurement Tool : SWIS (School Wide Information System)

Benchmark(s) : Discipline Referrals will be decreased by 20% when comparing first semester to second semester.

Progress in meeting the goal: We noted monthly decreases in referrals throughout semester 2 and met our benchmark.

Improvements needed: Increase incentives for students and create more opportunities to teach student positive behaviors.

Modifications in goal/objectives for 2013-2014 school year: Modify PBIS matrix and integrate Glasser model. Teach expected behaviors in the appropriate environments.

III. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

Our extensive recruiting efforts have led to us serving students from 42 different communities across the state. Currently our student body is comprised of 67% minority and 33% white. The

school embraces diversity by having all classes grouped heterogeneously. We sponsor multiple events that allow us to embrace the many cultures that are represented amongst our student body.

Financial Information

DIRECTIONS: Provide, as attachments, the last approved ED114 used for the expenditure of resources for this school, the budget narrative for these expenditures, and Schedules 1 and 2 from the attached expenditures and revenues document.

BUDGET FORM

Created On: 5/3/2013

ED 114

Fiscal Year: 2013
 Grantee Name: GOODWIN COLLEGE
 Grant Title: MAGNET SCHOOL OPERATING
 Project Title: CONNECTICUT RIVER ACADEMY
 Fund: 11000 SPID: 17057 Year: 2013 PROG: 82062 CF1: 170031 CF2: SDE00165
 Grant Period: 7/1/2012 - 6/30/2013
 SDE Project Code: SDE000000000002

Funding Status: Final
 Vendor ID: 139940
 Authorized Amount: \$3,352,203

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$3,352,203

CODES	DESCRIPTIONS	BUDGET
111A	ADMINISTRATOR/SUPERVISOR SALARIES	236,407
111B	TEACHERS	1,726,140
112A	EDUCATION AIDES	100,000
112B	CLERICAL	74,000
119	OTHER	23,500
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	526,740
321	TUTORS	
322	IN SERVICE	163,940
323	PUPIL SERVICES	55,162
324	FIELD TRIPS	30,000
325	PARENT ACTIVITIES	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	6,000
590	OTHER PURCHASED SERVICES	61,200
611	INSTRUCTIONAL SUPPLIES	169,114
612	ADMINISTRATIVE SUPPLIES	55,000
690	OTHER SUPPLIES	12,000
700	PROPERTY	113,000
890	OTHER OBJECTS	
940	INDIRECT COSTS	
	TOTAL	\$3,352,203

Original Request Date: 9/12/2012

This budget was approved by Kenneth Imperato on 5/2/2013.



Governance

List dates of Board Meetings held in 2012-13

The Goodwin College Board of Trustees acting as the governing board for the magnet school met on the following dates;

- 2012 July 11, September 12 and November 7
- 2013 January 23, March 15 and May 9

Summary of Major Policy Decisions

No major policy decisions were made by the Board during the 2012-12 school year.



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]



