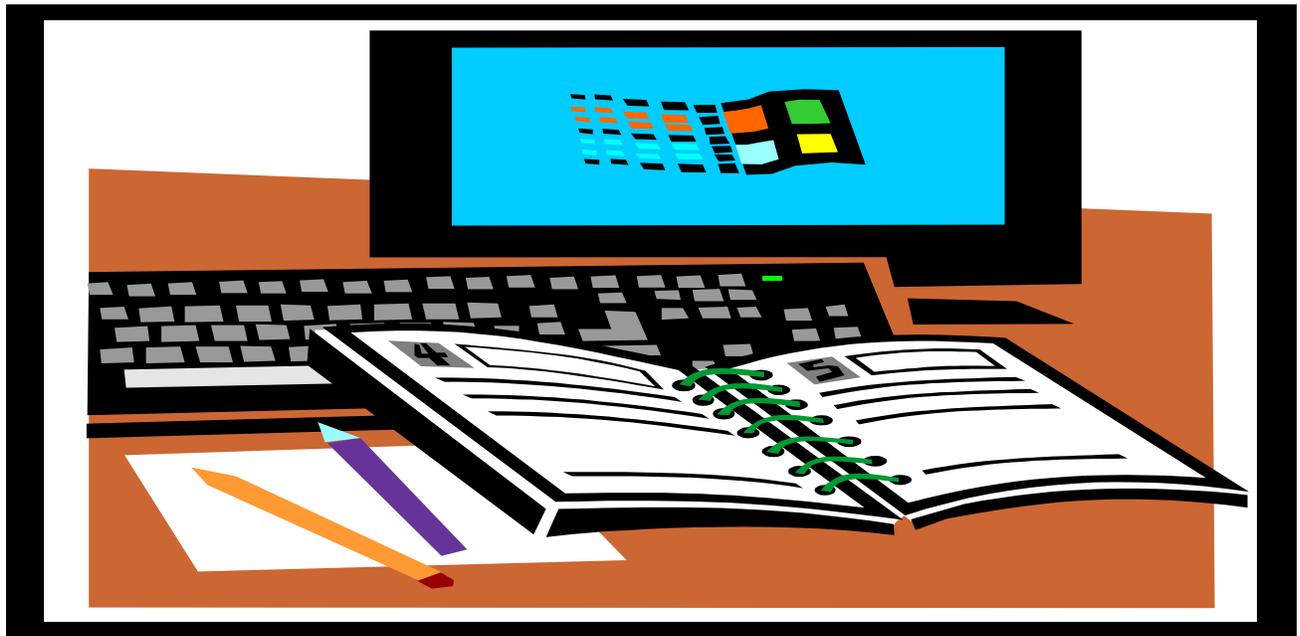




Magnet School Annual Report



2013-2014

EASTCONN/ACT Magnet High School

Name of School

896 Main Street, Willimantic, CT 06226

Address

860-465-5636

Phone

tpelletier@eastconn.org

tcronin@eastconn.org

E-Mail

Tracy Goodell-Pelletier

Director or Principal

Participating (formally) School Districts

Brooklyn, Colchester, Coventry, Eastford,
Griswold,

Killingly, Lebanon, Ledyard, Montville,
New London,

Norwich, Plainfield, Pomfret, Putnam,

Region 8, Region 11, Region 19,

Salem, Sprague, Stafford, Sterling,

Thompson, Tolland, Windham,
Woodbury



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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)
- 2) Describe your school’s professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.
- 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.
- 4) Describe the manner in which you promote replication of your school’s best practices with regular public schools.
- 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.
- 6) Provide the number of applications received by grade and town of residence; as of date of lottery.
- 7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

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.

Information for Statewide Policymakers

- 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)

Recruiting for ACT students primarily consists of meetings at area middle and high schools. The presentations are comprised of a student-created DVD highlighting our areas of study with student testimonials, an overview of the facility and a question/answer session. Both the DVD and the application are available in Spanish and English. Information on ACT was sent to all area superintendents, principals, and directors of guidance. ACT was highlighted in articles in local papers including: The Chronicle (Willimantic), and The Hartford Courant, as well as local weeklies, i.e. The Reminder, The Broadcaster, and Identidad Latina . An ACT graduate (Class of 2012) is a correspondent for The Chronicle, and often writes newspaper articles which focus on ACT shows, student accomplishments, graduation ceremonies, etc. In addition, we also created our third annual television commercial which runs on cable networks as well as FOX TV. As we have students in attendance this year from towns/areas we have not in the past, our outreach method appears to have been successful and useful for growing and sustaining interest in our school.

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

In the 2013-14 school year, ACT's professional development priorities centered on enhancing the staff's skills in the collection, analysis and use of student data from multiple sources to inform instructional practices and improve student learning. A Data Team was established and met monthly to review and discuss achievement data from various non-standardized sources which included in-house benchmark tests/projects, CAPT-like writing assessments, and practical applications of core academic content across arts disciplines. In addition, STAR Assessments were utilized to track student growth in math and reading skills.

