
Science & Technology Magnet High School of
Southeastern Connecticut

Magnet School

Annual Report



2013/2014

Science & Technology Magnet High School
of Southeastern Connecticut

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New London, CT 06320

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Participating School Districts

Colchester
East Lyme
Griswold
Groton
East Haddam
Haddam
Ledyard
Lisbon
Montville
New London
North Stonington
Norwich
Old Lyme
Old Saybrook
Preston
Salem
Scotland
Sprague
Stonington
Waterford

Mission Statement

The mission of the Science & Technology Magnet High School of Southeastern Connecticut is to foster unprecedented understanding of our world through exploration and discovery.

The Science & Technology Magnet High School of Southeastern Connecticut will instill underlying values, skills, behaviors and ethics that will enable students to enter chosen careers in the fields of science and technology and achieve success at institutes of higher learning.



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

The Science & Technology Magnet High School of Southeastern Connecticut (STMHS) opened its doors as a “phase-in program” during the 2005/2006 school year.

Since its inception, the program has grown to a population of 360 students in a newly constructed building which was completed during the 2008/2009 school year.

The program currently includes students from 20 communities as a direct result of our targeted, well-thought-out marketing program and the impact of the Open School Choice Legislation. With this growth, we have seen a significant increase in the diversity of our student population: academic capabilities, students with handicaps, socioeconomic status, and racial/ethnic backgrounds. We take much pride in the diversity of our student population and have added a focus on cultural competency to support their ability to interact effectively with others of different cultures and backgrounds in preparation for current and future academic and career demands.

During the 2013/2014 school year, we continued to fine-tune our academic focus. We have clearly defined our curriculum areas to focus on the following strands:

- | | | |
|-----------------------|-------------|-----------------|
| Biomedical | Mathematics | Engineering |
| Environmental Science | Technology | Sports Medicine |

We have been moving towards becoming a comprehensive STEM program since 2008. After having received the PEACE grant in the fall of 2013 and the related funding in spring of 2014, the ground work was laid for the STEM integration of content and skills. For example, the Engineering Design Process and the 21st century skills (Critical thinking, Collaboration, Communication and Creativity) were the focus of the development of integrated instructional units involving freshman Language Arts and History, which were implemented in the fall 2014.

In regards to the Early College Model, we continue to offer Mitchell College chemistry taught at STMHS by a Mitchell College professor with students earning 8 credits for successful completion of both semesters. A new offering, the Communication/Broadcasting class, was offered to STMHS students in the spring of 2014 in our Multi-Media studio afterschool along with Mitchell College students. Moreover, this course was taught by a Mitchell College professor for 3 transcribed credits from Mitchell College. A team of Mitchell College and STMHS faculty began working in January 2014 to further develop the Early College Model.

Our staff recruitment and professional development, along with program planning, financial resources, program marketing, and community-partner collaboration, reflect and directly tie into the STEM program. These have truly strengthened our academic program.

The establishment of a strong After-School Academic Program and enrichment activities have had a positive impact on the performance of our students. We were able to continue our extensive offerings through the use of tuition funding. This program ran throughout the school year daily until 5:00 p.m., on weekends, and throughout the summer.

Our goals for the 2013/2014 school year were to:

- Further define our academic programs,
- Continue to make them relevant and cutting edge
- Create a school climate of success through the work of faculty and students
- Fully implement a comprehensive after-school program to further establish our role as a STEM School.

During the 2013/2014 school year these goals have been successfully accomplished. In addition, we are positioning ourselves for the “Extended Learning Time” or “Beyond School Hours” model, through the implementation of our after school program.

Moving forward during the 2014/2015 school year, we will be working on integrating 21st Century Skills, specifically the 4 C’s: critical thinking, communication, collaboration, and creativity into all content areas.



Information for Statewide Policymakers

1) Our present recruitment process continues to ensure a diverse student population. In order to retain students, the faculty provides support and collaborates regularly regarding the development of routine, procedures and programs that underpin and include students as a meaningful part of our school community. Through our actions and words, we communicate to students that we want them here, that we will address their needs, and that they are an important part of our school’s continued success. Special efforts to reach parents unfamiliar with the School Choice Program are also being facilitated by our parent advisory group. This past summer we expanded our middle school summer camp opportunities for middle school age students from Southeastern Connecticut. The students were introduced to our school and either the biomedical program or the technology program through an interactive, engaging, inquiry-based week-long camp. This continues to be an effective way to target a new population of students, who were not previously familiar with this school choice option. In the coming year, we will work to further refine these summer camp offerings.

2) Our professional development priority during the 2014-2015 school year will be to continue to integrate STEM and the elements of the Engineering Design Process across curriculum areas. Numeracy skills will continue to be implemented in all non-math content areas. The staff has also adopted a school-wide focus on 21st Century Skills, particularly the 4 C’s: critical thinking, communication, collaboration, and creativity. This training started during the 2013-2014 school year and will continue as a major focus of staff professional development.

3) We will continue to explore the components of the Early College Model and introduce this into our program. This will allow students a head start into college by obtaining credits from state-recognized universities. Related to our magnet theme, we are unique in the integration of curriculum across all content areas, specifically STEM, and as we move forward, integration of the 21st Century Skills. We have strong post-secondary partnerships with Mitchell College, Connecticut College, and the University of Connecticut to name a few. We are also unique in that we put extra effort into developing meaningful student/faculty relationships.

4) Best practices (utilization of engineering design process, our students’ STEM projects and starting a STEM-based program) were shared with other public schools. In the fall of 2013, STMHS hosted a state-wide STEM/PLTW Conference where schools, both magnet and public, came together and shared best practices. There were approximately 150 people in attendance and participants boasted that the conference was the best day of PD that they had ever been to.

5) The greatest challenges in exceeding the annual report’s school goals were: budget constraints and insufficient time for professional development.



Summary of Other Key Accomplishments

- Awarded PEACE grant in October 2013 → 1.5 million dollars
- STMHS Robotics Team was recognized as New England Champions
- Developed comprehensive 3 Year Professional Development Plan targeting:
 - Common Core State Standards
 - Data Teams
 - Cultural Competency
 - Technology
 - STEM integration
- Received over a quarter of a million dollars in financial aid from various sources for the senior class of 2014.
- Continued Project Lead the Way Biomedical Program, being the only school in New England that is accredited in the Program.
- Increased collaboration with Mitchell College, which allows our students to take classes jointly in STMHS for college credit.
- Solidified our role as the hub of Science, Technology, Engineering, Mathematics (STEM) education in Southeastern Connecticut.
- Surpassed our target goals for recruitment.
- Focused on the importance of our Advisor-Advisee Program which promoted meaningful relationships between our students and our staff with discussions that addressed the educational and developmental needs of our students.
- Developed a comprehensive marketing program.
- Utilized outside consultants through our Resident Scholar Program to capitalize on unique professional backgrounds in the following STEM-related areas: Biomedical, Engineering, and Environmental Science, to name a few.
- Attained our goal of recruitment to exceed our goal of 360 students, with over 35% being from out of district.
- We continue to require a higher level of performance from our students. Thus, our students are being asked to participate in two additional extra-curricular activities per year. The Board of Education approved modification to STMHS graduation requirements to include 60 hours of Academic Enrichment hours beginning with the graduating class of 2018.
- Recruited and hired highly qualified math and science teachers

- Collaborated with the United States Coast Guard Academy, Mitchell College, University of New Haven, Purdue University at Indianapolis, University of Connecticut at Avery Point, Three Rivers Community College and Connecticut College with memorandums of agreement to support unique opportunities in various areas for students at STMHS.
- Provided out-of-district transportation for students participating in after-school activities.
- Established an international exchange program with students from Italy and China.



About Our School

Attached you will find the 2012/2013 Strategic School Profile (SSP) for the New London School District and New London High School. The 2013/2014 SSP is in the process of being developed. (Attachment A – pages 1-6)



School Program

- ✓ The admissions process is a strict lottery system. The sending towns are provided an equal number of seats or a different allotment as deemed appropriate by the Governance Committee. The admissions process has changed with the July 1, 2007 legislation regarding Open Choice.
- ✓ Beginning in the 2010 academic year, all applicants must complete a 250 word essay and attend one of our Open Houses.
- ✓ The recruitment process include the following:
 - Middle school visits
 - Open Houses
 - Guidance Counselor Breakfast
 - Board of Education Presentations
 - Guided Tours
 - Student Shadowing Program
 - Middle school fairs
 - Newspaper advertisements
 - Radio announcements
 - Videos
- ✓ Transportation is arranged and funded by the sending districts that are part of our Governance Board. Transportation ranges from small vans to school buses. There are also students who are transported by parents; this is particularly true of students from districts that are not part of our Governance Board and Open Choice students.



