



# **Magnet School Annual Report**



**2013-2014**

Marine Science Magnet High School

Name of School

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**Participating (formally) School Districts \*Governing Board Members**

Groton\*

Ledyard\*

New London\*

Stonington\*

Waterford\*

Chester, Clinton, Deep River, East Haddam, East Hampton, East Lyme, Essex, Franklin, Griswold, Haddam, Hebron, Lebanon, Ledyard, Lisbon, Lyme, Montville, North Stonington, Norwich, Old Lyme, Old Saybrook, Preston, Voluntown, Westbrook



**Marine Science Magnet High School of Southeastern Connecticut**  
*Groton, CT*

**CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS**

The Marine Science Magnet High School of Southeastern Connecticut is a safe, respectful and nurturing environment. Our professional learning community is committed to 21st century instruction that promotes effort and ensures academic rigor through a challenging curriculum responsive to the diverse interests of a broad spectrum of students. Furthermore, MSMHS collaborates with all stakeholders to prepare students for higher education and/or marine-related employment by supporting the personal, academic and career goals of every student. We believe that effort creates ability and that all students will succeed. We provide students with the opportunities to develop the skills and character needed to be active and responsible citizens in a global community.

*The Marine Science Magnet High School community has identified the following learning expectations for all students:*

**Academic Competencies:**

1. Read and write effectively for a variety of purposes;
2. Speak effectively with a variety of audiences in an accountable manner;
3. Employ mathematical problem-solving skills effectively;
4. Apply scientific knowledge and concepts to a variety of investigative tasks;
5. Demonstrate an understanding of the essential concepts within the field of marine science;
6. Use technology responsibly to create, research, synthesize, and communicate information fluently;
7. Make decisions and solve problems in independent and collaborative settings;

**Civic and Social Competencies:**

8. Take responsibility for his/her own learning and behavior;
9. Value human, cultural, and natural diversity;
10. Meet their civic responsibilities to society and the natural environment.

## *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).**

MSMHS visits middle schools throughout Southeastern Connecticut for student and parent presentations in the fall. MSMHS representatives share information about the school, and include a presentation of what has come to be the annual ‘lip dub’ – a musical presentation showcasing the school, programs both curricular and co-curricular, students, and faculty. Last year, 546 applications were submitted for 85 slots for the 2013-2014 school year. The racial diversity of the applications exceeded the demographics of southeastern Connecticut threefold. The recruitment process continued in the fall with two open houses for prospective students and parents that allow parents and students to hear from the MSMHS principal and receive a guided tour from current MSMHS students. Faculty and staff are also present to welcome families and answer questions.

Recruitment efforts are continued beyond the lottery process in January with welcoming phone calls from the principal and student council members, letters to families keeping them up to date on events, a dance for incoming freshmen in June, updates on the website, and freshman orientation.

This past year the lottery process was electronic and on-line for the first time. We made extra efforts to provide families who do not have access to a computer to continue to submit “hard copies” of their application and we would input the information for those families. We wanted to assure that families who did not have access to a computer to apply for admission to MSMHS still had the same opportunity for their child to be selected from the lottery. In addition, we had approximately ten laptops available during both open houses for families to use to submit applications; staff was on hand to help with the process and answer questions.

The retention of our diverse population comes from the culture and climate set at MSMHS. Advisory meets twice a week and offers an opportunity for students from different ethnic backgrounds and experiences to interact with one another about academic and social topics. There is a close connection between advisor and student as they are together throughout the student’s four year career at MSMHS; the advisor is also the parent/guardian’s first point of contact, allowing a close bond to form between teachers and home. Families in need of a translator are supported with all available efforts.

School-wide diversity is celebrated throughout the school in advisory and through the various clubs such as the Multicultural Club, Peer Mediation, Rotary-sponsored Interact Club, Unity Club and Student Council. This year a student-initiated Diversity Committee was formed, with actively participating members of varied socio-economic and ethnic backgrounds meeting regularly with school administration to discuss and address issues of diversity in the pursuit of a culture of awareness and respect. This student-run group was instrumental in

further effectively raising diversity awareness among the student body. The faculty received a series of professional development activities provided by representatives from the Anti-Defamation League. This purpose of the workshops was to increase the comfort level of the faculty and skill level of dealing with a diverse classroom and to be culturally aware and responsive to the variety of learners that are 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.**

