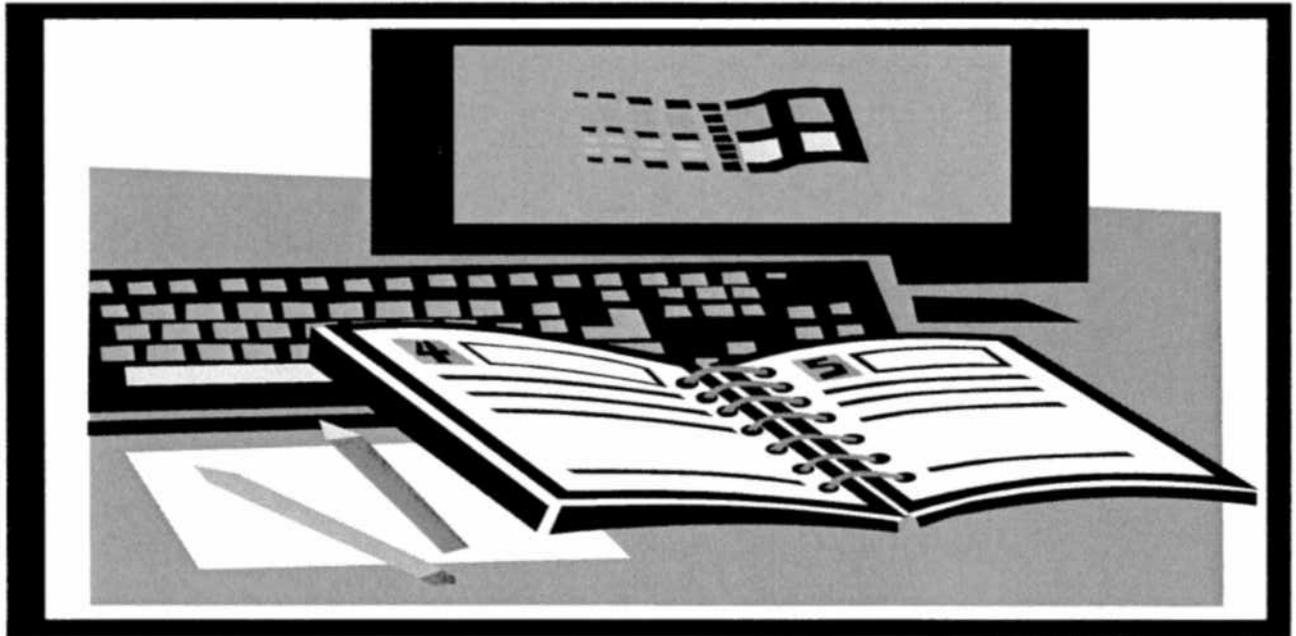


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Engineering and Science University Interdistrict Magnet High School

Annual Report



2013-2014

Engineering and Science University Magnet School

Name of School

1308 Leeder Hill Hamden, CT 06517

Address

(203) 946-6610

Phone

E-Mail

Medria Blue-Ellis

Director or Principal

Participating (formally) School Districts

Ansonia
Beacon Falls
Bethany
Branford
Bridgeport
Derby
East Haven
Hamden
Meriden
Milford
New Haven
North Branford
North Haven
Northford
Old Saybrook
Orange
Prospect
Seymour
Shelton
Wallingford
West Haven
Woodbridge



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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)

ESUMS recruitment efforts are varied and provide potential families with many opportunities to become familiar with our program. We participate in the New Haven Public Schools Open House forums that target both suburban and New Haven students. We also reach out to New Haven middle schools to present to 8th grade students. In addition to these more standard recruitment efforts, ESUMS hosts 3 exploratory half day programs on Saturday to allow students to experience firsthand the excitement of a STEM education. We also maintain a website that showcases our curriculum, accomplishments and special programming. Lastly, we bring brochures to community forums where families with school aged children may be engaged. ESUMS is proud of the success we have had not only recruitment but also retention. We have programmed to assure that our students remain at ESUMS while in middle and high school. Our 8th graders visit the high school to become familiar with the unique programming. 8th graders as well as the entire middle school are invited to signature events where our high school students showcase student work, especially work that has been produced in our technology program. Our school Exposition and Film Festival will be annual events that are open to all ESUMS stakeholders and these events are a key part of our branding. Finally we program to engage our girls. Annually we bring in professionals and college students who are females either working in or pursuing STEM careers.