Student Information

For the 2013/2014 school year 171 students applied as of the date of the lottery from the towns and grades listed below.

Grade 8:	163
Grade 9:	4
Grade 10:	2
Grade 11:	2
Grade 12:	0

East Lyme	2
East Haddam	1
Essex	2
Groton	21
Ledyard	7
Lisbon	5
Montville	5
New London	78
Norwich	16
Old Lyme	2
Sprague	6
Stonington	6
Waterford	16
Westbrook	1

Asian:	7
Black:	36
Hispanic:	45
White:	76
Am. Indian:	7

There were 29 students on the waiting list for the 2013/2014 school year. The breakdown is as follows:

Grade 8:	21
Grade 9:	4
Grade 10:	2
Grade 11:	2
Grade 12:	0

East Lyme	1
Groton	2
New London	25
Stonington	1

Asian:	2
Black:	10
Hispanic:	7
White:	10

Modifications in goals/objectives for 2014 - 2015 school year:

- Additional focus on integration of the 4 C's.
- Development of Integrated STEM units with NLHS English and History department for all 9th graders

I. Accomplishments of Mission, Purpose and Specialized Focus

Goal A:

Continue to recruit students and parents who clearly understand the mission of STMHS and the opportunities it provides for its students.

Measurable Objective A.1:

Increased percentage of students fulfilling the targeted ratio of students for the 2012/2013 school year.

Measurement Tool:

Enrollment figures and State reports.

Benchmark(s):

Telephone inquiries, applicant pools, web site interest, participation and inquiries at the recruitment events; attendance at open houses and guided tours.

Progress in meeting the goal:

The increased interest in STMHS portrays the progress that has been made to meet goal.

Improvements needed:

- Refine the selections and recruitment process.
- Improve marketing plan.
- Expand selection pool.
- Increase awareness.

Modifications in goal/objectives for 2014-2015 school year:

- To increase number on marketing team so more events can be covered.
- To participate in more community forums.
- Greater use of technology and student ambassadors.

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

Goal A:

- To increase participation of students from the participating districts and thereby increase the racial, ethnic and economic diversity of the Magnet School's student body.
- To maintain the targeted ratio in order to reflect improved figures in the areas of racial, ethnic, and economic groups.

Measurable Objective A.1:

Increase diversity at New London High School and Science & Technology Magnet High School, specifically ELL.

Measurable Tool:

October 1 State Attendance Report.

Benchmark:

- Regular applicant pool review.
- Increase the number of students from sending districts.

Progress in meeting goal:

The goal was met for the 2013/2014 school year with a ratio 45/55.

Improvements needed:

- Better monitoring system.
- Improvement in recruitment process.
- Better identification of students groups.
- Increase participating districts.

Modifications in goal/objectives for 2014/2015 school year:

- Modifications will include greater exposure to sending school districts.
- Refine/modify marketing plan to focus on underrepresented population.



Financial Information

See Attachment B

Approved ED 114 Budget form attached.



Governance

The School Governance Committee met once during the 2013/2014 school year in November 2013.

Summary of Major Policy Decisions:

The Governance Committee agreed that if a school system did not use its allotted number of seats, another district could use those allotted seats for their district for that year. For subsequent years, it was voted that the Governance Committee would re-evaluate the allocations of seats.

It is noted that over a 4 year time period, each town would have the same number of seats; that it five seats per town each year for 4 year period. This equates to 20 seats.

The Governance Committee agreed to increase the tuition rate paid by each town by 5% each 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 which 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 have 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 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



Attachment A:

2011/2012 Strategic School Profile
Pages 17-22

Attachment B:

Financial Information
Pages 23-24

Attachment C:

Newspaper Articles
Pages 25-38

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

New London High School

New London School District

William Thompson, Principal
Lawrence A. Washington, Asst. Principal
Shalimar R. Wuyke, Asst. Principal
Telephone: 860-437-6400

Location: 490 Jefferson Ave.
New London,
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 SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 933
5-Year Enrollment Change: 17.4%

District Reference Group (DRG): I DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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	599	64.2	80.1	31.8
Students Who Are Not Fluent in English	158	16.9	12.7	3.8
Students Identified as Gifted and/or Talented	14	1.5	1.3	5.0
Students with Disabilities	170	18.2	14.3	11.3
Juniors and Seniors Working 16 or More Hours Per Week	15	42.9	9.9	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	14.9	16.5	17.6
Biology I	14.5	17.4	18.6
English, Grade 10	13.6	17.4	19.0
American History	23.0	19.0	19.8

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	932	1,027

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

Lunch

An average of 22 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 2011-12 School Year	35.2	36.2

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 2012	23.0	44.2	27.0

% of Class of 2012 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	98.2	92.0
Chemistry	79.3	73.8
4 or More Credits in Mathematics	5.9	67.0
3 or More Credits in Science	75.1	88.3
4 or More Credits in Social Studies	5.3	58.3
Credit for Level 3 or Higher in a World Language	45.0	61.1
2 or More Credits in Vocational Education	41.4	57.1
2 or More Credits in the Arts	28.4	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in science, world language, physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	16.9	12.2	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	57.4	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	55.3	67.7	72.5

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	1.7	2.1	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	94.6	99.0
# of Print Volumes Per Student*	18.4	12.3	16.0
# of Print Periodical Subscriptions	4	33	34

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

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, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	54.80
	Paraprofessional Instructional Assistants	1.10
Special Education:	Teachers and Instructors	9.80
	Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		8.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.40
Counselors, Social Workers, and School Psychologists		6.10
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		30.80

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	11.7	13.0	13.9
% with Master's Degree or Above	77.6	71.8	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	11.4	8.3	8.6
% Assigned to Same School the Previous Year	82.1	85.0	87.9

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.

New London High School's parents and community are essential partners in the educational process. We are known to provide a significant amount of information to our parents throughout the school year. Information includes opportunities for families to get involved in the scheduling process, parent teacher meetings, orientation meetings, and guidance informational meetings. Prior to the start of school, incoming freshman and their families are invited to meet with guidance counselors, tour the school, and meet the staff. Once school begins, student's families are invited to our annual an open house. This allows parents to tour the school, meet the staff and administrators, and visit each class that their student is taking, which allows parents to meet the teachers. New London High School also conducts their parent-teacher conferences twice a year with no appointment necessary. New London High School uses an online grade book program which provides parent's unlimited access to student grades, missing assignments, etc... Teachers are always accessible through their email and or their voice mailbox. These two features put parents in direct communication with teachers. School to home communication is a key component of student success. New London High School continually updates its website to keep parents apprised as to what is happening at the school. For important events, cancellations and emergencies, New London High School uses an automated phone calling system, School Messenger, to connect to our parents. School Messenger also has a feature where we can send parents emails and texts in addition to the phone call.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	1.4
Asian American	18	1.9
Black	258	27.7
Hispanic	387	41.5
Pacific Islander	0	0.0
White	210	22.5
Two or more races	47	5.0
Total Minority	723	77.5

Percent of Minority Professional Staff : 12.8

Non-English Home Language:

23.6 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 11

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.

New London High School offers the opportunity for students to celebrate their diversity and interact with students from different cultural and ethnic backgrounds. These interactions occur throughout the traditional school day as well as after school during extracurricular activities and events. Clubs such as the Multicultural Club, Interact Club, Student Council, Key Club, and the Athletic Leadership Group offer students support, events and activities throughout the year. Community service projects are completed with neighboring schools. The sharing of facilities and serving as host to events with bordering towns of different ethnic surroundings enhance our students' exposure to diversity. Our after school programs offers students learning opportunities based on their particular interests. These activities include the dance team, the math team, robotics team, yearbook, drama, art, music, biomedical club and other related activities. The Multicultural Club plans and creates many activities which include annual celebrations for Hispanic Heritage Month and Black History Month that recognizes various cultures and celebrations with music, dance and an array of ethnic foods. New London High School also has a school within a school. Our adjoining Science and Technology Magnet High School houses students from 15 suburban and rural school districts. This school currently enrolls 356 students from outside of New London. This educational facility continues to serve as host for activities for the high school and middle school students both from New London and participating towns during the school year and during the summer.