- The focus of professional development at MSMHS includes:
- De-escalation techniques
- Accountable talk
- New teacher evaluation
- The Emotionally Disturbed student in the classroom
- Making the best use of homework
- Instructional rounds
- Smarter Balanced Assessment
- Anti-Defamation League – Diversity Workshops: “A Classroom of Difference”:  
Student Diversity in the Classroom
- NEASC Accreditation process
- Working with Transgender Students
- Strategies for working with students with low motivation, poor morale and/or a weak skill set
- Critical thinking
- Legal issues in the school
- Professional Learning Communities;
- SRBI;
- Grit and Mindset;
- Common Assessment;
- Marine Science Themed Curriculum

**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.**

Our Marine Science theme allows us to offer exciting opportunities for learning common core content in a unique, fun, and effective way that also provides a rigorous academic challenge for students. The hands-on experiential learning offered in our state of the art aquaculture lab and boat simulator is replicated on the local level in other surrounding schools. Regular field trips to Project Oceanology and Bluff Point, two local areas, provide extended experiential learning opportunities on the water and in a tide marsh. A strong and supportive culture and climate is attributed to the MSMHS advisory program, which could be effective at any high school of any size. MSMHS enjoys collaborative relationships with organizations that include Project Oceanology, Mystic Aquarium, the US Coast Guard Academy, UConn Avery Point, and Grossman’s Seafood.

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

MSMHS presented the advisory model followed at the school, at the state level. In addition, Student Success Plans were shared with professionals attending the conference that was presented by LEARN at CAS. Regular communication exists between MSMHS and local high schools regarding the use of technology in the classroom and with student learning. Local principals in Southeastern Connecticut meet quarterly to discuss best practices.

**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.**

Our greatest challenges continue to be with the mystery of the lottery. As with the lottery process of all regional magnet schools, schools like MSMHS do not know the skills and behaviors of most students until they arrive. The preparation needed for several students can cause staffing, building, and schedule conflicts at the start of the year. As we continue to wait for documents from the sending districts, we would ask for the CSDE to provide regional magnets the opportunity to assess CMT data for all sending students through the SASI number assigned to each student.

With the goal of each student reaching proficiency on the CAPT, several interventions are needed for a large percentage of students. Moreover, as with any school district, additional funding and space is necessary to achieve the goal that all students will succeed as measured by the CAPT. Also challenging is preparation for the Smarter Balance assessment since little information is available at this time.

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

The lottery for the 2013-2014 was held on January 18, 2013 at LEARN; 546 applications were received with the breakdown by town of residence as follows:

	Urban		Suburban	
Bozrah - 13			3	1.0%
Canterbury - 22			1	0.3%
Chester - 26			3	1.0%
Clinton - 27			1	0.3%
Colchester - 28			3	1.0%
Deep River - 36			3	1.0%
East Haddam - 41			2	0.6%
East Lyme - 45			25	8.1%
Essex - 50			2	0.6%
Griswold - 58			7	2.3%
Groton - 59	94	40.5%		
Killingworth - 70			1	0.3%
Lebanon - 71			3	1.0%
Ledyard - 72			34	11.0%
Lisbon - 73			6	1.9%
Lyme - 75			1	0.2%
Madison - 76			1	0.3%
Mansfield - 78			1	0.3%
Montville - 86			17	5.5%
New Britain - 89			1	0.3%
New London - 95	138	59.5%		
North Stonington - 102			6	1.9%
Norwich - 104			80	25.9%
Old Saybrook - 106			6	1.9%
Plainfield - 109			1	0.3%
Preston - 114			13	4.2%
Salem - 121			4	1.3%
Stonington - 137			27	8.7%
Waterford - 152			57	18.4%
<b>Total</b>	<b>541</b>	<b>232</b>	<b>309</b>	<b>57.1%</b>

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

There were approximately 400 applicants remaining in the pool.

**Financial Information**

Magnet School Name: MSMHS

District/School Code: 2456114

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	1,671,864	1,234,042	200,796	99,120	133,318	-	4,589
1203	2100	Support Services – Students	98,294	52,576	6,651				39,067
1204	2200	Improvement of Instructional Services	5,730			5,730			
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration	554,532	288,617	235,003	9,069	9,727	12,116	
1207	2600	Operation and Maintenance of Plant Svc.	439,709				13,228	426,481	
1208	2700	Student Transportation Services	10,332			10,332			
1209	2500 2900	Support Services	195,035			195,035			
1210	3100	Net Expenditures for Food Services	51,661	34,057	17,604				
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead	166,113						
213		<b>TOTAL</b>	<b>3,193,270</b>						

\*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: MSMHS

District/School Code: 2456114

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	
	xxxx Other State Grants (please list below)	1,998,700
221	xxxx Other Federal Grants	
	Title Grant monies	7,159
222	1920 Contributions	
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	Tuitions/Services	1,432,992
	Food Service	51,661
	Other program Services	8,682
299	Total	3,499,194.00

## ***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]