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

The Engineering and Science University Magnet School has an embedded STEM theme reflected in its core and elective curriculum. ESUMS students pursue a curriculum that has as its foundation math, science, and engineering. Our engineering teachers hold certification with the nationally recognized Project Lead the Way Program and the school holds PLTW certification. Additionally, ESUMS participates in the Education Connection Center for 21st Century Skills science and technology academies. Professional development priorities are to continue to aim for teachers to hold multiple certifications through PLTW

and Education Connections. Through the Education Connections grant our teachers receive exceptional training. Teachers continue to attend the PLTW summer workshops and trainings offered at the University of New Haven.

Our school improvement plan for the next 3 years will address writing across the curriculum, project based learning and student success factors such as grit, curiosity and character as well as study skills. In addition we will continue to have professional learning communities that address the aims in our last school improvement plan: differentiation, data, and culture (non-violent communication).

We will be working with our UNH, our university partner, Community Mediation, and even other schools which have teacher training programs to extend our learning beyond the school walls.

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.

ESUMS embraces its identity as a STEM school. Our curriculum includes core and elective classes that provide students with a comprehensive and advanced technology rich education. We educate a variety of learners and are able to remediate and accelerate their learning. The success we have had on a variety of normed referenced assessments: CMT, CAPT, and SATs. We use data to determine a student's placement in advanced math in the middle school and college credit bearing courses in the high school. What we also do very well is that we have used our theme to create a culture that celebrates learning. Our school has many symbols that are uniquely ESUMS: Pi Day, Imaginative Learning Days, STEAM Celebrations, Middle School and High School STEAM Camps, College Days at UNH, and many field trips that are annual ESUMS STEM excursions. These symbols constantly reinforce that STEM is a the heart of our learning and learning is both fun and interesting.

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

The principal of ESUMS has shared best practices with STEM principals in NHPS during a meeting for the new magnet schools. She has partnered with schools on hosting our annual summer camps. ESUMS has been featured in many articles that have been showcased on the NHPS website. Lastly she participates in professional development forums with all NHPS principals and there are opportunities for sharing best practices. Several ESUMS staff members participate in district leadership programs and they have been able to collaborate with future leaders in other schools. ESUMS staff present at district curriculum and assessment meetings. ESUMS is applying for a grant that will allow us to formally share with low performing schools in the state of Connecticut.

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.

ESUMS has met all learning goals and hopes to be awarded a grant for being a Connecticut School of Distinction. Being able to engage with educators at high performing and low performing schools is something that will benefit ESUMS. Continued opportunities to learn and grow is important to ESUMS.

- 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.



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.



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]

Attachment C-1

Magnet School Name: Science & Engineering University Magnet

District/School Code: 00147

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	\$3,277,100	2,606,623	154,747	224,095	107,089	184,546	0	
1203	2100	Support Services - Students	\$492,778	347,725	139,090	5,220	728	15	0	
1204	2200	Improvement of Instructional Services	\$197,219	127,116	50,846	14,168	4,867	222	0	
1205	2300	Support Services - General Admin.	\$75,374	40,045	16,018	13,874	5,437	0	0	
1206	2400	School Based Administration	\$474,171	346,476	114,772	5,823	7,100	0	0	
1207	2600	Operation and Maintenance of Plant Svc.	\$587,772	101,513	40,605	197,527	248,010	117	0	
1208	2700	Student Transportation Services	\$16,818	5,820	2,328	8,638	32	0	0	
1209	2500 2900	Support Services	\$201,983	62,718	25,087	113,229	368	581	0	
1210	3100	Net Expenditures for Food Services	\$0	0	0	0	0	0	0	
1211	3200	Net Expenditures for Enterprise Operations	\$0	0	0	0	0	0	0	
1212		Indirect Overhead	\$0							
1213		TOTAL	\$5,323,216	3,638,036	543,494	582,574	373,631	185,481	0	

**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 2: Revenue by Source		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxx Other State Grants	\$326,014
	State Magnet Operating Grant	\$2,512,760
	Alliance	
	Priority	
	Bilingual	
	After School	
	School Based Clinic	
	Science Improvement for Reform Districts	
221	xxx Other Federal Grants	\$675,158
	Magnet School Assistance Grant	
	Title 1, Title II, Title III	
	Teacher Incentive Fund	
	Perkins Career and Technical Education	
	IDEA	
	ARRA	
	Common Core Implementation	
	Low Performing Schools	
	Extended Day	
222	1920 Contributions	\$1,774,701
	Local Contributions	
226	xxxx Other Sources of Revenue (list below , include tuition if applicable)	\$34,583
	Private - Buck Grant, 1st Niagra, Gates Foundation, Nellie Mae	
299	Total	\$5,323,216