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	31.9	51.4	21.9

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

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	11	11.1
% of Grade 12 Students Tested	27.2	28.6
% of Exams Scored 3 or More*	22.4	71.1

*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 10 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	23.5	48.5	22.4
Writing Across the Disciplines	30.9	62.1	14.3
Mathematics	26.7	52.4	22.4
Science	22.5	48.8	19.8

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 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	413	503	18.4
Critical Reading	414	499	15.3
Writing	412	504	14.2
% of Graduates Tested	77.5	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	64.9	84.8	9.9
2011-12 Annual Dropout Rate for Grade 9 through 12	3.6	2.1	12.0

Activities of Graduates	School	State
% Pursuing Higher Education	56.8	82.6
% Employed, Civilian and Military	18.9	9.8

Student Attendance	School	State High Schools
% Present on October 1	96.8	94.3

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. In the 2011-12 school year, 570 students were responsible for these incidents. These students represent 59.1% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 352 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	4	0
Sexually Related Behavior	7	0
Personally Threatening Behavior	28	3
Theft	3	3
Physical/Verbal Confrontation	59	1
Fighting/Battery	22	13
Property Damage	4	0
Weapons	1	5
Drugs/Alcohol/Tobacco	11	4
School Policy Violations	546	15
Total	685	44

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives were submitted by this school.

New London High School has an active School Improvement Team (SIT) and a Parent's Advisory Group, School Governance Council (SGC). The foundation of our school mission is built upon a unified goal of school and student improvement. As such, our teachers attend weekly data team meetings with their co-teachers to work together to share instructional planning, discuss ways to increase student achievement, and to review analysis of student work. The SGC brings together community leaders, parents, students, staff, and administrators to work together to improve student achievement. The SGC serve in an advisory capacity to assist the school administration. New London High School offers two academic programs to prepare students for the SAT's and for the CAPT. The SAT prep program is geared to junior and seniors. While the CAPT prep program is for freshman and sophomores. Classes are 90 minutes long, offered twice a week after school, and focus on each section of the given test. Many of the lessons have lab components or hands on activities. New London High School has begun to transition to a near-paperless system for processing and submitting student documents to colleges using the Naviance eDocs system. The features in Naviance provide students with a seamless method to request and monitor their college information in a well-organized and timely manner.

SUPPLEMENTAL SCHOOL INFORMATION

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

The major component used by New London High School teachers in order to improve school wide academic successes is collaboration. The following educational initiatives are being used to measure progress: *Bi-monthly departmental data team meetings to evaluate student performance and to identify best practices. *Peer visits amongst teachers and video taping of lessons for review and to be used as sample classes. *Active teaching and learning committees to review class lessons, and offer feedback amongst colleagues. New London High School provides teachers with an option to utilize advanced technology for their classes. Teachers are encouraged to make use of our laptops that are easily accessible and housed on computer carts which allows for easy transportation to and from the classroom. Teachers may also elect to use Kindles that are reserved for their classrooms.

New London High School also recognizes the importance of well-rounded students. As such, the school has a partnership with the New London Office of Youth Affairs. This program promotes positive youth development through skill and knowledge building, constructive peer and family relationships, local resource connections and community service opportunities.

Magnet School Name: **Science & Technology Magnet
High School of Southeastern
Connecticut**

District/School Code: **095**

SCHEDULE 12: Total Current Expenditures from All Sources by Function and Object

Report All Cash Expenditures and Encumbrances as at June 30, 2014 for All Sources Regular and Special Education.

LINE	CODE	FUNCTION (Program	OBJECT								
			Total (Col. 1)	Salaries (Col. 2)	Employee Benefits ** (Col. 3)	Purchased Services (Col. 4)	Tuition Pub. In-State (Col. 5)	Tuition All Other (Col. 6)	Supplies (Col. 7)	Property (Col. 8)	Other (Col. 9)
1202	1000	Program Expenditures	2,714,071.04	1,734,129.31	409,824.64	207,100.87	0.00	0.00	153,833.81	209,182.41	0.0
1203	2100	Support Services - Students	298,677.07	199,311.16	47,102.96	52,262.95			0.00	0.00	0.0
1204	2200	Improvement of Instructional Services	60,943.51	32,456.33	7,670.36	20,816.82			0.00	0.00	0.0
1205	2300	Support Services - General Admin.	30,980.82	0.00	0.00	30,980.82			0.00	0.00	0.0
1206	2400	School Based Administration	426,094.07	286,732.43	67,763.12	31,254.66			28,140.86	7,369.00	4,834.0
1207	2600	Operation and Maintenance of Plant Svc.	616,261.11	168,304.05	39,775.09	28,866.97			363,766.18	15,548.82	0.0
1208	2700	Student Transportation Services	54,615.92	0.00	0.00	54,615.92			0.00	0.00	0.0
1209	2500 2900	Support Services	70,074.10	0.00	0.00	70,074.10			0.00	0.00	0.0
1210	3100	Food Services	0.00		0.00						
1211	3200	Enterprise Operations	30,938.15	0.00	0.00	0.00			30,938.15	0.00	0.0
1212		Prepayment Grant Capital Expenditures									
1213		TOTAL	4,302,655.79	2,420,933.28	572,136.17	495,973.11	0.00	0.00	576,679.00	232,100.23	4,834.0

Magnet School Name: Science & Technology HS of SE CT Dist/Sch. Code: 095

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	1,646,985
	xxxx Other State Grants	
	LIFT	64,004
	Alliance	57,898
221	xxxx Other Federal Grants	0
	MSAP Grant	98,976
	Physical Education Grant	1,808
222	1920 Contributions	
226	xxxx Other Sources of Revenue	
	Board of Education General Fund	1,765,706
	Tuition	646,141
	ELITE Environmental Grant	970
	Spiral Grant	20,800
299	Total	4,303,288

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Article published Sep 30, 2013

New London, Norwich get magnet school grant funds

[Claire Bessette](#), [Colin A. Young](#)

Waterford also one of seven districts to share \$11.8 million

The Science & Technology Magnet High School of Southeastern Connecticut in New London plans to expand its biomedical program, and two Norwich elementary schools will become magnet schools after the two cities received part of nearly \$4 million in federal funding allocated for magnet school programs in eastern Connecticut.

The grants are part of a three-year, \$11.8 million application filed in March by LEARN — the southeastern Connecticut regional education entity — for seven magnet schools in Norwich, New London, Waterford, East Hartford, Windham and Danielson.

"I think this speaks to the type of programs we have in the region, the commitment on the part of the state and local public schools and the community to improving school choices and diversity across the region," said Doreen Marvin, development director for LEARN.

The seven schools that will receive funding are the Goodwin College Early Childhood Magnet School in East Hartford, Quinebaug Middle College in Danielson, the Charles H. Barrows STEM Academy in Windham, the John M. Moriarty School in Norwich, the Wequonnoc School in Taftville, the Science & Technology Magnet High School of Southeastern Connecticut in New London and the Dual Language & Arts Magnet Middle School in Waterford.

The grant, administered by the U.S. Department of Education's Office of Innovation and Improvement, is part of the \$69.8 million Magnet School Assistance Program and will provide funding for up to three years as long as the schools meet the goals established when they applied for the funding.

The amount of money each school receives will change each year based on the school's needs, according to Marvin.

Norwich plans to use more than \$675,000 in the first year to convert two existing kindergarten-through-grade-five elementary schools into magnet schools. The 423-student John M. Moriarty School will receive funding this school year to start implementing its plan to become a science, technology, engineering and math, or STEM, magnet school. Moriarty plans to concentrate on health, nutrition, environmental science and physical education, officials said.

The Wequonnoc School in Taftville, which has 248 students, will receive some of the grant money this year to start planning its conversion into an arts and technology school, focusing on fine arts, performing arts, computer graphics and other technology-based skills.

Moriarty administrators, teachers and some parents did the planning for their magnet school plan without the benefit of grant money. School officials had hoped to receive approval of the grant in time to start the conversion at the start of this school year but were forced to wait.

"We are so excited," Moriarty Principal Rebecca Pellerin said. "We're going to be very thoughtful about what we do. Until we actually got the grant, we couldn't expect to move forward."

But Pellerin and Superintendent Abby Dolliver said the delay turned out to be advantageous, because the entire school system already was implementing new reading and writing curriculums along with new teacher and administrator evaluation systems as part of the new Common Core educational standards. With those programs settled in, the magnet school conversion can be smoother, Pellerin said.

The grant will pay for staffing, professional development for teachers, instructional material and technology equipment for the conversion. Dolliver doesn't anticipate major staffing changes, but some shifting might occur. For example, Moriarty likely would want a full-time physical education teacher, rather than a PE teacher shared with other schools, the current arrangement.

Wequonnoc officials hope to start implementing the plan at the beginning of the 2014-15 school year, while Moriarty would like to start implementing magnet school programs later this year.