Attachments

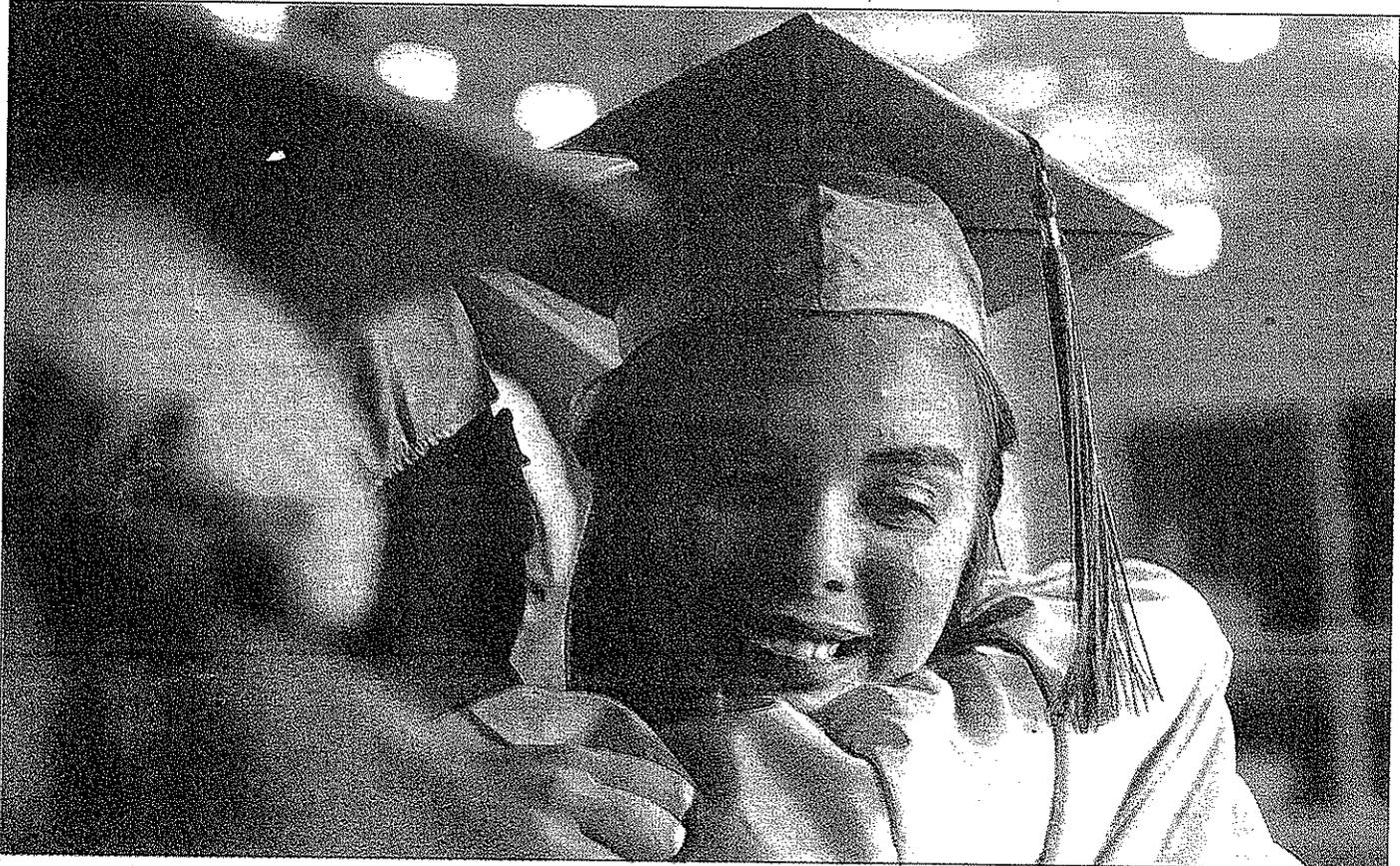
DIRECTIONS: Attach the following information.

- News clippings
- Summary of Survey Results
- Other attachments

CLASS OF 2013

FIRST CLASS

ELIZABETH B. EDINGER, right, gets a congratulatory hug from Javian Lamar Dawson after Connecticut River Academy's commencement exercises. The school, which opened in 2010 as an incubator school and is located on the Goodwin College campus in East Hartford, held its first graduation Monday night. To see more graduation photos, visit courant.com/ctgrads.



RICHARD MESSINA | RMESSINA@COURANT.COM

Connecticut River Academy graduates first class

By Corey AmEnde - Staff Writer
East Hartford - posted Thu., Jun. 20, 2013

Principal Linda Dadona is all smiles as she hands out to diplomas to the first graduating class of the Connecticut River Academy magnet school. Mark Scheinberg, president of Goodwin College, and Maria Ellis, chair of the Goodwin College Board of Trustees, wait to congratulate students. Photos by Corey AmEnde.



Kristen Alvarez stood at the podium addressing the Connecticut River Academy's Class of 2013, and then paused as the emotion of the night began to sink in. Alvarez and her 27 classmates were about to make history as the Connecticut River Academy's first graduating class, but there was something else that was monumental about the night of June 17.

"Look, Ma, we made it," said a teary-eyed Alvarez as she gazed into the audience for her mom. "Not just me, we made it. Today, Mom, this is for you." Alvarez said this night was for her mom, who didn't graduate high school. "She helped me through this a lot," added Alvarez. "This is really for her."

This night was also to celebrate history and the journey of the first senior class that started at the school as sophomores in 2010, the teachers, administrators and Principal Linda Dadona. It wasn't always smooth sailing, as Dadona recalled, but the school pulled together as a group and persevered ever since the school opened three years ago.

"One of the favorite stories I tell is the first two days of school we couldn't get our student management system to produce schedules for the kids," explained Dadona. "For two days we just made up things for them to do. We couldn't get the system to work for us and they were cooperative."

"Cooperative and collaborative" is a good way to describe this tight-knit interdistrict magnet school that draws students from 39 towns in the greater Hartford area. The school is co-operated by Goodwin College and LEARN.

"I feel like throughout the years we have really bonded, like really good," said Alvarez. "I know people usually say this is like a family, but we can truly say the senior class is like a little family."

And leading the family that in the Connecticut River Academy is Dadona, who has guided the school since day one, personally hiring every single staff member. "I'm able to make sure that the people that are here

are here for the right reasons," said Dadona.

Enrollment at the school for this most recent year was about 320, and students are admitted through an open random lottery conducted by the Regional School Choice Office. The school will take on 120 new ninth-graders in the fall and grow to a student population around 420. Full capacity for the school, which is scheduled to move into its new building right down the road on Jan. 7, 2014, is 480 students.