As ACT believes it is valuable to meet the individual professional learning needs of staff, personalized professional learning opportunities, including training on online learning platforms, professional collaboration, and opportunities to visit other magnet schools were also provided.

- 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.**

What ACT does exceptionally well is value and promote personalized education. This practice takes into account each individual student's talents and interests so that motivation for learning remains high. ACT teachers work hard to provide learning which activates the individual student's learning style, and through this, students are able to demonstrate levels of learning and comprehension in methods that make the most sense to them. Primarily, artistic and kinesthetic approaches to learning are most valued by the students of ACT. Finding ways to integrate the arts and these methods of learning and assessment are very successful at ACT, and something "regular" public schools may have success at as well.

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

There are several ways in which ACT’s success in best practices is made known to other “regular” public schools. The first way is through publicity. As mentioned above, ACT students receive many awards and opportunities for enrichment because of their integrated studies and personalized education. For example, ACT students won third place in the Connecticut DMV’s statewide PSA contest in 2013-14, which led to additional concentrated newspaper promotion of our school and its educational opportunities. ACT has a very active parent group of satisfied and supportive parents, which make other people in their communities aware of ACT’s educational approach and focus. Our small learning community is highlighted in our recruitment activities and in outreach programs to area guidance counselors and parents. In addition, ACT students participated in programs hosted by ECSU, CCSU and Wesleyan University again this year bringing our best practices to the population of other high school students in attendance.

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.

Data suggests that ACT struggles in providing outstanding math and science instruction to its students and in providing clear, current, and timely communication to families regarding all aspects of ACT “student life.” Therefore, our school-wide learning goals in 2014-15 will focus on the continued growth of our math and science teachers by providing them additional training, mentoring and professional development in differentiated instruction, collaboration, and arts/academic integration practices. In addition, in the spring of 2014, we established an agreement with Eastern Connecticut State University for qualified ACT juniors and seniors to take up to two courses (6 credits) per semester tuition free. As of August 2014, a pilot group of six ACT students enrolled in this new program in hopes of providing them with accelerated math and science study which is simply unavailable in our current facility. The CSDE could help and support us in this goal by providing quality, focused PD and training to math and science teachers, and by funding building improvement grants to existing magnet schools.

As we strive to provide clear, current, and timely communication to families regarding all aspects of student life, ACT will implement use of the Schoology on-line platform this year. All ACT staff will be required to maintain a page specific to their courses, projects, expectations and student achievements. It is hoped that students, families and potential new applicants will be able to access Schoology from the Eastconn/ACT main page, thus learning more about our school and its culture in an easily accessible format. The CSDE could help and support us in this goal by offering on-line communication platforms and tools to schools for free so that information for families and the general public regarding current educational options for all Connecticut students is easily available.

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

ACT Applications 2013-14

Date of Lottery: 5/1/2013

	9	10	11	12
Brooklyn	1	1		
Colchester	1			
Coventry	2			
Killingly	4			
Lebanon	3			
Norwich	7		1	
Plainfield	4			
Putnam	5	1		
Region 11	4	1		
Region 19	1	2		
Sprague	1			
Stafford	3	1		
Sterling	1			
Tolland	1			
Willington	4			
Windham	20	3	1	

Totals	62	9	2	0
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Grand Total of all Applicants in 2013-14 = 73

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

ACT Applications 2013-14

Wait list as of 10/1/2013

District	Grade				Race
	9	10	11	12	
Norwich	1		1		White
Windham	1				White
Putnam				1	White

Totals	2	0	1	1	
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Grand Total of all Wait listed students in 2013-14 = 4



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.

Magnet School Name: EASTCONN/ACT Magnet High School

District/School Code: 253

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	977,102	750,506	170,876	16,690	23,637	9,345	6,048
1203	2100	Support Services – Students	216,784	73,309	14,646	128,829			
1204	2200	Improvement of Instructional Services	152,328	121,455	29,293				1,580
1205	2300	Support Services - General Admin.	17,843	15,402	2,441				
1206	2400	School Based Administration	146,611	112,943	26,852	3,506	3,205		105
1207	2600	Operation and Maintenance of Plant Svc.	393,758			6,609		382,461	4,688
1208	2700	Student Transportation Services							
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services	1,561				1,561		
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead	95,293						
213		TOTAL	2,001,280	1,073,615	244,108	155,634	28,403	391,806	12,421

*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: EASTCONN/ACT Magnet High School

District/School Code: 253

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	1,145,500
	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)	
	LEA District Tuition	844,785
	Other Professional Services	10,995
299	Total	2,001,280



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. 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. 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. All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
- 4. Grievance procedures for students have been adopted and published.
- 5. 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.
 - applicants for admission and employment
 - students and parents of students
 - employees
 - sources of referral of applicants
 - unions, professional organizations
- 7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
 - local newspapers
 - school newspapers and magazines
 - memoranda's or other written communications distributed annually to each student and employee
 - announcements, bulletins, catalogs, student and faculty handbooks
 - application forms
- 8. The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
- 9. 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]