Wequonnoc School Principal Scott Fain said there's money in the planning grant budget to hire a part-

<http://www.theday.com/apps/pbcs.dll/article?AID=/20130930/NW901/130939979@SEARCH&template=printart>

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time arts coordinator three days a week, visit similar magnet schools and purchase supplies.

Both schools would start as intra-district magnet schools, gradually opening up enrollment to students from throughout Norwich and in future years allowing non-Norwich students to attend.

Pellerin stressed that no current Moriarty students would be displaced by the magnet school conversion. About 25 percent of incoming kindergarten spots would be open to all Norwich kindergarten students at the start.

At the Science & Technology Magnet High School in New London, grant money will be used to expand its biomedical program, further develop its college-level class offerings and update some specialty classroom equipment.

"With the increased interest in the biomedical field, it really gave us reason and justification to expand that program and stay abreast of the changes in the biomedical field," magnet school Director Louis Allen said. "I think we have a very good program right now, but this will let us evolve from very good to exceptional and something we can sustain."

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Article published Oct 18, 2013

Martin Luther King scholarship winners have big plans

By [Colin A. Young](#) Day Staff Writer

5 students tell how civil rights leader influenced them

Groton - As an eighth-grader, Kai Sinclair attended the Dr. Martin Luther King Jr. Scholarship Awards Dinner and watched as high school seniors spoke about how King's words and actions empowered them to succeed in academics and beyond. That night, she made it her mission to work tirelessly until she, too, became a scholarship recipient.

On Thursday night, in front of a packed ballroom at the Mystic Marriott, Sinclair was one of five area high school seniors who accepted a \$20,000 scholarship from the Dr. Martin Luther King Jr. Scholarship Fund.

"This was my high school goal and I finally got it," Sinclair said. "It is validating." Sinclair, a senior at Robert E. Fitch High School in Groton, is vice president of her class, is a member of the National Honor Society and is captain of the indoor track team. She hopes to become a family doctor after studying at either Columbia University, Howard University or New York University.

Scholarship recipient Clayton Potter, a senior at the Science & Technology Magnet High School of Southeastern Connecticut in New London, spoke about seeing his father read the words of King in conjunction with a Coast Guard Band performance as one of his inspirations.

"This is really when I first realized how powerful Dr. King's words were," said Potter, who serves as the appointed student member of the Connecticut State Board of Education.

He hopes to study cognitive neuroscience and endocrinology at Yale University, Harvard College or Brown University and someday open a nonprofit recreation center in his native New London. He is the son of Chuck Potter, a former reporter and columnist for The Day.

All five recipients, who were selected out of 50 applicants from local cities and towns, spoke about how they and their fellow students can emulate King's vision for a more equitable society.

"We all have the ability to make great change in the world," said Motyat "Tia" Olatunmbi, a senior at Norwich Free Academy. "We just have to go out and do it."

Olatunmbi said she wants to study international economics and corporate law at New York University, the University of Connecticut, or Bocconi University in Italy.

Khaadijah Reed, a senior at the Science & Technology Magnet High School, is president of the school's multicultural club, a member of the biomedical club, National Honor Society and the basketball team. She plans to study culinary arts at Johnson & Wales University and eventually own her own business.

"Dr. King was all about making a difference in the world, and through my education, I will do the same," she said.

Scholarship recipient Richard Dale Joseph, a senior at Norwich Free Academy, is a member of the school's varsity track and basketball teams and sings in the gospel choir. Joseph also volunteers in the Norwich NAACP and at his church. He intends to study chemical engineering at Liberty University, St. Lawrence University or the University of Connecticut.

Following King's death in 1968, former New London teacher and mayor Eunice McLean Waller and her husband, William DeHomer Waller, donated the \$100 to establish the scholarship to award a student who best represented King's ideals. The scholarship evolved and has expanded ever since. So far, 122 students from southeastern Connecticut have been awarded scholarships through the fund.
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2013 DR. MARTIN LUTHER KING JR. SCHOLARSHIP AWARD WINNERS

- Kai Sinclair, Fitch High School Scholarship funded by Chelsea Groton Bank.

- Clayton Potter, New London Science and Technology Magnet High School. Scholarship funded by the MLK Trust Fund.

- Khaadijah Reed, New London Science and Technology Magnet High School. Scholarship funded by the Mitchings Family Foundation.

- Richard Dale Joseph, Norwich Free Academy. Scholarship funded by The William W. Backus Hospital.

- Motyat "Tia" Olatunmbi, Norwich Free Academy. Scholarship funded by Attorney Bart A. Sayed and Lori Lindfors.

Article published Oct 27, 2013

Helping youth choose the right path

By [Kimberly Drelich](#) Day Staff Writer

Speakers in NL cite mentoring programs as positive influence

New London - Mentoring programs can help the community both by inspiring youths to pursue life goals and by assisting those incarcerated with spiritual and real-life needs, according to speakers at an event Saturday.

The third annual Community Prison Awareness and Prevention Gathering at Shiloh Baptist Church focused on the theme of preventing crime and mentoring youths. In workshops and lectures, about 40 attendees offered ideas to stop violence and build a safer community.

Mayor Daryl Justin Finizio spoke about the need to help "young people see a different path" and avoid entering the court system. He encouraged attendees to make the time to mentor youths in the community.

"One hour a week for one child, and you can change someone's life," he said.

Speakers discussed their experiences being mentored. Groton resident Kwan Jenkins, who was released last year from prison after serving 10½ years, said being mentored while in prison helped him reach his life goals.

Jenkins said his mentor, Sal Galtieri, guided him spiritually and helped him solve problems, such as how to find a job. Jenkins is now working as a cook, is pursuing an online bachelor's degree and got married last year.

"It transforms the mind of the individual within the prison walls," said Jenkins about being mentored.

Michelle Jones, an interventionist strategist at Norwich Free Academy who led a workshop on youth empowerment, said mentors can help teenagers build self-esteem and achieve goals, which are skills they can then apply to reach out to the community.

At the event, the church's Youth Dance Ministry performed. One participant, Taja Miller, a ninth-grade honors student at the Science and Technology Magnet High School, won an award for her essay on how she prevents crime in her community. She wrote about helping the environment and participating in arts education programs, such as Writers Block Ink.

"If everyone works together, we can make the community a better place for the youth," she said in an interview.

One workshop, led by Debbie Phillips of Shiloh and Stephane Browder of New Life Christian Fellowship in Ledyard, stressed community collaboration and encouraged residents to mentor youths in programs, such as the Boys & Girls Club of America, the YMCA and Big Brothers Big Sisters.

The southeastern Connecticut chapter is closing at the end of the month due to lack of funding, but Big Brothers Big Sisters of the Ocean State has announced it will take over the mentor matching program.

Other workshop speakers included Isa Mujahid of the American Civil Liberties Union, who spoke about ensuring all people are treated fairly under the law, and criminal prosecutor Lonnie Braxton, who discussed how families can set good examples for youths.

Social worker Winston Taylor, who facilitates the Shiloh Baptist Church's prison ministry program, said the church offers various community programs, but also partners with other churches and community organizations. He said he hopes the event spurs collaboration among community groups and residents.

The church has hosted the prison awareness programs to show how incarceration affects children and families, according to Taylor. This year's event focused on crime prevention in the wake of recent violence in society, including the shooting at Sandy Hook Elementary School and the death of 17-year-old Trayvon Martin, he said.

The program honored the Drop-In Community Learning and Resource Center and the United States Naval Sea Cadets Corps in Groton with community service awards. Mark Lurry was named as the recipient of the award for an art contest on how to prevent crime in the community.

In a proclamation, read aloud by an event organizer, Gov. Dannel P. Malloy declared Oct. 26 as "community prison awareness and prevention" day in Connecticut.

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Article published Nov 3, 2013

Two schools, many towns, but all the students are Whalers

By [Colin A. Young](#) Day Staff Writer

New London – Seth Lake is representative of many New London High School students. He works hard in class with hopes of becoming a chemical engineer, plays shooting guard on the basketball team, and fills his spare time with extracurricular activities.

But Lake is not from New London; he lives some 15 miles away in Stonington. And although he is a junior at the Science and Technology Magnet High School of Southeastern Connecticut, technically he also is a student at New London High.

Located adjacent to the high school at 490 Jefferson Ave., the \$18.75 million, 50,000-square-foot magnet school opened in 2006 with an enrollment of 120 students. The school, which focuses on science, technology, engineering and mathematics, serves 360 students, including Lake and 141 others from outside of New London.