"Our class size is under 20," explained Dadona, "so there is the ability to connect to every individual here." Dadona added that the personal attention is perfect for fostering positive learning relationships between students and teachers.

Alvarez, the senior class president, was one of the benefactors of this relationship. She credits her Spanish teacher sophomore year, Lindsey Smolka, with really driving her to be her best. "She's the one that signed me up for class president," said Alvarez. "She pushed me so hard."

And it's not just the teachers motivating the students; the "scholars," as Dadona refers to them, push themselves through a unique opportunity to gain college credit while still in high school. The scholars are able to earn college credit due to their extremely close proximity to a college campus, which is literally a brief walk across the courtyard to Goodwin College, where they can take two college classes a semester free of charge starting their junior year.

Dadona said over half of the graduating class took classes at Goodwin College over the last two years and earned credits that will follow them either right to Goodwin or to another college.

"You get the high school experience, but you get the college experience too, all at once," explained Alvarez. "You feel all the work, all the pressure, but then you see how much more freedom it is on a college campus and you won't get that at a regular high school."

Claudio Cano, a member of the historic Class of 2013, said another difference between the River Academy and a single district high school is the personal attention. Cano used to attend the much bigger Manchester High School and he didn't know many people. "Here it's just different," explained Cano. "I know everyone in the hallway."

And one of the most familiar faces in the hallway was Dadona's. "Big thanks to Mrs. Dadona," said Alvarez. "She's the coolest principal I've ever had."

"She made it happen," added Cano.

FOR IMMEDIATE RELEASE

March 19, 2012

Contact: Matt Engelhardt, 860-913-2033

mengelhardt@goodwin.edu

Connecticut River Academy to Explore "Food Justice" on Friday

EAST HARTFORD—Connecticut River Academy students are ready to delve into the issues surrounding sustainability and access to food and nutrition, beginning with a series of programs on Friday, March 22.

The students will take part in exploring "Food Justice," welcoming in several vendors and food educators to help explore nutritional themes. All events, including a Food Fair and a screening of the documentary film *Food Stamped*, will take place at the Academy and at the Goodwin College River Campus on Riverside Drive.

"Our students, staff, and community will learn about contributing to and accessing a sustainable food system that will empower them to take action and make choices for a healthy and improved quality of life," said Michele Saulis, environmental studies theme coach at the Academy. "These events will give our students opportunities to learn in three magnet standards areas which are self and global awareness, diversity of our community, and personal/social responsibility for action."

"Our hope for these events is to plant the seed to make our future campus a vibrant community that can model a sustainable food system," Saulis continued.

Goodwin College operates the Academy, an interdistrict magnet school with an environmental science theme. The Food Justice program is being offered as an important component to school's theme and the students will take part in a series of workshops.

Among different issues and themes, students will examine the concept of hunger and the difficulties faced by those who do not have constant access to good nutrition.

Two parts of the program will be open to the public: a Food Awareness Fair in the Connecticut River Academy Cafeteria and a series of screenings of the 2010 documentary film "Food Stamped." The latter will be held in the Goodwin College Auditorium in the main building, while the Fair will take place at 195 Riverside Drive.

The Fair begins at 7:45 a.m. Vendors and educators from throughout the state are expected, including booths on farming and sustainable agriculture, Food Corps and Food Share stations, and a Whole Foods nutrition coordinator. The Fair ends at 11:30 a.m.

Food Stamped will be screened at 8, 9:10, and 10:20 a.m. The film follows a couple as they challenge themselves to live on a food stamp budget, spending about \$1 per person on each meal they eat for one week. Congressmen and women also take part in the challenge, and the filmmakers interview nutritionists and other food experts about the difficulties families face in trying to affordably put nutritious food on the table.

For more information, contact Matt Engelhardt at mengelhardt@goodwin.edu.

*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.

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	2,907,867	2,072,199	561,085		274,583		
1203	2100	Support Services - Students	427,890	55,162		372,728			
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.	447,200			447,200			
1206	2400	School Based Administration	402,407	310,407		37,000	55,000		
1207	2600	Operation and Maintenance of Plant Svc.	321,000					321,000	
1208	2700	Student Transportation Services	38,000			38,000			
1209	2500 2900	Support Services	745,162	268,220		476,942			
1210	3100	Net Expenditures for Food Services	12,000						12,000
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead							
213		TOTAL	5,301,526	2,705,988	561,085	1,371,870	329,583	321,000	12,000

Magnet School Name: CT River Academy

District/School Code: 542

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx Other State Grants	
	Sheff Magnet school operating grant	3,352,203
221	xxxx Other Federal Grants	
	MSAP	479,464
222	1920 Contributions	
226	xxxx Other Sources of Revenue	
	Local Tuition from School Districts	1,469,859
299	Total	5,301,526