When the magnet school opened, officials pledged that there would be no rigid division between the two schools. And although each school has its own building, principal and class offerings, they share one address, one driveway and one student body.

"I would say it is more of one school in two buildings," J. Hunter Roman, a junior at the high school, said. "There are subtle differences between the two, but for the most part, everyone is the same. It's just like we're all part of the same school."

Roman, a defensive end on the football team, attends a college-level chemistry class at the magnet school.

"That's the thing about this school," he said. "Even though I don't technically go here, if there is a class that I need and they know I am ambitious enough to go get that type of education, they'll offer me that class."

The dynamic between the two schools is a healthy one, officials said, because neither school is exclusive to a particular set of students.

"What makes the relationship between the high school and the magnet school work is that it is so much more enriching and it provides so many more opportunities for all the students," Louis E. Allen Jr., principal of the magnet high school, said. "All the kids are benefitting from both programs. Everybody can get something out of it."

Lake said he views the magnet school as "an extension of the high school" because it offers different classes and includes students from New London and other towns.

"It is a whole different environment out here and it brings a lot of life experiences," Lake said. "It allows you the experience of assimilating into a whole new city and new types of people, and (to) make new friends."

A magnet for diversity

From Sprague to Stonington, more than 900 students from 19 communities go to high school in New London.

"There is nothing like this place, between these two schools, there is nothing like it," said Allen, who was principal of New London High for more than a decade. "We get it all. One thing we pride ourselves on is that our kids know they are accepted."

At the schools, where the student population is 78 percent minority according to the most recent report from the state Department of Education, diversity is celebrated as a valuable part of the school experience.

"I think it speaks to the character and the personalities of the people at the school, at the magnet school

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and at New London High, because a lot of people from out of town are intimidated by the diversity of New London and of the magnet school," Lake said.

The school's diversity is most obvious in the cafeteria, where any lines between high school and magnet school are erased.

"You have a variety of people from all walks of life, socio-economic statuses, races, and they're all sharing tables together and enjoying each other's company," New London High School Principal William "Tommy" Thompson III said.

The diversity of the schools is a reflection of the city as a whole, Roman said.

"If you look at the city, it's all different types of people. And then all those people come to this school and now we're drawing in kids from out of town," he said. "Growing up in New London, and going to New London High School especially, you see all types of people. I think that is one of the best parts of this city and the school."

An after-school culture

Not only does having a diverse student body make for a more enriching high school experience, but it also prepares students for life beyond high school.

"It prepares us to deal with different types of people as we grow up and go to college and get jobs, because in college, the groups are going to be very diverse," magnet high school junior Lillian James said.

"I'm always here," James said. "Even when I don't have to be."

James, a New London resident who is the drum major for the school band and a member of the swim team, said that participating in extracurricular activities helps keep her on track with all of her academic work, too.

"At 2:05 when the class bell sounds, by no means is the day over," Thompson said. "That's when things come alive at the high school."

Students are involved in clubs and athletics, and some stay after school to study in groups.

"There is a whole culture after school," Roman said. "After school, you always see the same people around, doing the same types of things. Some people leave at 2:05, but there are a lot of kids who are around all the time. It's school I guess, but it's a lot more relaxed."

Between the two schools, students can choose from about 30 after-school clubs and activities including garden club, spoken word club, community service club and multicultural club.

If enough students are interested and a faculty member is willing to serve as an advisor, the school is open to establishing a club, Allen said.

"We try to accommodate every kid in this building and that's why it takes on a life of its own after school and that's why we have a late bus every day," he said. "We tell our kids, if you're looking at the clock, this is not the right school for you."

Now, as New London stands to become the state's first all-magnet school district, the dynamic between the two high schools could be viewed as a model of intradistrict cooperation and partnership.

And though the campus technically remains two distinct schools, Roman said, the shared experiences make the students, staff and faculty members of both buildings unified as Whalers.

"There are kids that are from out of town, but now we're all wearing green and gold, we're all playing on the same teams, we're all going to have the same graduating class, we all go to the same prom, the same homecoming," Roman said. "So it's not a huge division between normal high school kids and magnet school kids. ... It's one big, happy family, basically."

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Game Day

What: Middletown-New London high school football game

Where: 6:30 p.m. Friday

Where: New London High School

Live streaming:

www.theday.com beginning at 6:15 p.m.

More coverage:

Video features posted daily at

www.theday.com/gamedayct

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#gamedayct on Twitter, post

pictures to Instagram using

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Article published Dec 19, 2013

'More Than Words' a problem-solving program

By [Deborah Straszheim](#) Day Staff Writer

New London — Brady Foster, 15, said he recalls feeling intimidated as a high school freshman. Now Foster, a sophomore at Robert E. Fitch High School in Groton, believes a new program may help freshmen and upperclassmen appreciate one another more, along with promoting respect of diversity in all areas.

The program, called "More Than Words," is among the initiatives that Michael Graner, who starts next month as superintendent for Groton Public Schools, is bringing to the district.

Foster and nine others from Fitch attended a workshop Wednesday at the Science and Technology Magnet High School of Southeastern Connecticut in New London.

"I feel like the message is to help with problem-solving," he said.

Graner started "More Than Words" with other administrators in 2007, to deal with diversity issues including racial and economic differences. The program pulls together students from Ledyard High School — including students from the Mashantucket Tribal Nation community — New London High School and the Science and Technology Magnet High School. Fitch students joined this year.

The students gather for a series of workshops aimed at conflict resolution, then take those lessons back to their home schools. They also speak to younger students.

"You could be at a school that is very diverse, but the respect for the diversity might not be there," said Damaris Zimbelman, a teacher at the magnet school involved in the program. "So the main focus of this group is to promote respect of the diversity and then build trust."

Students from the different schools also shadow one another.

"It helps to take away any misconceptions that they have, any fear of the unknown and tear down those walls," Zimbelman said.

On Wednesday, students watched a performance by Adwoa Bandele-Asante, a re-enactor portraying Harriet Tubman.

"My life shows how faith and courage can overcome pain and bring about success," Bandele-Asante told the audience of about 50. Students and others then asked her questions and discussed what they had learned.

Reanna Sahoo, 15, a sophomore at Fitch, said she's enjoyed building relationships with students from other schools.

"We're hoping to spread the message that we're learning here to our peers," she said, adding, "The message is to promote diversity and expand communication. We're trying to just accept everyone."

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Article published Feb 1, 2014

Budding scientists square off at Quahog Bowl

[Lee Howard](#)

Durham high school team wins title at Groton event

Groton — Coginchaug Regional High School coach Lorrie Martin nervously beat a toy squid and octopus together like pom-poms as her team rallied in the final round to win the annual Quahog Bowl ocean-sciences championship Saturday at the University of Connecticut at Avery Point.

"They went like a whirlwind right to the end," Martin said afterward. "I'm really proud of them."

Coginchaug, located in landlocked Durham, beat out Rhode Island's Narragansett High School in the final competition that brought a total of 16 schools to Avery Point. Coginchaug, wearing aquamarine T-shirts bearing the word "cephalopods" — predatory mollusks such as octopuses and squids — came back from a 31-18 deficit in the final round to win.

"This is so scary," Coginchaug competitor Abby Eisner said to friends during a break about midway through the competition. "This is probably the scariest thing I've ever done."

Teammate Ryan Gossart answered several key questions down the stretch that finally put the victory away for Coginchaug. Other members of the team were Deanna Puchalski, Tyler Bjarnason and Amelia Bianchi.

This was Coginchaug's ninth year in the competition, and the first time that it has won. Cranston West, which had been a perennial winner until Ledyard High School broke its victory streak two years ago, was taken out in the semifinal round.

Cranston West won the competition last year and nine out of the last 10. This year, Cranston West finished fourth, with the Marine Science Magnet High School of Southeastern Connecticut in Groton winding up third.

The single-elimination competition covered questions about a wide range of subjects, including technology, biology, geology, geography and marine policy. Some of the questions were toss-ups that both teams had to compete for, while others were challenges that each of the teams had to collaborate on to find the best answers.

"Every round counts, and every question counts," said Thaxter Tewksbury, the director of Project Oceanology, one of the hosts of the Quahog Bowl.

The Quahog Bowl (a quahog is a type of clam) is one of 21 regional competitions sponsored by the Washington, D.C.-based Consortium for Ocean Leadership. Winners have the opportunity to go on to the 17th National Ocean Sciences Bowl in Seattle this spring, though Tewksbury said funds to pay expenses for the trip have yet to be raised.

Ledyard High won the Team Sportsmanship Award, while Narragansett took home the Team Challenge Award. Other local schools in the competition Saturday were Bacon Academy in Montville, Norwich Free Academy, Science & Technology Magnet High School of Southeastern Connecticut in New London and Waterford High School.

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Article published Mar 18, 2014

New London STEM teacher named magnet Teacher of the Year honor for northeast region

[Colin A. Young](#)

New London — Janet Farquhar, a science and biomedical teacher at the Science and Technology Magnet High School of Southeastern Connecticut in New London, was named the 2014 Teacher of the Year for New England, New York and New Jersey by Magnet Schools of America.

Farquhar, who has worked at the STEM magnet high school for six years, was hired to grow the school's biomedical program, which in 2011 became the first program of its kind in New England to become nationally certified.

"Janet has been a driving force in the ever growing success of our school," magnet high school Director Louis E. Allen wrote in Farquhar's recommendation letter. "Her passionate commitment, vision, and enthusiasm motivates others to become involved and encourages collaboration widely across all levels of our staff and community."

On her application for the honor, Farquhar scored a 99 out of 100 possible points, according to Art Arpin, co-president of the Connecticut Association of Interdistrict Magnet Schools.

Farquhar will compete against up to seven other teachers of the year from different parts of the country for the Magnet Schools of America title of National Teacher of the Year. The winner of that award will be announced in May at the Magnet Schools of America conference in Hartford.



Article published Apr 9, 2014

Bowling ball science at Coast Guard Academy

Jason Hicks, 15, flanked by classmates from Craig Boucher's Principles of Engineering class at the Science and Technology Magnet High School of Southeastern Connecticut, from left, Russell Crumley, 16, Meena Vaswani, 15, and Ronald Melgarejo, 17, tests the buoyancy of a bowling ball in the tow tank lab at the U.S. Coast Guard Academy in New London. The students tried a number of experiments in the lab Tuesday and also tested a series of popsicle stick bridges in the academy's structural engineering lab during their visit.

Article published Apr 10, 2014

New London's Jacqué happy to be reunited with entire family

By [Vickie Fulkerson](#) Day Scholastic Sports Editor

New London - A daughter was separated from her mother.

Francine Jacqué, then a 13-year-old New London High School sophomore, was sent along with her sister Carine to live with their father in the United States following a life-altering earthquake in 2010 that destroyed the family home in a section of Port-au-Prince, Haiti.

Mosta Nelson, meanwhile, Jacqué's beloved mother, in whose room Francine slept as a child and who would wake her daughter each morning to get her ready for school, remained behind in Haiti. Living at first in a tent, later in temporary housing, Nelson spent more than a year fulfilling the necessary paperwork and wading through the required interviews to receive the visa allowing her entry into the country where she might rejoin her family.

There were times during the more than two years they were apart, mainly when she was alone, where all Francine could do was sit and weep.

Now, this is how joy manifests itself at Jacqué's New London home, a family reunited.

"We put music on and dance," Jacqué said, a wide smile enveloping her face. "We just fool around and dance."

Jacqué, 16, is a senior at New London and an All-New England sprinter for the indoor and outdoor track teams, having won Class M state championships in the 100, 200 and 400 meters last May at Willowbrook Park in New Britain.

She will graduate two years sooner than students her own age, having skipped two grades previously in Haiti, and has given a verbal commitment to attend Quinnipiac University in Hamden, where she was offered a full Division I track scholarship.

But it was her mom's arrival on Oct. 9, 2013, at John F. Kennedy International Airport in New York City, that completed the picture for Jacqué.

"It was just, like, hugs, kisses, jumping around. She looked different," said Jacqué, who mainly kept in touch with her mother via text message during the separation. "She was extremely happy. It (gave) her a lot of stress (to be away). I was raised by my mom. We were close. When someone did something to me, I used to call my mom to fix it. I didn't see her for almost three years ... It was really strange. I kept crying. I want my mom."

Then there was the day Nelson saw her daughter compete as an athlete for the first time, running with what New London coach Bob Castronova calls a joyful abandon.

Jacqué won three events at the Eastern Connecticut Conference Small Division indoor track championship Jan. 25 at the Coast Guard Academy, setting a meet record in the 300 (41.40 seconds), breaking a mark that stood since 2001. Nelson was among the fans shoehorned into Roland Fieldhouse, watching a sport she never saw before.

"Everyone thought she was crazy," Jacqué said with a laugh. "She said, 'I didn't even know it was a sport.' (After the meet), she called all her friends. I think."

Jacqué was joined by her mom, who speaks French Creole, and her brother Francky, a medical school student at the National University of Rosario in Santa Fe, Argentina, for a recent interview at New London High. Jacqué gladly served as translator for her mother, who is attending adult education classes to learn to speak English.

Jean Jacqué, Francine's father, is employed by Foxwoods Resort Casino, having previously lived in the U.S. to help provide for his family. Carine, Francine's older sister, is a student at Western Connecticut State University.

"It's a pleasure to see her run," Mosta Nelson said of her daughter. "I was proud. ... I like it (living in the United States). You can be successful. You have the opportunity to be successful."

Nelson was asked again if she was proud of everything Jacqué has accomplished, arriving in the U.S.

unable to speak the language and achieving what she has scholastically and athletically.

"Oui," said the 51-year-old Nelson in her native language, smiling.

Yes.

Jacqué is still a kid, late for practice occasionally because she's freshening up her makeup. One of her favorite parts of her official visit to Quinnipiac? Her future teammates painted her fingernails. But it's hard to beat Jacqué's uncanny perspective on what's important in life.

Following the earthquake, which struck on Jan. 12, 2010, when Francine was just 12, she and her immediate family went to live with relatives about five hours away. It took them days to get there, sometimes walking, part of the time spent on overcrowded buses.

Their own house collapsed in the earthquake, which registered a 7.0 on the Richter scale and killed nearly a quarter of a million people. In the aftermath, Jacqué and her family had little by which to remember their former lives.

"My college essay was based on that," she said. "You know how one thing happens to a person and it makes them who they are? That was it. It definitely makes me stronger. I had to be something in life. Me not dying, that meant God had a purpose for me."

The thing Jacqué misses most about her native country is her family there, including 26 cousins.

"You just feel the love when you're around them," she said. "We all go to one house for a month in the summer and stay with each other and bond."

They are some of the people for whom Jacqué is determined to succeed. She won't return to Haiti, she said, until she has something to give back to them.

There are also her parents, her brother and sister, Castronova - who cajoled her, somewhat unwillingly, into a track career - and her teammates.

In addition, there are her mentors at the Science and Technology Magnet High School of Southeastern Connecticut, including college planning advisor Meg Mahon, who has consistently provided assistance, and director Lou Allen, who has been amazed by Jacqué's transformation.

From the time she arrived in New London, where she takes classes at the magnet school - adjacent to New London High - until now, Jacqué said she couldn't ask for more.

"There are times it gets really hard. I get tired," Jacqué said. "But I'm not just doing it for myself. I want to make everybody proud. I have a lot to make proud. ... It's like a survival skill. You had to be strong. It's not like I want to. I have to.

"I have people helping me with everything. People believe in me."

Castronova was an assistant girls' soccer coach when he first saw Jacqué as a sophomore. At the time, Castronova was New London's boys' and girls' indoor and outdoor track coach.

"Fortunately for me, she had no soccer skills," said Castronova, who still coaches both teams indoors and the boys' team outdoors. "I think she holds the ECC record for most fouls in a game. But she was blazing fast. I said, 'We have to get this girl on the track.'"

"When she started (track), she just wanted to run fast. There was no finesse. There was speed. She runs the way she plays soccer, she just attacks the track."

At 16, Jacqué, who is 5-foot-11, hasn't scratched the surface of her potential, the coach said.

Most recently, Jacqué was the Class M indoor champion in the 300 (41.38) and went on to better her time at the State Open (fifth, 41.33) and at the New England meet (fifth, 41.20).

"She's always had one foot in that adult world because she's been thrust there and one foot in the adolescent world," Castronova said. "But she's a pretty gregarious kid. She's an upbeat kid. When she gets on the track, you can see ... it reminds me of the scene in 'Chariots of Fire' where the Scottish guy is running.

"She knows she has a God-given talent and she embraces it. She knows it's a way for her to get to places she would not have been able to."

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Article published Apr 19, 2014

The Day's 2014 All-Area Girls' Basketball Player of the Year: New London's Lexus Childs-Harris

By [Vickie Fulkerson](#) Day Scholastic Sports Editor

Her symptoms, gone for nearly a year, returned just before her senior season began.

Lexus Childs-Harris, again fighting Graves disease, which affects the thyroid and can result in a faster heart rate, was informed she couldn't play for the New London High School girls' basketball team, which would go on to win the first state championship in program history.

"It was in remission and it came back, of all things," Childs-Harris said.

"They told her you can't play and she just started crying," said her mom, Sendra Childs-Cornish.

So this is what Childs-Harris did. For four weeks, until her medication had a chance to seize control, she took her heart rate and pulse before every game and again at halftime. If her rate was too high, she couldn't play. She came out, as she estimates, "every two minutes."

"I had to limit my minutes in the game. You can't get into the game that way. Someone's at the table and it's for you," she said. "On the court, I felt it a lot. I was sleepy. I have asthma and it affects that, too. I wasn't paying attention in class."

But Childs-Harris, who corrected her mom for calling her "strong" in a recent interview - "don't feel bad for me," she said - played anyway.

She led by example. She led with her talent. When the Class M state championship game was over, New London coach Kerrienne Dugan said she was certain her team, most of the players returning a year from now, wanted to this win one for their graduating seniors.

Childs-Harris, a guard who committed to play next season for Division II Post University, has been named The Day's 2014 All-Area Girls' Basketball Player of the Year.

She finished by averaging 11.4 points per game for the Whalers (24-4), 5.6 rebounds, a team-high four assists and 2.3 steals.

An All-Eastern Connecticut Conference Large Division and ECC All-Tournament selection, Childs-Harris scored 14 points in the quarterfinals of the state tournament to help beat East Catholic (53-44) and a team-best 14 in the semifinals in an upset of top-seeded Holy Cross (44-32). In the semifinals, she was 10 of 12 from the free throw line in the fourth quarter, allowing the Whalers to reach their first state championship.

She was one of four players in double figures in the title game, a 57-52 win over Morgan, with 10 points, five assists and four rebounds, wearing the net around her neck like jewelry in the celebration that ensued at Mohegan Sun Arena.

"It has and it hasn't," Childs-Harris said, asked if the championship season, just two years after the Whalers went 2-18, has sunk in yet. "It's still sinking in right now."

"The whole time we had it in the back of our mind, but you don't believe it until you were there."

Dugan said that Childs-Harris was instrumental to her success as a new coach when she first took over last season and that carried over into 2013-14, when Childs-Harris started along with a junior, a sophomore and two freshmen.

"She was injured in the beginning of the year and it was obvious what was missing, like, 'Oh, right. Lexus was out,'" Dugan said. "The key to us having a great practice was her intensity."

"The girls all look up to her. The younger girls aspire to be a leader in the way that she was. Sometimes you have those certain kids. I try to coach as much as I can, but I can look over into the line and Jada (Lucas, a freshman) just messed up a drill and Lexus pulled her aside."

"I saw her do those things. And she doesn't need any prompting. That's just the type of person she is. ... Once she started getting in the groove, it's the best I've ever seen her play."

The Day's 2014 All-Area Girls' Basketball Team

Player of the Year: Lexus Childs-Harris (New London)

Margot Calmar (Stonington)

Hannah Hutchins (Ledyard)

Chava Osborne (New London)

Jenna Schumacher (East Lyme)

Alyssa Voles (NFA)

Childs-Harris grew up playing basketball with her brothers Bryce and Torin, both of whom played for the New London boys' team, and with her cousins, including Khary Childs, who plays for the Ledyard boys. Her first basketball game came when she was just a week old, watching her uncle, Jarion Childs, play at St. Thomas More.

"That's where my toughness comes from. My family," she said. "I was always around. I would see them do something and think, 'Maybe I should try that.'"

Childs-Harris, who is part of the biomedical program at the Science & Technology Magnet High School of Southeastern Connecticut, adjacent to New London High, has planned since kindergarten to be a doctor.

"It's amazing, but it's expected also," Sendra Childs-Cornish said of her daughter's successes, in spite of an illness that threatened to derail a state title run. "She's such a strong girl."

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Article published May 17, 2014

Magnet schools compare notes at conference

By [Colin A. Young](#) Day Staff Writer

New London — For the first time ever, Connecticut is hosting the annual conference of Magnet Schools of America, and on Friday, magnet schools from southeastern Connecticut got a chance to show off. The conference, which brings together more than 1,000 magnet school teachers and administrators, began Thursday and will run through Sunday at the Connecticut Convention Center in Hartford. "A lot of it is looking at best practices and new initiatives, and validating what you're already doing," said Louis E. Allen, director of the Science and Technology Magnet High School of Southeastern Connecticut. "The topics of discussion can range from STEM integration, to how you market your program, to how you sustain a budget."

Allen said that although he has attended the conference for a number of years, it always provides a glimpse at what the next big idea might be.

Kate McCoy, the STEM coordinator for Bennie Dover Jackson Middle School, said the conference helped spark ideas for new programs in the city's magnet schools.

"It was an opportunity for us to say, 'Wow, we're doing this and we're doing it really well,' and to also say, 'this is something we can add to it,'" she said.

On Friday, some attendees took field trips to magnet schools in southeastern Connecticut, including Regional Multicultural Magnet School in New London, Science and Technology Magnet High School in New London, Dual Language and Arts Middle Magnet School in Waterford and Marine Science Magnet High School in Groton.

The Regional Multicultural Magnet School hosted a workshop on its Selborne Project, a historical and natural study of the square kilometer surrounding the school, and its world language programs.

Later, a group of about 20 educators from as far as California visited the STEM magnet high school in New London to attend a workshop on integrating "the four Cs" - critical thinking, communication, collaboration and creativity - into a magnet program.

In total, about six staff members from New London Public Schools, which is in the midst of an evolution into an all-magnet school district, will attend at least part of the conference.

Among the group was Janet Farquhar, a science and biomedical teacher at the STEM high school who in March was named the 2014 Teacher of the Year for New England, New York and New Jersey by Magnet Schools of America.

Farquhar will learn today if she has been awarded the Magnet Schools of America title of National Teacher of the Year.

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Article published May 22, 2014

New London magnet school seniors get taste of real-life experience

By [Colin A. Young](#) Day Staff Writer

Students cap yearlong class devoted to pursuing career in STEM-related field with presentations at NL facility

New London — As a little kid, Gregory Smith loved playing with Legos and seeing how all the tiny pieces fit together neatly. Eventually, he stopped using the directions and relied only on the picture on the box.

"Then I started playing around with toys that moved and I would take them apart and put them back together," Smith, a senior at the Science and Technology Magnet High School of Southeastern Connecticut, said.

On Wednesday, Smith demonstrated the current phase of his lifelong interest in moving parts by building part of a car transmission - and explaining how it works - in front of an audience.

Smith, who lives in Scotland and plans to study mechanical engineering at the University of Connecticut, is one of the more than 70 seniors who will give their senior capstone project presentations this week.

The presentations, which began Tuesday and run from 8 a.m. to 2 p.m. through Friday, are the culmination of a required yearlong class designed to get the students to think not just about what their career goals are, but also what steps they will need to take to achieve those goals.

"We get them to think about what they want to do and then make them plan it," magnet high school Director Louis E. Allen said.

The seniors start working on their capstone projects in September by preparing their own resume. After they select a career field to focus on, the students have to develop a five-year plan for themselves.

The students must research the history of the career, the typical job requirements and how the field could change in the future. They also have to identify the applications of STEM - science, technology, engineering and math - in the career.

"Everything ties into STEM," Allen said. "Even if they don't want to be a scientist or an engineer, they'll be using STEM in their careers."

Over the course of the year, the students are also expected to seek out advice from professionals in their field of interest to get a better sense of what the job is really like.

Jason Edwards, whose project focused on a career in criminal justice, had an internship with the Norwich Police Department and got to observe an active shooter training drill and accompany an officer on a patrol shift.

"It gives them a research aspect, a practical application, and then they have to pull it all together into a presentation," Allen said. "Not to mention that they have to present it in front of a room full of people."

Each student has 20 minutes to make a slideshow presentation outlining their research to their teachers, school administrators, their peers and a panel of six judges.

"We're trying to create a real-life situation for them," Allen said. "This could be a job interview, or it could be a presentation to a client. This experience will be invaluable to these kids."

The panel of judges changes each day but is typically made up of a guidance counselor, a recent high school graduate, and people who work in STEM-related fields. Each judge is chosen for a specific reason, Allen said.

"We try to get a diverse group of panel members to pose different questions from different perspectives," he said.

"Once the presentation is over, you're not off the hook. You still have to be prepared to answer tough questions from people who have real world experience."

Allen said some students arrive at the school as early as 6 a.m. on the day they are to present to practice in front of the empty auditorium. And although some may be nervous about presenting, Allen said, they all get something valuable out of it.

"This is one of our gifts to our seniors," Allen said. "To do what they did today, to get that experience, that's money in the bank. These are life skills that can be applied to everything."

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Article published May 26, 2014

Local student to attend Naval Academy seminar

Nicholas Starasinic, a student at the Science & Technology Magnet School of Southeastern Connecticut in New London, will participate in the 2014 U.S. Naval Academy Summer Seminar program. The U.S. Naval Academy invited a group of more than 2,500 young men and women from around the nation and abroad to attend this year's program in Annapolis, Md. This program helps educate, motivate and prepare rising high school seniors who are considering applying to the Academy. Students experience first-hand the Naval Academy's academic, athletic, extracurricular activities and leadership training programs.

Article published Jun 3, 2014

Fitch, New London Magnet kids are finely tuned machine as they win robotics competition

By [Deborah Straszheim](#) Day Staff Writer

Groton - Robotics teams from Robert E. Fitch High School, New London Science and Technology Magnet High School and Westborough High School in Massachusetts teamed up last weekend to take first place at the 15th annual BattleCry@WPI in Worcester, Mass.

The students battled among 56 high school robotics teams from across New York and New England to finish on top.

"Putting the three of us together just created this team that no one could beat," said Janet Farquhar, biomedical science teacher and robotics coach for the STEM Whalers at the Science & Technology Magnet High School.

BattleCry is an offseason robotics event, separate from the FIRST Robotics Competition, which begins in winter and ends with the national competition in the spring.

At the event, robots built to work in teams of three had to move a large exercise ball down a gymnasium floor and eventually shoot it through a series of goals.

Teams were assigned by lottery at first, then based on performance as the games continued, with top finishers able to choose a second team as a partner. The third robot for each team was chosen randomly. When Fitch and Westborough students heard that New London had been drawn from a hat as their third player, "a huge cheer went up from all three teams." Fitch High School Science Teacher Brian Chidley wrote in an email. Chidley is coach of the Fitch robotics team, the Aluminum Falcons, which has about 30 student members.

The three teams proved an ideal mix. The STEM Whalers had a robot with a tall, pivoting "claw," perfect for catching the 2-foot diameter game ball from the sidelines and getting it back into play.

The Aluminum Falcons of Fitch had a robot with a catapult launcher, which lobbed the ball into a 7-foot high goal with great accuracy. Meanwhile, the RedShift of Westborough, Mass., could launch the ball over a 6-foot high bar to earn bonus points. The alliance lost only one match throughout the elimination bracket, Chidley said.

But it wasn't easy, he said.

"It was a full-time job all weekend. It's the end of the season and the robots are falling apart," he said.

"And between each match it was a constant laboring to get something fixed. Plastic was breaking, fuses were melting."

But Chidley said the team stayed on top of repairs. "We kept it working, in pretty much top form," he said. d.straszheim@theday.com

Martin Luther King scholarship winners have big plans

By [Colin A. Young](#) Day Staff Writer

5 students tell how civil rights leader influenced them

Groton - As an eighth-grader, Kai Sinclair attended the Dr. Martin Luther King Jr. Scholarship Awards Dinner and watched as high school seniors spoke about how King's words and actions empowered them to succeed in academics and beyond. That night, she made it her mission to work tirelessly until she, too, became a scholarship recipient.

On Thursday night, in front of a packed ballroom at the Mystic Marriott, Sinclair was one of five area high school seniors who accepted a \$20,000 scholarship from the Dr. Martin Luther King Jr. Scholarship Fund.

"This was my high school goal and I finally got it," Sinclair said. "It is validating." Sinclair, a senior at Robert E. Fitch High School in Groton, is vice president of her class, is a member of the National Honor Society and is captain of the indoor track team. She hopes to become a family doctor after studying at either Columbia University, Howard University or New York University.

Scholarship recipient Clayton Potter, a senior at the Science & Technology Magnet High School of Southeastern Connecticut in New London, spoke about seeing his father read the words of King in conjunction with a Coast Guard Band performance as one of his inspirations.

"This is really when I first realized how powerful Dr. King's words were," said Potter, who serves as the appointed student member of the Connecticut State Board of Education.

He hopes to study cognitive neuroscience and endocrinology at Yale University, Harvard College or Brown University and someday open a nonprofit recreation center in his native New London. He is the son of Chuck Potter, a former reporter and columnist for The Day.

All five recipients, who were selected out of 50 applicants from local cities and towns, spoke about how they and their fellow students can emulate King's vision for a more equitable society.

"We all have the ability to make great change in the world," said Motyat "Tia" Olatunmbi, a senior at Norwich Free Academy. "We just have to go out and do it."

Olatunmbi said she wants to study international economics and corporate law at New York University, the University of Connecticut, or Bocconi University in Italy.

Khaadijah Reed, a senior at the Science & Technology Magnet High School, is president of the school's multicultural club, a member of the biomedical club, National Honor Society and the basketball team. She plans to study culinary arts at Johnson & Wales University and eventually own her own business.

"Dr. King was all about making a difference in the world, and through my education, I will do the same," she said.

Scholarship recipient Richard Dale Joseph, a senior at Norwich Free Academy, is a member of the school's varsity track and basketball teams and sings in the gospel choir. Joseph also volunteers in the Norwich NAACP and at his church. He intends to study chemical engineering at Liberty University, St. Lawrence University or the University of Connecticut.

Following King's death in 1968, former New London teacher and mayor Eunice McLean Waller and her husband, William DeHomer Waller, donated the \$100 to establish the scholarship to award a student who best represented King's ideals. The scholarship evolved and has expanded ever since. So far, 122 students from southeastern Connecticut have been awarded scholarships through the fund.

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2013 DR. MARTIN LUTHER KING JR. SCHOLARSHIP AWARD WINNERS

• Kai Sinclair, Fitch High School; Scholarship funded by Chelsea Groton Bank.

• Clayton Potter, New London Science and Technology Magnet High School; Scholarship funded by the MLK Trust Fund.

• Khaadijah Reed, New London Science and Technology Magnet High School; Scholarship funded by the Kishings Family Foundation.

• Richard Dale Joseph, Norwich Free Academy; Scholarship funded by The William W. Backus Hospital.

• Motyat "Tia" Olatunmbi, Norwich Free Academy; Scholarship funded by Attorney Bart A. Sayen and Lori Lindfors.

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Article published Jul 24, 2014

CHINESE EXCHANGE STUDENTS LEARN ABOUT LIFE IN NEW ENGLAND

PHOTO SUBMITTED

Chinese exchange students pose outside the Science and Technology Magnet High School in New London. They are, from left, sitting on the grass, Chen Jingyi, Sun Yunqi and Gu Longyan; second row, sitting, Jordan Washington, Teacher Shi Hui, Luo Ying, Luo Jieyu, Sun Jiayi, Xue Taoyin, Xu Wanling, Zheng Shunshun, Yu Linman and Gong Xianglin; standing, first row, Teacher Mayra Cruz, Teacher Kristen Talley, Kuang Dianchen, Kuang Lehong, Fang Kexiang, Wang Jie, Li Zhuolin, Lin Yongzhao, Zhang Hongming, Dai Pengze, Zhou Ziyue, activity leader Ben Capers, and program coordinator, Shalimar Ramos Wuyke. Back row standing is Teacher Jiang Huaifen, Chen Haoyu, Li Shadefu, Li Hao, Xie Boyi, Liu Jianlai, Wang Anxu, Luo Shenglong, Chen Nuo, Yang Runtian and Bian Haodong.

CHINESE EXCHANGE STUDENTS LEARN ABOUT LIFE IN NEW ENGLAND

A group of 30 students from the city of Chongqing in southwest China, spent 13 days in southeastern Connecticut learning about New England. The exchange students were seventh- and eighth-graders who lived with host students from New London High School and the Science and Technology Magnet High School of Southeastern Connecticut (STMHS).

Two teachers also accompanied the students on the trip and stayed with high school families. It was the second time students from China participated in the exchange.

STMHS has established a successful international exchange program, which also includes visits from students of Montecatini Terme, Italy. Magnet school students have also traveled to Italy as part of the program. This school year, the magnet high school will expand its international program by initiating an exchange with students from their African partner school, Nchuui Secondary School in Meru, Kenya.

During their two weeks in Connecticut, the students visited the USS Nautilus Submarine Museum, Ocean Beach Park, Roger Williams Park Zoo, local universities and colleges, and the Basketball Hall of Fame in Springfield, Mass.

The visit ended with a talent show at the high school.